

# **Use of English and other languages in teacher talk**

## **Final Dissertation**

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## Abstract

The purpose of this study is to analyse the methodology teachers use during English lessons and when they sometimes change to Catalan or Spanish. We aimed to see how the theory of language immersion is put into practice and the factors that lead to language switching. The research was carried out through the observation and analysis of P5 English lessons at two schools in Osona. We interviewed the teachers to know more about their approach and methodology. The data collected was analysed in order to identify techniques that help teachers work in a coherent and effective manner, without changing language in teacher talk in an arbitrary way.

**Key words:** linguistic immersion, teacher talk, methodology, language switching, mother tongue, second language, foreign language

## Resum

El propòsit d'aquest estudi era analitzar la metodologia de la mestra d'anglès en termes de l'ús de la llengua i veure quan i per què a vegades canvia al català o castellà. Volíem veure com la teoria de la immersió de la llengua és posa en pràctica i quins en són els factors condicionants que porten al canvi de llengua. La recerca és duta a terme a partir de l'observació i l'anàlisi de diferents classes d'anglès de P5 en dues escoles d'Osona. S'han entrevistat les mestres per conèixer la metodologia que fan servir. Tota la informació recollida és analitzada per identificar tècniques coherents i efectives en relació amb el canvi de llengua a la parla de la mestra, tot evitant el canvi de llengua arbitrari.

**Paraules clau:** immersió lingüística, parla de la mestra, metodologia, canvi de llengua, llengua materna, segona llengua, llengua estrangera

# 1 Introduction

In the preparation of this study we have consulted a variety of articles and books about language learning, both foreign language learning and second language learning. Use of the mother tongue in foreign language classes has been a contentious issue over the years. Some authorities recommend total avoidance. Others recommend controlled use. Yet others take a position somewhere in the middle, neither over-using the mother tongue and neither avoiding it completely. With such conflicting advice it is no wonder that teachers vary widely in their own professional practice, with each teacher arriving at an approach they feel comfortable with in their own teaching context. The purpose of this study is to observe such practices and discover some of the thinking behind them.

We have focused mainly on the use of the mother tongue by teachers and not by students. The experimental procedure is based on the observation of classrooms in two schools in the Osona region of Catalonia. The limited scope of the study is inevitable given the restrictions imposed by a research carried out within the context of the Final Year Project of the Early Childhood Education bachelor's degree.

## 1.1 A note on terminology

Foreign languages are usually understood to refer to those spoken in other countries, whereas second languages could be spoken by other people in the local context. Clearly these two concepts are not totally equivalent. Nonetheless, we have found that the information in articles on both subjects has been useful. When we quote text or titles from the original works, we use second or foreign as in the original. But when we talk about studying and learning English in Catalonia we always refer to this as a foreign language, which we believe to be a more suitable term for how English is learnt in this region.

The mother tongue is the native language or the first language of each speaker, that is, the language which a person acquires first in childhood, usually in a family. In a school context in Osona this is conventionally understood to be either Catalan or Spanish (though there may be children in class with other first languages). Our preferred term is first language.

Early childhood education is usually taken to include ages 0 to 6 years of age. We use this inclusive expression in preference to alternatives such as kindergarten, nursery school and pre-school.

L1 refers to the mother tongue and L2 refers to a second or foreign language. In the context of Catalonia this term is particularly ambiguous as all children have a command, more or less of Catalan and Spanish. English in our case is at least an L3. Another common term used to describe non-mother tongue languages is additional languages. Nonetheless, we have chosen to avoid all these terms in our text, unless making a quotation, preferring to use the term foreign language throughout.

Interference is usually understood to refer to negative interference, that is, how habits and automatic use in the mother tongue inhibit correct use in the foreign language. Interference was a popular term among

behaviourists in the 1960s (Lightbown and Spada, 2013), but this theory of learning is now largely discredited. Nonetheless, interference effects are often observed in language classrooms. It is true that English is becoming global and the authors that defend the global vision about language expansion, do not see this interference as such a bad affect.

Scaffolding (Lightbown and Spada, 2013) was a term first introduced in the early 1960s by the cognitive psychologist Bruner, to refer to the assistance that the teacher gives to the children by being a model and demonstrating how to solve something but then stepping back, because like this they just offer the necessary support. Scaffolding develops ideas associated with the Zone of Proximal Development proposed by Vygotsky (1980), which refers to the difference between what children can do with or without help and how they move from one stage to the other. Scaffolding, by providing the necessary support to the children while they are starting to learn something new, helps them become more able to use the knowledge when performing on their own.



## 2 Justification

How much should teachers talk, when should they talk, what should they say, and, in the context of this research project, what language should they use?

In a language class this is an issue of particular interest because what teachers say can also be a substantial part of the learning material for students. This also touches on issues like immersion, and also the balance between written and spoken language, and it can also be influenced by factors such as the age of the students and the confidence of the teacher in their own ability to speak fluently and intelligibly in the foreign language.

In the context of teaching English to early childhood learners in Catalonia this is a subject of great topical interest because of the high priority that the Department of Education and society in general attaches to improving language learning outcomes, and in particular learning English. Nonetheless, there is still no conclusive evidence about what the approach should be with these very young learners. There are many different experiences and context is crucial. In this research project we have endeavoured to take a generous, empathetic view of how teachers cope with this demanding situation. Getting children to speak in English when they form a homogenous linguistic group is difficult because the mother tongue will tend to flood in, so how can a high degree of foreign language orality be achieved?

Over the past few years there has been an ongoing discussion about the most suitable time for introduction of English as a foreign language. Many schools have English programmes for early childhood groups, although it is not compulsory. Other schools introduce the language when the children are older. This study focuses on English classes in the last year of early childhood education (P5) at two schools in Osona.

We set out to examine the use of English and Catalan (and Spanish) by the teacher during lessons to see the extent to which immersion is put into practice and the factors that lead to language switching. For example, individual students' conditions, teachers' conditions, the number of students, their socioeconomic and language background, stages and changes of focus in the lesson, different kinds of class activities, different kinds of teacher talk.

### 3 The theoretical framework

In this section we consider aspects that should be taken into account when weighing up the use of the mother tongue and foreign language in foreign language lessons. We intend to make this issue intelligible to non-specialist readers. First, we refer to the ideas and recommendations of influential authors on teaching English as a foreign language to young learners. We discuss the relationship between the first language and the foreign language in the classroom. To continue, we outline three different points of view about which language should be used when teaching a foreign language: using mostly the first language; using the foreign language (in this case English); or teaching through a combined use of both languages. We also discuss the phenomenon of code-switching and the situations in which some authors recommend using the first language when teaching a foreign language. We finish with a brief description of the role of the teacher in foreign language classes.

#### 3.1 English as a foreign language for young learners

Nunan considers young learners to be between 4 and 15 years old (Nunan, 2011), for whom Piaget distinguishes different stages of development. A child aged 5 will not be the same as a 14-year-old in terms of cognitive development. Nonetheless, two children can have the same biological age and yet have very different characteristics in terms of cognitive, behavioural, emotional, physical and social development. This lack of homogeneity makes it more difficult to establish general rules, because there will always be exceptions.

Second Language Acquisition (SLA) theory attempts to account for similarities and differences in learning various languages at the same time, as children, and learning a second language as an adult (Nunan, 2011). The researchers that defend an early start to learning a foreign language believe the two languages can coexist without interference in common areas of the cerebral cortex. In contrast, if the foreign language is acquired at an adult (post-puberty) stage of development, it will be centred in different parts of the brain from the first language (Sánchez-Reyes, 2000). Children learn languages quickly and easily while adults are ineffective and in comparison, according to some authors (Brown and Larson-Hall, 2012), though even this assertion is debatable if the number of hours of exposure is taken into account. Children's brains are still pliable and plastic, while adults' brains are more rigid and modulated because they have hardened (Brown and Larson-Hall, 2012).

Teaching English as a foreign language in the Spanish context is quite a recent phenomenon, and even more so for young learners.

*El año 2000 supuso un hito en la enseñanza de la lengua extranjera en nuestro país. Tras la publicación de la Orden del Ministerio de Educación y cultura de 6 de julio de 1999 (B.O.E. nº 172, de 20 de julio), por la que se regula la implantación, con carácter experimental, de la lengua extranjera en el primer ciclo de la Educación Primaria y en el segundo de Educación Infantil, las comunidades autónomas legislaron, de manera generalizada y en ejercicio de sus competencias, diversas ordenes dirigidas, si bien de modo experimental, al adelanto de la enseñanza de la L2 a la Educación Infantil, en consonancia con la política legislativa imperante en otras naciones de nuestro entorno, sustentada por investigaciones de neurolingüistas, biólogos, psicólogos*

*y pedagogos. La tendencia ha quedado consolidada en la Ley Orgánica de Calidad de la Educación (aprobada en Consejo de Ministros el pasado 26 de julio), la cual prescribe en su artículo 11.3: "Las administraciones educativas promoverán la incorporación de una lengua extranjera en los aprendizajes de la Educación Infantil" (Sánchez-Reyes, 2000, p. 44).*

Sánchez-Reyes (2000) mentions three negative attitudes that make it difficult for schools to introduce foreign language classes for the youngest learners at school. One is that acquiring two languages at the same time can provoke confusion in the child learning them and they might mix the two languages and develop a hybrid speech, a kind of mixed-up idiolect. The second attitude is about how acquiring a foreign language when very young can have a detrimental effect on the development of the first language because the children sacrifice focus on the mother tongue in order to acquire another language. The third negative attitude is that at this young age children should play and have fun; it is no time to focus on learning a foreign language. When they are older they will have plenty of time to do that.

She outlines how foreign language instruction in early childhood education started eighteen years ago in Spain, meaning that children aged two to five years could have foreign language lessons incorporated into their timetables. This started as an option (non-obligatory) and still today there are schools that do not offer foreign language instruction until children are a bit older, attending primary school. There are various opinions about what is the best age to start learning a foreign language. Depending on which pedagogues each school follows, foreign language classes will begin earlier or later.

One of the main reasons why it is better to start learning a second language as early as possible is because children will acquire it in a natural way (Krashen, 1987) and they will have more exposure and input than children that start when they are older. Many believe that learning a foreign language following a natural path will lead to a higher language proficiency.

Most of the authors that defend "the earlier, the better" also subscribe to the Critical Period Hypothesis (CPH), which posits a biological mechanism limiting the development of an organism over time (Sánchez-Reyes, 2000 and Muñoz, 2006). During growth some biological changes in the brain lead to the two hemispheres working more separately (lateralisation) and independently from each other, making it more difficult to acquire a language subsequently because the brain is not so flexible. According to this CPH view, there is a specific period in life when languages can be acquired more easily (Douglas Brown, 2014), and this is thought to end around puberty. Therefore, children acquiring a second language after puberty will probably be less successful in foreign language learning. Furthermore, rapid growth of nerve connections coincides with the language acquisition of children, making the process easier. Muñoz (2006) affirms that the ideal age to start learning a foreign language is 4 years old.

Although children can start to learn a second language at school at the age of 6 or 7 (or earlier), they will have relatively little exposure, and this will have a repercussion on the degree of acquisition of the second language. Starting age is an important aspect in SLA, but we should not forget other factors like time and exposure. Young starters tend to have long-term advantages and higher levels of attainment but, as Muñoz (2006) points out, an "early start does not always guarantee native-like achievement" (p. 3).

Krashen (1987) states that “age is not in itself a predictor of Second Language rate or attainment” (p. 43). According to him, the starting age for SLA does not affect the rate but alters the order of acquisition. Other authors believe that the number of years of exposure to the second language and the starting age have an effect on the level of success, in aspects such as communicative fluency and pronunciation (Nunan, 2011). But older learners are faster and more efficient (Muñoz, 2006) and recent brain research has shown that adults' brains are more malleable than previously believed (Brown and Larson-Hall, 2012). Nonetheless, the consensus view is that maturation has a significant influence on outcomes in foreign language learning.

Other significant factors are the classroom context (Sánchez-Reyes, 2000), where the teacher has to respond to different situations in a considered way, and the attitude of families to foreign language learning, which affects the creation of a supportive atmosphere outside school. The total amount of time children are exposed to the foreign language is also a crucial factor. It is better if exposure is distributed on a daily basis over short periods of time, rather than once a week for longer periods. There needs to be coordination between language teachers and other teachers in order to put into effect a coherent language syllabus for children. Furthermore, the methodology and techniques used in class will affect the language acquisition of the children, so teachers need to know about specific techniques, and realise that some work better with specific age groups. Related to this, teachers should have good language skills themselves and know about the cognitive development of children in learning a foreign language. Another important factor is the emotional well-being of the children. If they feel anxious or uncomfortable in class, maybe because they do not understand the foreign language, this can create resistance to learning. Teachers should seek to acquire strategies that address this issue, by creating motivating learning experiences.

Though experts express different points of view about learning a foreign language at young ages, they all tend to recommend activities that focus on discovery in the immediate context, and use of the imagination, fantasy and physical movement (Nunan, 2011). For example, Total Physical Response activities, storytelling, songs and group activities can stimulate motivation among young children.

### **3.2 The relation between the first language and English in English lessons**

Nunan (2011) discusses how children acquire their mother tongue through listening to and imitating adults nearby, mostly caretakers. He highlights differences between second and foreign language learning. In second language learning children have many opportunities, input and exposure to the language. In foreign language learning children have relatively low exposure to the language, often just twice a week in lessons at school. For example, in Catalonia the children's first and second languages are usually Catalan, Spanish, Arabic or Amazigh (spoken at home), and the foreign language (learnt only in school) is English, French or German. In the following discussion, in order to simplify matters, we refer only to first and foreign languages, taking first language (or mother tongue) to include first, second and even third local languages, while the foreign language is English.

Various studies have demonstrated how competence in the first and a foreign language has a positive influence on both (Sánchez-Reyes, 2000). Nonetheless, over the years, there have been contrasting points of view about this. Many of them come from popular beliefs and myths without a theoretical or observational basis. Khati (2011), for example, mentions that SLA is strongly influenced by the learner's first language, affecting the process negatively because it interferes with acquisition of the foreign language. Earlier writers such as Stern (1970) affirm that mother tongue acquisition and SLA are similar learning processes. He mentions how children learn the mother tongue through repetition, practice and imitation, and how this can also be seen in foreign language lessons. According to Krashen (1987), children learn languages following a natural order: first separate sounds, then words and then sentences, in a specific order of increasing complexity, which is also seen in foreign language classes. Young children start the first language learning process by listening and speaking, and then reading and writing, an order which can also be seen in foreign language lessons with children.

Macaro (2001) mentions three views of the relation between the mother tongue and the foreign language in the classroom context. The first view is that the foreign language should only be learnt through that language, creating a classroom environment that is a mirror of the target language and culture. The second view is that the foreign language is best learnt through that language but that ideal learning conditions do not exist, so this is not totally possible. The last view is that the first language can be a useful resource during the foreign language teaching and learning process in order to enhance learning. If this is the case, and teachers do indeed use the first language at times in foreign language lessons, in so-called "teacher talk", what kind of teacher talk do they use and how does this affect the learning process of the child?

### **3.3 Teacher talk**

Teacher talk refers to everything the teacher says in the classroom: what they say and how they say it. In this research project, our focus is on which language they use to communicate with the students (the first language, the foreign language, or both). As Cullen (1998) states, "teacher talk is now generally recognised as a potentially valuable source of comprehensible input for the learner" (p. 179). As we have said before, the teacher is a model for the student and the children learn mostly through imitation. Therefore, at all times the teacher acts as a role model, and they can provide exposure to English for the students, along with recorded materials.

There are various factors which influence teachers' language choices. Nagy and Robertson (2009) establish two general categories: internal factors and external factors. The internal factors are those related to the teacher (beliefs, self-confidence, experience), to the students (their age, motivation, ability, level) and to the nature of the situation (stage in the lesson, the language used). The external factors are those that the teacher by themselves cannot control. The syllabus, the approach the school follows, the political context, the expectations of the families and examinations are constraints on the teacher when deciding which language to use in English lessons.

Nagy and Robertson affirm that “in Foreign Language classrooms where the teachers share the Mother Tongue with the students the use of the Mother Tongue has always been controversial” (2009, p. 66). Cook (2013) adds that in this case there should be no reason not to take advantage of this situation and use the language they share in the foreign language class to overcome obstacles that might occur if the teachers just use the foreign language.

However, Khati (2011) points out that use of the mother tongue in English lessons has advantages and disadvantages, depending on when and how much of the mother tongue is used. He mentions that many studies show that a limited use of the mother tongue is beneficial, but overuse can be counter-productive, leading to lower exposure to English.

If we look at the history of foreign language learning, before the 19th century it was accepted in Europe that foreign language teaching should be carried out in the mother tongue, using a bilingual teaching method. This was in large part because the written word was more important than the spoken word, and thus the foreign language was studied through translation (so-called "grammar translation"), similarly to how classical languages such as Latin and Sanskrit were studied. More recently the spoken word became a priority, and monolingual teaching approaches ("natural" approaches), learning the foreign language through the foreign language, began to find favour. During the 20th century, a variety of methods have been popular, resting on competing theories of psycholinguistics, available media and technology, standard testing and increasing research: in particular, Audiolingualism and, subsequently, the Communicative Approach. Such modern approaches are generally speaking monolingual (foreign language medium). There has also been a huge increase in language-and-study tourism, particularly for teenagers, bringing together students from different language contexts for an intensive experience where the only common language available for communication is the foreign language under study. All these factors have made learning the foreign language through the foreign language the norm. But perhaps a small amount of the mother tongue can be useful on specific occasions (Khati, 2011).

Foley and Flynn (2013) observe that researchers have continued to differ about the role of the mother tongue in SLA. They argue that knowledge of the mother tongue provides abstract conceptual representations needed for foreign language items and believe that similarities between the languages make it easier to learn the foreign language.

Cook (2013) outlines three positions in relation to the role of the mother tongue in foreign language lessons. The first position - the first language acquisition argument - holds that foreign language learning should follow the model of first language acquisition, following the natural acquisition order that Krashen has proposed. The second position - the language compartmentalisation argument - holds that to be successful in learning a foreign language, the student has to totally separate the mother tongue and the foreign language. The third position - known as the second language use argument - is that the student will not consider the foreign language a communicative tool if the teacher does not promote its use. That is why there is a need for as much use of the target language as possible.

These three positions are similar to those of Macaro (2001): the Virtual Position, in which the objective is to totally exclude the mother tongue from the foreign language classroom, creating a foreign language "island", with no didactic reasons to use the mother tongue at all; the Maximal Position, in which the teacher perceives no pedagogical reason to use the mother tongue, but for a variety of reasons ends up using it on occasions; the Optimal Position, in which didactic value is attached to use of the mother tongue because it is helpful in specific aspects of foreign language learning.

### 3.3.1 Use of the mother tongue in foreign language lessons

Khati (2011) defines the mother tongue as "a language learnt before any other language has been learnt" (p. 42). It is learnt automatically and naturally because the children pick it up from their social environment, from the speakers that surround them.

He follows up by explaining how the brains of children are filled up with their mother tongue, which has formed their neural networks and their knowledge, because the mother tongue is always present in the minds of the learners (Cook, 2012). Students process their thinking and comprehend information through their mother tongue. That is why the process of Second Language Acquisition has to start from home because all journeys start from the same point. Galindo-Merino (2011) declares that it is impossible to unlink the mother tongue from the foreign language learning process. Knowledge of the mother tongue is present throughout SLA. Similarly, Mohebbi and Alavi (2014) state that the mother tongue has important cognitive, social and pedagogical functions that need to be taken into account when teaching a foreign language. Psychologically, it acts as a helper and it can be used in a so-called scaffolding method (Cook, 2013).

Kayaoğlu recommends a controlled use of the foreign language at elementary levels, because there is "no need to insist on the use of L2 if the students are beginners" (2012, p. 30). Using the first language can provide teachers with a useful tool for explaining difficult topics, teaching vocabulary and checking reading comprehension. Clearly, it is not so useful for speaking and listening practice because the first language would just get in the way of the foreign language.

The positive effects of involving the mother tongue in foreign language lessons can be various (Du, 2016). For example, by using the mother tongue children are able to create a link between the two languages and they can feel more secure and aware of what is going on. Moreover, translating can be an effective tool to use in foreign language classes in order to check that everybody understands. Mother tongue knowledge can serve as a help for creating foreign language input and output and comprehending it. Foreign language meaning is not separated from first language meaning, as said; through meaning and understanding, there is a cognitive process that connects the new language to the one already known.

Over-reliance on mother tongue knowledge and apparent similarities between languages can also have a negative effect, leading to errors and negative transfer. (This kind of effect is often known as interference.) The use of the mother tongue in teaching is just a short-term solution to meet learners' immediate needs; the mother tongue cannot be relied on to mediate the whole foreign language teaching process. Du (2016)

emphasises that by using the mother tongue what we do is cut the exposure time of students to the foreign language.

When teaching a foreign language at school, it may be that teachers use the mother tongue more than they intend to, or see as ideal, because the mother tongue is all around and tends to flood in, in a natural, spontaneous way (Galindo-Merino, 2011).

### **3.3.2 Use of English in foreign language lessons**

Kayaoğlu (2012) states that many teachers avoid using the mother tongue because of a popular belief that it interferes negatively with learning the foreign language. It is common to hear people talking about this, and how using the students' mother tongue to make them feel comfortable just leads to more difficulties in communicating in the foreign language or extends the period of children feeling unable to communicate in the foreign language (Galindo-Merino, 2011).

Many authors believe that students should be exposed to the target language as much as possible. Ghorbani (2011) states that this is the way that children can really develop their foreign language skills. The learning context is very important for promoting real and effective success in their learning process. The foreign language classroom has to be a model of communicative use of the language (Galindo-Merino, 2011), developing all the possible functions in the foreign language in order to provide the maximum input to the learners and to show that the foreign language is a useful communicative tool.

Regarding the importance of the classroom environment, Mohebbi and Alavi (2014) make clear that in foreign language lessons, maximal use of the target language has to be encouraged because most children only hear this language at school. To do this, teachers can totally ban the mother tongue from the classroom, though this can be hard to enforce when the teacher and students share the same mother tongue. Or teachers can decide to only use the foreign language themselves, seeking to exploit the advantages of using the foreign language, rather than focusing on the disadvantages of using the mother tongue (Galindo-Merino, 2011). The more students are exposed to English, the more quickly they will learn the language, as they hear and use it. They will internalise it and rely less on the mediation of their mother tongue when using English.

In his research, Galindo-Merino (2011) presents some teaching strategies for using the target language in the foreign language classroom, in order to help teachers avoid the 'easy' path, which is using the mother tongue. He recommends that teachers speak in short sentences, use visual support and avoid difficult vocabulary. The activities should be motivating, clear and specifically designed for the children, and the teacher should involve the children and make them the centre of the learning process. Teachers need to create a clear class context and expectations while also working towards precise language learning objectives. Galindo-Merino states that the teacher has to make a clear separation between the two languages, for example finding ways to ensure that the children know that inside the English classroom everything around them will be in English.



### 3.3.3 Combined use of English and the mother tongue in foreign language lessons

Khati (2011) states that exclusive use of the target language in class can lead to problems when some children do not understand instructions and explanations. Cook (2012) believes that prohibiting use of the mother tongue can have a negative impact on learning because, despite oral prohibition, the mother tongue is a powerful cognitive factor influencing the learners, as we have seen in the arguments above. He believes that teaching exclusively in the target language is principally a response to political and commercial pressure, rather than a response to the findings of Second Language Acquisition research. He recommends using both languages in the foreign language class, but it is not just a case of involving the two languages; he gives more in-depth advice. Khati (2011) states that starting with the mother tongue when learning a foreign language gives a sense of security and validates learners' lived experiences, allowing them to express themselves. It is true that sometimes it can be difficult, and particularly with young children, to just use the foreign language to communicate with students. Galindo-Merino (2011) says that it is impossible to imagine situations with no use of the mother tongue at all.

The use of the first language can have a facilitating effect on learning, as Macaro (2009) tries to explain from a pedagogical point of view. According to cognitive processing theory, language is perceived, processed and stored in a similar way to other types of information. First and foreign language skills are not totally independent; they are not stored in different conceptual stores. Our inner voice and private speech are essential contributors to the way we think and act. This means that students will rely on their first language to mediate their approach to their foreign language, whether or not the teacher encourages it. That is why it is useful to let the students use their already existing knowledge to help them learn the new language. Therefore, the teacher can talk about how things are similar or different in the first and foreign languages. The names of the seasons of the year (Spring, Summer, Autumn, Winter) can be made easier by first establishing the classification of the seasons in Catalan. In addition, where concepts are different, they can also be contrasted in a conscious way. For example, in Catalan we say "*porta*" for a barrier to buildings or gardens whereas in English we call the first a "door" and the second a 'gate'

The use of the mother tongue in English lessons does not need to hinder learning; rather, it can facilitate it (Khati, 2011), and give confidence to the students. Teachers often feel guilty about using the mother tongue, for a variety of reasons, such as avoidance of mother tongue use being associated with good teaching and a more communicative approach. Teachers need to know that a controlled, logical use of the mother tongue does not necessarily lead to its overuse (Kayaoğlu, 2012).

Schweers (2003) believes that appropriate use of the mother tongue actively helps students with the foreign language learning process. He suggests that such use of the mother tongue should be based on sound pedagogical theory. He discusses situations in which mother tongue use is beneficial for the learners (Atkinson, 1987, cited in Schweers, 2003, p. 35). For example, when needing to elicit language (How would you say "*com estàs?*" in English?), to check comprehension, to give complex instructions when teaching young learners, using translation to highlight a recently taught item, and to develop compensation strategies. (When students do not know how to say something in the foreign language, they can think of different ways

to say it in the first language, which might be easier to translate.) Khati (2011) adds that when needing to check for sense in testing and developing paraphrase strategies, teachers can use the mother tongue. It can also be used for class management, language analysis, discussing cross-cultural issues, giving complex instructions, and explaining errors to learners. Another reason why teachers use the mother tongue is to translate something in the foreign language because they feel it is a way of saving time; it is quicker and more effective than if they try to explain in the foreign language. Although using the mother tongue at specific moments can have a positive effect, its effect will not be the same at each point in the foreign language learning process (Foley and Flynn, 2013). In some classes, it will be more present and be helpful for students, but at other times and at other stages it can become a barrier for foreign language acquisition.

Kayaoğlu (2012) states that there is still a lack of sufficient empirical evidence to come to conclusive positions about use of the mother tongue in foreign language lessons. Cook (2013) and Iyitoglu (2016) comment that in the end it is not really a question of whether the teacher uses the mother tongue and how much they use it, but more how appropriately it is used and how it can be used to foster foreign language learning, and also how much students depend on the mother tongue when they try to comprehend and express themselves in the foreign language.

### 3.4 Code-switching

Code-switching is a well-identified social activity, involving the use of more than one language in a conversation to a greater or lesser degree. As a phenomenon, it was first studied in bilingual contexts, but many recent studies in foreign language classrooms with a shared mother tongue have shown that teachers and students tend to use code-switching when interacting (Macaro, 2001). In social contexts in Catalonia some well-known public figures are notorious code-switchers between Catalan and Spanish: for example, Andreu Buenafuente, when he appears on Catalan TV is prone to peppering his talks with Spanish expressions, in the certain knowledge that viewers will understand him.

Code-switching is a sociolinguistic term that has been given different definitions depending on which aspects are focused on: linguistic or social. All definitions refer to a change the speaker makes from one language to another. It is a natural phenomenon that is used to facilitate communication and learning (Mohebbi and Alavi, 2014), when there is a certain alternation of two languages in one interaction (Du, 2016). Code-switching can be a useful teaching technique, for giving examples (Cook, 2013) and in compensating for language difficulties (Iyitoglu, 2016). To be able to code-switch, it is necessary to have knowledge of the two languages involved (Araya and Espinoza, 2013) because syntactic coherence has to be more or less maintained.

In the context of this study we take code-switching to be any event involving a change of language by the teacher in a foreign language class. That is, starting to speak in one language and then changing to another language.

Iyitoglu (2016) comments that it is common to see this phenomenon in foreign language classrooms when students and teachers share a common language background. Code-switching is often recommended as a scaffolding tool, where the teacher can take control of activities that demand a higher level of competence than students currently have, and it allows them to focus their attention on tasks within their level of language skill (Dailey-O'Cain and Liebscher, 2009).

Iyitoglu (2016) discusses how in general some teachers are not aware of the functions and outcomes of the code-switching process, meaning that they just apply this technique without really knowing about how it can be purposefully used. According to Macaro (2009), there are no studies which have demonstrated that switching to the mother tongue leads to better learning. Similarly, there are no studies that really show if it is detrimental to foreign language learning.

Many authors that believe in the positive effects of code-switching tend to focus on how it can be used to help students comprehend foreign language grammar and vocabulary. It can also help maintain discipline, motivate learners and establish effective communication (Iyitoglu, 2016). For Araya and Espinoza (2013), it is a good strategy because in some way it compensates for lack of fluency or forgetting how to say something in the foreign language. But others see it as a negative influence because it can lead to interference in the process of learning a foreign language and it is a symptom of language deficit.

The following are specific moments and reasons for using code-switching in the teaching of a foreign language (Araya and Espinoza, 2013; Iyitoglu, 2016 and Kayaoğlu, 2012):

- When there is a change in the topic.
- To facilitate understanding of grammatical structures and rules; to give instructions; to evaluate and to explain the objectives of activities.
- To build up emotional well-being by creating close relations among students and teachers and to deal with behaviour issues.
- To clarify and explain the meaning of vocabulary.
- To establish effective communication while ensuring comprehension.
- To translate specific words, expressions and sentences.
- To compare and contrast languages.
- To make jokes, which everyone can enjoy.
- To redirect the class when a conversation has gone off-topic.

Many foreign language teachers code-switch by using the mother tongue at certain moments, combining both languages, often without really being aware of it or knowing about it as a phenomenon.

### 3.5 Opportunities to use the mother tongue in foreign language lessons

As we have seen, many authors recommend analysing the mother tongue and foreign language for similarities and differences, such as "false friends" in vocabulary (e.g. like "home" [man] and "home" [casa]) between the two languages and the risk of translating word-for-word.

In this section, we list reasons for using the mother tongue in the foreign language class. This list, which is a combination of others in the literature (Cook, 2013; Kayaoğlu, 2012 and Mohebbi and Alavi, 2014), is similar to the one for code-switching in the previous section.

Reasons for using the mother tongue in the foreign language class:

- To give complex and general instructions.
- For organising the class (managing the classroom, explaining activities, etc.).
- For expressing and making the meaning of lexical items clear.
- To make sure that the context is understood.
- To provide feedback.
- To explain errors.
- To save time.
- To shape students' behaviour and explain social norms.
- To explain grammar (but it is rare to find foreign language teachers explaining grammatical points to young children).
- To motivate students.
- To cope with pressure to finish all the syllabus.

Butzkamm (2003) wrote ten maxims that provide a good summary of the ideas presented so far and the use of the mother tongue in foreign language classrooms that we have been discussing:

1. Foreign language learners have to build upon existing skills and knowledge acquired in and through the mother tongue.

2. Teachers can use definitions or reform explanations to give the meaning of a word instead of providing the translation.
3. Mother tongue aids make it easier to conduct whole lessons in the foreign language. Students gain confidence and become less dependent on their mother tongue.
4. Mother tongue aids can promote authentic message-orientated communication with students, more than is possible in contexts where the mother tongue is totally avoided.
5. Mother tongue techniques allow teachers to use richer, more authentic texts sooner, improving comprehension and making acquisition faster.
6. Bilingual techniques allow teachers to bypass the grammatical progression of text books.
7. It is important to associate the new with the old, so the mother tongue should not be excluded, and cross-linguistic connections should be fostered.
8. Although it is quite impossible to avoid interference, it can be reduced.
9. A counter-productive haphazard use of the mother tongue can be an unwanted side-effect of an attempted exclusive foreign language approach.
10. All new acquired foreign language items have to be rooted in the minds of learners, and these roots need to be deep enough that the items can function independently of the mother tongue.

These ideas lead us to an open view of the use of the mother tongue in foreign language lessons, because its use can sometimes be beneficial and at other times can have a negative effect on learning. In the last analysis, decisions about the use of the mother tongue will be taken by each teacher. They are the ones with the theoretical training, with knowledge of the approach of their school, and their own beliefs, on the basis of which they will make informed choices about how to foster foreign language learning in their own classrooms.

### **3.6 The role of the teacher**

As we have seen, there is a complex relationship between the mother tongue and the foreign language. Since neither the Department of Education nor individual schools, generally speaking, impose a specific method on foreign language teachers, preferring to leave these decisions in the hands of specialist teachers, there is quite a wide range of different practices in use in general and, in particular, in teachers' use of the mother tongue in the foreign language classroom in Catalan schools.

On the basis of their research, Mohebbi and Alavi (2014) observed three positions in relation to the attitudes and beliefs of teachers and learners about use of the mother tongue in foreign language classrooms. The

first is that teachers accept that the mother tongue has many effective functions in foreign language lessons. The second position is that teachers should not just use the mother tongue to reduce the anxiety of the students towards learning because it is not an effective practice and can even provoke an increase in anxiety, because the children might feel that they are not learning anything. The last position is that students should have an active role in reaching a balance between the foreign language and mother tongue. Language teachers should also be able to find a balance between the use of both languages in foreign language lessons. Teachers need to see students as competent multilingual learners, and not monolingual speakers. The foreign language class should become a multilingual social space where students and teachers share a dynamic, creative learning space involving both the mother tongue and the foreign language.

The question is not really if the mother tongue should be used or not, because although it can be used by teachers, in reality it will most probably be used by the students. The question is more about when and why the mother tongue should be used and thinking about how it can be used to help children acquire the foreign language (Butzkamm, 2003). If the teacher and students share the same knowledge, in this case the mother tongue, there should be no reason not to take advantage of this and use the language when appropriate.

Motivation is an important aspect to bear in mind in foreign language learning because it often declines over time in students for a variety of reasons, such as lack of clarity about goals, content that is too difficult, and students feeling that the effort they have put into learning a new language has had a poor result. For this reason, teachers should present specific, clear aims, the children have to be able to relate to the content presented, the learning process has to be scaffolded, and the teacher has to promote collaborative learning and provide authentic, real communication opportunities (Nunan, 2011).

Sánchez-Reyes (2000) also points to the need for designing effective tasks in the foreign language lesson, bearing in mind the classroom context and the theoretical framework. For example, when teaching with young learners it is important to consider that they have a limited attention span (Krashen, 1987) and therefore classroom activities have to be varied and short so they do not get distracted.

Although we believe that each teacher has to decide for themselves how to teach the foreign language, bearing in mind all the factors, research shows that few teachers believe that it is appropriate to teach a foreign language exclusively in that language, and most teachers choose to use both the mother tongue and the foreign language in the foreign language classroom (Du, 2016).

Having arrived at this point, teachers can still find it difficult to know which approach they should follow. A good strategy suggested by Butzkamm (2003) is to start the first day of class by saying, "As we are here to learn English, let's do whatever we have to do to be able to learn it." This is a way to avoid putting up barriers or leaving doors open too wide. This leads to living a sort of new experience every day in which the use of the mother tongue and the target language can vary. It leads us back again to the main question of if using the mother tongue can be beneficial and if so, when.

From the proceeding discussion it is quite clear that there is no general agreement among teachers about the best approach for the foreign language classroom. Teachers feel a certain pressure to maximise the amount of time using the foreign language but there are a variety of aspects that make limited use of the mother tongue appropriate in certain contexts, as we have discussed. Furthermore, the decision about when to use the first language as a teacher will depend on a variety of factors, such as the teachers' own beliefs about language learning, the approach of the school, the teachers' own confidence in their ability to pronounce English well, the number of children in the class, the diversity among the children, the number of hours of English per week, preparation for exams, etc., and the context in general.

## 4 Methodology

In the following section I will present the research question and the objectives of this study, I will describe the paradigm I followed to be able to carry it out, the instruments I used to conduct classroom observation and analysis, and how I obtained data at the two schools which this study is based on.

The method used for this research is a case study of two schools and two teachers, collecting data about what they do in the foreign language class in relation to use of the mother tongue and the foreign language in their own teacher talk, and analysing this in relation to the recommendations of specialist authors cited above.

### 4.1 The research question and objectives

The research question we decided to explore was: Which language do very young learner's English teachers use and why and when do they change from one language to another?

The specific objectives of this study are the following:

- To describe and analyse an English lesson.
- To identify the proportion and use of English, Catalan (and Spanish if that is the case) by the teacher during English lessons.
- To record and analyse code-switching events in teacher talk.
- To identify techniques that help teachers work in a coherent and effective manner, without changing language in teacher talk in an arbitrary way.

### 4.2 The methodological approach

Yin (2003) states that "case studies arise out of the desire to understand complex social phenomena. [...] allow investigators to retain the holistic and meaningful characteristics of real-life events [...]" (p. 2). Stake (1995) adds that it "is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances" (p. 11). In our case, the aim is to see how teacher talk is used during class. The research could be carried out at any mainly monolingual school where English is taught as a foreign language. In today's world all schools are to some extent multilingual because there are children from different language communities. Exclusively monolingual schools do not exist. What we are referring to here is the language of instruction. In the schools we observed, and in nearly all state schools in Catalonia, the language of instruction is Catalan.



The paradigm of this research is constructivism (also known as interpretivism), where the role of the researcher is to observe a situation, and to analyse it according to an inclusive subjective interpretation. As Sandín (2003) states, the context is the main factor of the social meanings, because the observation will always depend on it. Following the interpretivist paradigm, we will interpret the situation and social activity from a historical and cultural point of view. The data collected will depend on the observations, how they are interpreted, and the interests and ideology of the researcher.

As Yin (2003) and Stake (1995) mention, it is important to take into account how the data is collected and analysed. The questions I will use for the interviews are a key factor. This is one of the most critical aspects to control. Depending on how the questions are phrased, the answers could change. This is also important to bear in mind when observing and analysing school documents. In short, how the data is gathered, which research questions are asked, how the data is analysed and how it is interpreted are key factors affecting the final analysis and conclusions.

### 4.3 Methodological tools

To be able to put this research into practice, different techniques are used. All of them, documents from the schools, the observations of the English lessons and the interviews with the teachers, giving information about the school context and the class situation in relation to the mother tongue and the foreign language will be considered in the subsequent analysis.

To know the background of the school, the internal document PEC (*Projecte Escolar de Centre*) from each school is analysed. Also, the documents of the English teacher are useful in relation to gathering information about planning, methodology, activities, etc. Another useful tool to gather general information is the two webpages and the blogs of the schools.

The observations done in this case study are overt because everyone involved in the lesson knows that we are there to observe, and they are also direct because the observation of the situation is done at that moment, observing the development of an English lesson, the interactions, the behaviours and the processes that occur are observed in the precise moment that they happen (Department of Health and Human Services, 2008). To be able to follow a similar observation in both schools, a single rubric was used. The items in the rubric are based on items from Cook, 2013; Kayaoğlu, 2012; Mohebbi and Alavi, 2014, and Schweers, 2003.

#### School:

Observation: 1 / 2

Date:

Time of the session:

Length of the session:

Number of students:

Activities:

Situation (students in relation to space):

Beginning of the session:

Explanation of the activities:  
 Duration of the explanation:  
 Duration of the activities:  
 Calling attention:  
 What they do when the students do not pay attention:  
 Words in L1:  
 Moment when using L1:  
 Strategies to not use L1:  
 Ending of the session:  
 Role of the teacher:  
 Role of the students:  
 Observations:

Two English lessons were observed in each school. The teacher had a tape recorder around her neck (a small COWON mp3), as a neckless, to record their voice to ensure a good recording of all the teacher talk.



COWON mp3 recorder

The role of the observer is to not take part in the lesson, to take notes of what is going on and to mainly take notes of those things that happen that are inaudible but are important and are involved in teacher talk. In this way they can be contrasted afterwards with the recordings.

In school A, both sessions were during the afternoon, from 15.00 to 15.45 pm. All of them had had already during the morning other activities and then some went home to have lunch and some had lunch at school and after that they started the afternoon with their first lesson being English. The space where the lessons took place were in the ordinary classroom, in one of the two rooms the school has for the students from P3, P4 and P5. The total of children in the class was ten, nine of them aged 5 or 6 (P5) and one aged 4 (P4).

In school B, the first session observed took part in the morning, from 9.40 to 10.15 am. This is their first class of the day because the first thirty minutes, from 9 to 9.30, its entry time and children have corners (*racons*) in their classroom. Before starting the English lesson, both classes divide into three groups because they do what they call workshops (*tallers*). So, the children are mixed, and one group does English, the other does psychomotricity and the other one does music. Until 12.15 pm they rotate and pass through the three sessions. As they mix the groups and they create three groups from two classes, in the end there are 16 children in each group.

The second observation took place another day that they had English but the same happened, the two groups were divided into the same 3 groups and they did English, nature science and computers. This time these groups were in the afternoon. The first one was at 12.15 pm and the other two took place from 15.00 to 16.15 pm. The one observed, was the group that did English from 15.10 to 15.45 pm because like that the same group from the first observation was observed. In this occasion there was 16 children too.

The interviews are divided in two: one done before the observation and the other one after the observation. It is useful to first obtain general information and then to be able to go more in-depth after observing the lesson and analysing school documents.

From a research point of view, it is desirable to reduce the effects of the researcher on the results. In the context of a case study this means trying to include all kinds of information through open questions and attempting not to impose preconceptions, using an established method and avoiding improvisation.

Both interviews took place in the schools and they were recorded. The questions are open, and the answers depend on their point of view, their way of working, etc., so they are individual, and the answers of the teachers can be similar or very different. The first interviews, the ones done before the observations of the lessons, were done the same days before the observation or the same day. The teachers did not know in depth the topic of the research, to make sure there was not an influence in the way they answered or act in their lessons. But after the two observations and with the second interview more specific questions about the researched topic were asked, and a specific explanation of the researched was given.

The first interview has five main questions and then others that appeared during the interview with the teacher. These questions helped me have an idea of a possible way of how their English lessons would be and how they work English with young ages.

#### First questionnaire

- How long have you been teaching English?
- What do you consider the main aims of learning English?
- Have you changed your approach over your professional career?
- What is the greatest satisfaction and frustration?
- What would you like to do that you do not do at the moment or cannot do?

The second questionnaire has more specific questions to go in depth about their idea about the use of Mother Tongue in the English lessons, the strategies they use to not use the First Language, when they use it and some comments about specific moments observed during the two lessons related to teacher talk.

#### Second interview

- Do you have a specific strategy in using English in the classroom?
- What do you think of the use of mother tongue in foreign language lessons?

- How would you describe yourself? Only English? Mixed? Big use of the mother tongue? Why?
- Where and why would you use the mother tongue in your lessons? In which cases do you think it would become something necessary?
- If so, why do you use the mother tongue in your foreign language classes? And if you just use the foreign language, why is that?
- Can you comment on these instances that I have selected from the class I have observed?

#### **4.4 Ethical issues**

In terms of carrying out a research with human subjects, it is vital to respect current regulations in relation to data protection, privacy, child protection, intellectual propriety, etc. We have therefore chosen to anonymise the data in relation to the identity of the schools, the teachers and the children in the study. That is why the schools are named School A and School B and the names used in the transcriptions and interviews are invented. Both teachers have invented names, the teacher from School A is Berta, and the teacher from School B is Marta.

## 5 The case study

Ideally all research would include a wide range of experiences at different times in order to be able to compare and contrast results. But due to the limitations of time for this research, we have chosen to limit the study to one class group in two schools in the region of Osona.

The purpose of this study is not to typify or judge a school, but to explore a range of experiences related to the topic being researched. As stated, the participants and schools are anonymised.

### 5.1 The context of the schools

Catalan and Spanish are official languages in Catalonia, though we find that for nearly all school subjects the language of instruction is Catalan. Students do not start learning Spanish, in a school context, until they are 6 or 7. In schools that include a foreign language with early childhood groups, the children start learning a foreign language before Spanish. This was the case in this study too: the language of instruction in general is Catalan and early childhood education groups do not receive any Spanish classes.

In both schools, the classes where the observations were done are at the P5 level, with children aged 5 to 6 years. At School A, children first start English in P3 and P4, doing what they call the English snack. This consists of talking to the children during their mid-morning snack time in English and introducing topics and items in this language. It will not be until P5 when they start to have English lessons of 45 minutes each twice a week. At School B, children start having 3 lessons per week, of 40 minutes each, in P4.

Children at School A have had exposure to English in the school context for the previous two years, because before they started doing the English snack, and they had English lessons at P3. For the children at School B, P5 is the second year of English.

#### 5.1.1 School A

School A is in a small village in the south of Osona, with some 1,125 inhabitants. It is a rural school, meaning it is very small, with just 60 students and 8 teachers. The school was founded eleven years ago (2007) with groups for P3, P4 and P5. Now the school has all levels from Early Childhood through Primary Education.

The school infrastructure consists of three temporary blocks. One has the two Early Childhood classes; a second has Primary Education (Year 3 to Year 6); and the third has the classroom for Years 1 and 2 of Primary Education, an office and a classroom for arts and crafts, also used as the dining area. There is no specific space for Physical Education, so they use their small playground, or they move to a park next to the school or go to a sports ground further away.

The students are grouped into "cycles". There are two groups of 11 and 12 students for P3, P4 and P5. Then Year 1 and Year 2 are together, with 19 children, and there are two other classes, one for Year 3 and 4 and the other one for Year 5 and 6, with 9 students each.

The school defines itself as public, Catalan, democratic and non-denominational, respecting any type of religion and beliefs. Its main aims are to work for coeducation, inclusion and encouraging everyone to be participative and active in their learning process.

Catalan is the language of instruction, the main language used throughout the teaching and learning process. Students start to learn a foreign language, in this case English, at P3. And Spanish in Year 1. Although Catalan is the predominant language, students come from very different backgrounds. There are children with Moroccan, Indian, Senegalese and South American backgrounds. There is a great variety of children's mother tongues.

The relationship with children's families is very important for this school because the school itself is like a large family where the participation and involvement of every member is valued as a contribution to the growth of the community.

This year the school introduced English at P3, P4 and P5 during the snack time, more or less 30 minutes. This is done twice each week and the English teacher uses this time to talk in English, to introduce songs, to talk about what the children bring for breakfast, to talk about the routines that happen during that time (washing their hands, going to the toilet, putting their jackets on, etc.). When children are in P5 they start having English lessons twice a week for 45 minutes. Children in this year are exposed to English during the lessons and during the English snack. There is a total of 10 students in the English lessons. This makes it very personal. The teacher is able to have a great degree of contact with each one of the students and they have more opportunities to participate and be active in their learning process.

The methodology they follow is based on telling stories and then working on the vocabulary that comes up, singing songs and watching videos and working on daily routines: talking about the weather, which day it is, which month, which date, saying hello to each child and asking them how they feel, etc. Also, they use specific storybooks to work on words that sound the same.

The school does not work with English textbooks in any of the classes. For Early Childhood groups the teacher sometimes prepares worksheets, where they have to match a word with a photo, or similar activities. At this young age it is important that the children have the maximum exposure to the language. That is why they focus on listening and production of what they are working on by repetition of structures, vocabulary, routines, etc. They also work a lot on daily routines. Every day they say the date, they talk about the weather, they repeat the numbers, things that are happening in their lives every day, in order to consolidate them.

The evaluation is based on observation. During the process of the school year the teacher is able to observe how the children progress through English. That is why the English teacher focuses on the attitude of the children, on their posture towards English, on their participation, on their interest and on their reproduction. As they also do some worksheets, she uses them to also assess does items, because for example, children have to match a word with its image. This is also a way to see how the children are progressing in their

language acquisition. A global comment is written down in the reports for the families to know how their child is doing. In these sentences, the teacher writes about the aspects that she has observed related to their participation, interest, reproduction, acquisition of the language, etc.

### School A

Years	From P3 to Year 6 (ages 3 to 12)
Lines	1(cyclical)
Students	60
Teachers	8
Buildings	Three temporary blocks
Number of students per class	It depends on the group
Immigrants	More than 30% of students
Students in English classes (P5)	10

### 5.1.2 School B

School B is in Vic, the main town in Osona, with a population of 48,287 inhabitants. It is one of the six state schools that offer Early Childhood and Primary education classes. There are two lines for each year, and Year 3 has three lines. 480 students attend this school and 35 teachers work there.

The school opened in 1971. It is a public, Catalan, non-religious, inclusive, participative school with an innovative spirit.

It has one large classroom block: the first floor is for P3 to Year 2 and the second floor is for Year 4 to Year 6. The school has two large playgrounds, separated by a fence, with one playground for the youngest children and one for the older ones. They have two sports courts and a multisport area.

Starting to learn English in young ages is an important project of the school. That is why children start having three lessons per week at P4. The school has been teaching English in Pre-primary for over 15 years, and since they joined the PELE (*Pla Experimental de Llengües Estrangeres*) project, they have been doing the three sessions of 40 minutes more or less each week, because one of the conditions to be in the project was to increase the amount of exposure to a minimum of two hours per week. The English teacher has been the same for the past 16 years, did not want two sessions of one hour each because she considered that it would be too much for the children. That is why, she asked to have 3 sessions of 40 minutes each. This project made possible the increase of time dedicated to Foreign Language in young ages, the creation of small groups in some occasions and the systematisation of the work of the Foreign Language through the theory of Multiple Intelligences from Gardner (1983).

In Primary they have some projects where English and another subject are related, for example they have a project where they work the painter Kandinsky and another project is link social and natural science with English, working and talking about animals, the weather, countries where English is spoken, etc., through cooperative groups and using activities related to the Multiple Intelligences.

The English teacher speaks always English to all the students, inside the class and outside. When they are in the playground, when they are having their snack, when they go to an excursion, when they do activities from projects she does her part in English, etc. So, in the end the amount of exposure of English they have is more than just the what they receive from the formal lessons.

The methodology used to work on different vocabulary and structures is by storytelling. The stories are the base of all the items then worked. During a school year they normally work on eight different books. Each one is worked during three to four weeks. The teacher then prepares different activities, always working having in mind the Multiple Intelligences, to work on the vocabulary and the structures that the book facilitates. For Gardner (1983) there are eight intelligences, and all should be worked at the same level, but normally just two of them are the ones that the schools potentiate the most; the verbal linguistic and the logical mathematical intelligence. Then there are the ones that are related to arts like the musical, bodily-kinaesthetic and spatial-visual, and then the ones related to the person, the interpersonal and intrapersonal intelligence. The last one is the naturalist, the one which refers to the natural phenomena, the living things, the ecological awareness.

Two new intelligences have been considered possible candidates to expand Gardner's' theory, but they have not been evaluated yes in order to include them in the Multiple Intelligences theory.

The English teacher keeps in mind variety to use different activities related to the different capacities while working the different intelligences and proposing activities like: story sequence, drawing about the story, memory game, matching game, real experimentation (real fruit, food, material, etc. worked on), songs and dances, make puppets or masks, watching videos about the story and role-playing.

Each session of the English lessons the children from P5 are different. All of them last more or less 40 minutes, but one day they do the lesson with the whole group class in the psychomotricity room and the other two days they divide the two groups into three and create three workshop groups. The groups are created by the teachers and they are always the same. These two classes are always done in the same ordinary class. The two sessions observed were from the days that they have workshops, so the total of children in the English class was 16. While when the English teacher has class with all the group they are normally 25.

Observation is the tool used to asses and evaluate the children. For each story they work on, the teacher observes and takes notes on children's attention while listening to the story, their comprehension of the teacher's instructions and the meaning of the story, if they identify the vocabulary worked on, if they reproduce the vocabulary and the structures, their implication in the songs involved and their interest and involvement in the activities. All these items are evaluated following four marks, all of them positive, but some better than others: needs improvement, OK, good and very good. Apart from observing these aspects, the teacher also evaluates their attitude in general towards the English lessons.



**School B**

Years	From P3 to Year 6 (ages 3 to 12)
Lines	2
Students	480
Teachers	35
Buildings	2
Number of students per class	26 - 28
Immigrants	More than 30% of students
Students in English classes (P5)	16 or 25

## 6 Analysis

In this section we will analyse the data collected: the interviews, the documents and the observations. The observations of the different English lessons are the basis, but the data obtained through the interviews and through school documents are used to complement and to contrast. We analyse aspects such as: teachers' ideas about the use of the mother tongue in English classes, contrasting this with what we observed (when they use English or the mother tongue, the strategies they use with each language, the methodologies used (the exposure to the foreign language, the activities done, the aims of teaching English, etc.), the role of the teacher in modelling English and the response of the children.

As we stated in the discussion of the theoretical framework above, there seems to be no agreement among authorities on the effect of use of mother tongue in foreign language lessons in early childhood education. Findings of researchers are rather disparate, without a consensus about the best way of teaching the consequences of using the foreign language itself as the medium of instruction. Nonetheless we know that in Catalonia there is significant social pressure for using the foreign language as much as possible in class. With this in mind, we undertook the observations and interviews without a clear expectation of what we would find.

In the first interviews (A1 and B1) we asked about different general aspects related to English and them as English teachers. The most important questions to obtain specific information to then relate to the observation are the aims of learning English and the approach or methodology they use to teach English. Berta, the teacher at School A, says that for her the main aim of teaching and learning a foreign language at a young age is to make the children "feel comfortable while they are learning English" (personal communication, 11 April 2018) and make them enjoy the time they spend acquiring the language, while they are listening to English. In contrast, for Marta, the teacher at School B, communication is the main aim of learning English because "the main purpose of a language is to communicate" (personal communication, 5 April 2018). Although she knows that the children have to learn vocabulary, structures and grammar, if the children do not see that the languages are to communicate with others, then there is no sense in teaching a new language.

The use of the mother tongue in foreign language classes can depend on different factors, for example, the approach used. Depending on how the lesson is planned, the use of the different languages (mother tongue or foreign language) can be more or less dominant. Both teachers agree that they do not just use one specific approach when they teach English, but they use different methodologies. Berta explains how she applies things from different methodologies because a teacher has to be prepared to change and adapt constantly, even every week. Nonetheless, classroom routines are the basis of her approach: What is the weather today?, What day is it today?, How are you today?, Who is missing?, etc. Then a new task is introduced, normally a story, a song or a game, and to finish the lesson the children do a basic worksheet or watch a video. In the two sessions observed in School A, the main lesson activities (*The Very Hungry Caterpillar* story, *Let's learn words* book, and flashcards and number games) were not related to the videos

they watched at the end of the session. For example, the vocabulary in the video of Monkey the Mechanic – wheelchair, balloon, party – was not worked on in other parts of the lesson. Berta justified this way of working by saying that the videos were a way for the children to relax because they find English lessons tiring.

For Marta the basis of her English lessons is the theory of Multiple Intelligences of Gardner, for which she uses different activities all related to the same story. She works on vocabulary and structures by using a repetitive story to teach in context. As Marta says, “teaching vocabulary without a context makes no sense” (personal communication, 4 April 2018). The context of the two lessons observed is the story of the Dragon. She tells the story, then they do an activity (memory game or action game) and to finish with they sing and dance a song about a Dragon. Apart from the main activities, the lessons always start and finish with a song. For the teacher this is useful because it marks a clear starting and ending point for the children. So, inside the formal English lessons Marta always uses a story as her main focus, but she also comments on how it is important “to take advantage of all the school situations to use the foreign language because they are a real communicative situation” (personal communication, 5 April 2018). That is why she always uses English to communicate with the children, when they are in the playground, when they go on an excursion, when she does a workshop class session, etc.

## 6.1 Mother tongue use in the observed lessons and interviews

To analyse the observations of the English lessons we have focused on items in our list of “Reasons for using the mother tongue in the foreign language class” (section 3.5). Of the eleven items in that list only four were observed in the observations that we carried out:

- To give complex and general instructions.
- For expressing and making the meaning of lexical items clear.
- To save time.
- To shape students’ behaviour and explain social norms.

We did not detect seven items: for organising the class (managing the classroom, explaining activities, etc.); to make sure that the context is understood; to provide feedback; to explain errors; to explain grammar; to motivate students; to cope with pressure to finish all the syllabus. Maybe these items were not specifically observed because they are not mutually exclusive (for instance, saving time and coping with pressure to finish the syllabus may refer to the same actions). Furthermore, they may describe techniques that are not very applicable to early childhood education aged groups.

### 6.1.1 Mother tongue use to shape students' behaviour

Both teachers explain in the interviews how they use the mother tongue when needing to focus on the behaviour of the children.

Marta explains how when there is a “big problem I just try to put the child aside and sometimes I use Catalan” (personal communication, 5 April 2018). Although this does not happen often, for her it is important, first and foremost, to create an environment where children can learn and live together to be able to focus afterwards on the language teaching and learning. During the lessons observed, all the behavioural problems were solved by calling children by their name, by the teacher raising her voice, by the teacher looking at individual children, or by singing a song. It was not necessary to change language because the problems were solved easily by using the foreign language and by explaining to the children why they had to stop doing what they were doing (“Berta and sit down properly please? Víctor can you stop touching the sand? Please?”)

Berta also uses the strategies of calling children by their names, looking at them and raising her voice to make them pay attention. On two occasions Berta used the mother tongue to deal with the behaviour of the children. For example, in the first observation at School A, Berta used Catalan at the beginning of the session because two kids were playing and laughing and joking about having a visitor in the class. To begin with, she did not say anything to them, but when she saw that they carried on laughing she told them off in Catalan, focusing on the two kids but also speaking to everyone, telling that if they did not behave they would have to go to the class of the year below. After this, the children stopped laughing and started paying attention. The teacher then started using English again to continue with what she was doing. During the same session, she ended up sending one of these two boys to the other classroom and minutes later she used Catalan again to tell off the other child who was playing around and distracting the other children.

During the first lesson at School A, Berta sent a child out of the class because he was not paying enough attention to her and was laughing about the situation. She had already told him off at the beginning of the class, and when she saw that the boy was still not paying attention, she said to him, “Come here, please. Say goodbye. Jo t’he avisat. Ja n’hi ha prou.” She takes the boy, opens the door and as she sees the teacher from the other class she says to her, “Hello. Te’l pots quedar? Hi ha la Catrin i em sap greu perquè esta fent el tonto i no vull parlar en català. Vull que vegi l’anglès, saps? Gràcies.” The boy went with the teacher to the other class and did not come back to the English class until it had finished.

During the interview, Berta told us how she sometimes used the mother tongue to deal with difficult behaviour when it was important for them to really understand what she was saying and be able to continue with the lesson. In this case, though, as she said to the other teacher, she wanted us to see the foreign language in use and not Catalan.

### 6.1.2 Mother tongue use to save time

Berta comments that on some occasions she uses the mother tongue as a way of saving time and not getting stuck. This happens with complex words that she explains by using synonyms in the foreign language, but if the children still do not understand it she translates the word or explains its meaning in Catalan to be able to continue with the activity. We did not see this during the observations. This might be because the vocabulary was easier in the lessons we observed or because the teacher had prepared visual support to go with the vocabulary items.

### 6.1.3 Mother tongue use to give complex and general instructions

Berta explains how in her case she sometimes uses the mother tongue when playing a game or doing an activity whose rules are too complex for the children to understand in the foreign language. Nonetheless, we did not see this in the observations. Why is this? It could be because the activities planned for the lessons were easy for the children to understand using the target language. Or it could be because she did not want to use the mother tongue in class when being observed.

### 6.1.4 Mother tongue use for expressing and making the meaning of lexical items clear

This just occurs in School A. On different occasions Berta uses the structure “How is X in English?” (How is *papallona* in English?, How is *queso* in English?, How do you say *vuit* in English?). When she is asking for vocabulary from the children, sometimes they answer correctly but they use the mother tongue. In these cases, she tends to formulate a question for them to answer in English. Most often, the child that answered using the mother tongue does not answer in the foreign language. It is the other children that say the correct word in English.

Marta comments in the second interview (B2) that if a child says the word in the mother tongue she says it in English afterwards in an affirmative way that does not feel like correction, a technique that is called recasting. This is a way to make the children feel comfortable and not afraid of using English. Like this when they feel secure and able to use the language, they will do it without pressure. She feels that this way children are not forced to use the language and are able to say words in English and use the structures when they are able to.

### 6.1.5 Mother tongue use for lesson interruptions

We observed one other occasion when the mother tongue was used but which is not on the list above. When somebody entered the classroom asking for something or with a message for the teacher, both, Marta and Berta, replied in Catalan. These exchanges were not part of the English class and did not include the students.

In School A, there were two moments when this happened. The first time, a teacher entered the class with another child and asked if they had seen her jacket in Catalan. Berta replied using a mixture of English and

Catalan. She also used nonverbal language, pointing as she spoke, to help the other teacher understand what she was saying (“Ah, mira que diuen. Ask in the other classroom. (*pointing to the other class*) Bye, bye.”) The children also intervened in the conversation using Catalan. A few minutes later an older girl entered the class asking for a lighter. The girl communicated with the English teacher in Catalan and this time the teacher answered her only in Catalan. This seems to be a slightly erratic use of English to cope with interruptions. On one occasion Berta used English and the other she did not.

In the case of School B, Marta also used the mother tongue to communicate with a teacher that entered the classroom saying that they were going to the kindergarten. This second teacher spoke in Catalan and so did Marta when she went to the door to answer her. But when she left, the children asked where they were going in Catalan and Marta answered them using English.

## 6.2 Responding to students’ use of the mother tongue

In the case of School A, Berta pushes them to use the target language with the vocabulary worked on. For example, in the second observation when they were talking about the objects that appeared in the book they were working on, there was one occasion when they talked about lamps and the children started talking about the lamps they have at home, the colours of their lamps, etc., using the mother tongue (Catalan). There was one child, Laia, that said in Catalan how she has two lamps and the teacher encouraged her to say it in English by saying, “You can say it in English, come on”. With the help of another child and the teacher she ended up saying “Two lamp” but then when she wanted to give more details she used the mother tongue again, for all the explanation and for the word “lámpara”.

Although the teacher tried to make them use English, they are not able to. Just seconds after they were told how to say something in English, they used the mother tongue again. In these cases, the children are still at the listening stage and are not able to reproduce the language independently. These children could be in the so-called silent period: they are acquiring the language by listening, but they are not yet at the stage of reproducing and using the language.

Normally Berta asks them to say the word in English, but it is true that on other occasions she lets them answer using the mother tongue. There were three times when she said specifically that they could answer in Catalan. On one occasion the teacher asked for the name of an animal and told the child that she could say it in Catalan:

Teacher: You can say it in Catalan, come on.

Student 1: Ladybug?

Teacher: A ladybird? No, it isn't. What is it?

Student 2: La papallona?

[...]

Student 1: Ho puc dir en català?

Teacher: Yes, of course.

Student 1: L'abella?

Teacher: No, it isn't. Come on, it goes very, very slow.

Student 3: Snail.

Student 4: El cargol.

Teacher: Very good.

We can see how the students use a mixture of Catalan and English but the teacher encourages them to use the foreign language when they can. The teacher here is letting the students use translation to check understanding, but she does not use it herself.

Maybe, as the teacher knows the children and their capacities in the foreign language, she pushes those who can say the word in English and accepts Catalan from those that have still not reached the reproduction stage.

As said, Marta does not ask how something they have said in the mother tongue is said in English and this can be seen in the first observation when she asks questions about the storybook they are explaining. On one occasion she asked what happened to the dragon and a girl answered using the mother tongue saying that he was six years old. The teacher used the following recasting strategy to correct the child, by saying it in English in a positive way: "It was dragon's birthday. Very good! And he was turning?". This way the kid feels supported although she does not use the foreign language. At the same time, by using this strategy, Marta gives other children the opportunity to answer the question that the girl already answered in the mother tongue, using the target language.

On other occasions both teachers encouraged the children to participate or say a word by starting it. The teachers say the first sounds of the word for the children to guess it and be able to reproduce it. For example, a child says "formatge" and the teacher replies "chee...". Furthermore, both teachers reward the effort of the children by saying, "Very good", "OK", "Great", "Excellent", "You are right". These words encourage the children and make them feel more comfortable about using the foreign language and participating.

### 6.3 Planning sequences of lessons

The methodology used can have an influence on language acquisition and the nature of teacher talk. Although both teachers used books as the main resource in the sessions, the way they used them was very different. Marta uses the same story over a four-week period, that is, 12 English sessions. Everything they work on is related to the book. Berta uses books too, but a different one for each session and sometimes she repeats them. (When she told the story of *The Very Hungry Caterpillar* the children already knew it.) The difference between these two ways of working is that the vocabulary and structures the children work on with Marta are based on a continuing context and are worked on in depth over a series of sessions. In the case of Berta, the children work on vocabulary and structures but without a common context. They have a book or story as the base, but they work on the vocabulary that appears in the book in one session and then in the next session they work on vocabulary that it is totally different. There is no common thread between the different activities. They are not necessarily related to each other. In contrast, in School B, all the activities they work on during the sessions are related because they are all anchored to the story.

The children at School B have more time to acquire the language and the structures that they are working on because they see them again and again, over four weeks, whereas the children at School A have to acquire the vocabulary worked on during the same session because the next one could be totally different. (In the sessions we have observed, the first lesson was about food and animals, generally the ones that appeared in the story, and the second one was about the names of objects: things that make a noise, things from the kitchen, things from the farm, things from the garden, etc.)

Both teachers divided the sessions into four parts (introduction, story, main activity and ending) but the relation between them and the way the activities were done was different. Both of them use a lot of repetition in their teacher talk, but in Marta's speech we can find more complex structures and more different structures than in Berta's speech. Berta tends to use the same expressions all the time ("Hello", "How are you", "What is this", "How is it in English", etc.) while, although she also uses similar expressions, Marta includes more extra vocabulary and structures that the children can acquire although it is not the specific vocabulary they are working on. She also repeats structures with different vocabulary (during the story, "fly like a dragon", "jump like a kangaroo").

### 6.4 Teachers' beliefs about use of the mother tongue

The two teachers we observed seem to have a similar point of view about the use of the mother tongue in foreign language lessons. As we have seen, both of them use the mother tongue at times, so clearly, they do not consider it a bad thing. Nonetheless, they seem to try to put a strict limit on its use particularly by themselves. Marta says that it can be useful on some occasions to console a child if they are crying, for example. But she also adds that the use of the mother tongue should be controlled and specific because if the only time the children can be in contact with the foreign language they receive more input in the mother tongue than in the foreign language, then they will not be exposed to the foreign language enough. Most of



the English input the children receive is from the teacher, so she should use it. She adds that it is important to “look more for fluency than accuracy” (Marta, personal communication, 16 April 2018) because children “will try to talk, they will try to understand” (Marta, personal communication, 16 April 2018) if they are fully involved in an English language environment. Berta also comments that for her the use of the mother tongue is flexible because on some occasions, as already mentioned, it is necessary to use it to facilitate communication with the children.

## 6.5 Strategies for using the foreign language

In the interviews we asked the teachers about the strategies they use for introducing the foreign language in class. Berta says that although she does not see it as a strategy, she uses a lot of repetition: the days of the week, numbers, the weather. She says that she uses repetition “in order to set the structures in their minds” (Berta, personal communication, 20 April 2018). During our observations of her lessons we were able to see how she puts this strategy into practice. There is a lot of repetition in what she says. At the beginning of the lesson she says hello to every child and asks them how they are. During the activity of the flashcards and numbers, the same question was asked all the time. Apart from this, she also uses images (flashcards of animals and food) for the children to be able to relate the word with the visual image. She uses visual material from around the class such as the number panel. She relates vocabulary to things the children already know in order for them to be able to make comparisons. (When a child sees a bird outside the window she tells them it is a bird and for them to relate it to something they know she tells them that it is called like the game “Angry Birds”. On another occasion she compares the pronunciation of “sunny” in English with the drink “Sunny Delight”.) Furthermore, she uses songs they have already worked on for the children to identify the vocabulary she is referring to. (She starts singing the song of “Daddy finger” for the child to realise what she is referring to when she says “father”.) At some points she also uses nonverbal language, gestures and change of intonation, to accompany words.

For Marta, nonverbal communication is the key to using the foreign language in class and being able to communicate with the children in a way that it can be understood. She says that by constant use of gestures children are able to understand a lot because this is a global language. Although the children at some points may not understand what the teacher is saying because they do not comprehend the foreign language, if the teacher includes gestures, changes of intonation, making faces, and so on, the children will be able to get the idea that the teacher is trying to transmit. During her lessons she includes real objects (she had a ring with her to show to the children) and she always has images of the vocabulary for the children to relate to. She relies on certain activities, such as memory games or sequencing to practice items that have appeared in the story. The content changes during the different sessions but the techniques remain the same. For example, the storytelling she does is always followed by nonverbal communication, as she tells the story, when they sing The Weather song, when they do a memory game, when they sing The Dragon song.

Both teachers agree that it is easier to use the foreign language with the children exclusively, outside the English classroom as well (in the playground, on excursions, etc.) if they only teach the children in the

foreign language subject. Berta comments how she does not use English outside language lessons because last year she was also teaching subjects in the mother tongue, Catalan, and the children tend to talk to her using the mother tongue because it is easier for them. Before teaching in School A, she was at another school where she was just the foreign language teacher and she was able to speak to the children using the foreign language all the time. She was the foreign language teacher and the children knew she always communicated in that language.

Marta has a similar opinion to Berta. She says that “it is better this than teaching subjects in Catalan in the other levels” (Marta, personal communication, 16 April 2018), meaning that she only teaches the foreign language to P4 and P5, which makes it easier for her to be able to speak to all the children in the school using the foreign language. She also teaches once per week in P3 using the mother tongue, but this does not cause any type of problems when these children start P4 because a whole summer has passed and although they already know her as a teacher, she starts using English with them from the very first day they start in P4. Marta is keen on using the foreign language in all contexts because like this the children gain more exposure and are exposed to real contexts. Not all the English teachers in the school follow this path. She is the only one of the four foreign language teachers that does it. According to her, it all started as an individual project because she wanted to create more moments when children were in contact with English and not just in the formal context of language lessons.

## 6.6 Characteristics of observed teacher talk

Both teachers pronounce correctly and in general without errors in the vocabulary and structures they are teaching. In particular, the target language that they are teaching (the names of animals, food, sentences in the story, the songs they sing, the weather, etc.). But they make some mistakes in other sentences that they often use during the lessons. For instance, they sometimes do not include articles or pronouns in sentences when they would be appropriate. For example, Berta says “I do not know who to give because...” when it should be “I do not know who to give it to because...”. She also uses the structure “How is in English?” when it should be “How do you say it in English?”. She says “All the people are happy and calm today”, when she should say “Everyone’ or “All of you” and when she says “We are not going to have the time” she should say “We are not going to have time”. In all of these cases it seems that Berta is influenced by expressions that she has translated literally from Catalan into English.

In Marta’s teacher talk we can find fewer mistakes, but there are some occasions when she omits pronouns. For example, when she says “Let me see who will be”, omitting the pronoun it (Let me see who it will be). On one occasion she also omits the word ‘have’ when she says “I got a...” instead of “I have got a”.

These mistakes give us an indication of the degree of mastery and fluency of each teacher in the foreign language. In both cases they are minor errors that do not affect the immediate language aims because they are complex aspects of grammar that children of this age are unlikely to notice. Evidently, teachers are models and the children will reproduce what they see and hear, so in general teachers should try not to

make mistakes of this kind. Nonetheless, for now, these errors do not interfere in the communication between the children and the teacher and are unlikely to have any effect on children's language acquisition.

## 6.7 Total quantity of English and mother tongue

We wanted to discover if there is a difference between the exposure the children at the two schools receive, so we counted the number of words the teacher says in the foreign language in the first observation at each school. We counted the words in three different periods of the lesson, from the first two minutes, for two minutes in the middle and for the last two minutes of the session.

Teacher	Beginning	Middle	End
<b>Berta (School A)</b>	104 words	134 words	90 words
<b>Marta (School B)</b>	122 words	130 words	123 words

*Table 1. Teacher talk in English at different stages of the lesson*

The difference in the number of words the teachers says in the foreign language is quite small. At the beginning and at the end, the students of School B received more input. This could be because Berta started the class saying hello to every child and asking them how they were, and Marta started the class with two songs (one to say hello and the other one to see what the weather was like). Also, Berta's lesson started with quite a lot of mother tongue use because she had to deal with the bad behaviour of two children. At the end, the difference was bigger, and this could be because in Berta's class they finished by watching videos and the teacher did not talk so much or reproduce the words, but the children did receive input from another channel, in this case the videos they were watching. If we included the words in the video, the number of words the children received during these two last minutes would increase. But if we just pay attention to what the teacher says, we can also observe how Marta finished the class with a song that they all sang, and she told them in English where they had to go next. In contrast, Berta finished the class by simply saying "It is time to finish". The beginning and end of the sessions of the two teachers are different, and we can see how the children from School B receive more input and participate more in how the class starts and ends. Marta uses starting and ending activities which clearly signal the start and the end of the lesson for the children.

From the same two lessons, we have counted the total of words the teacher says in the foreign language. Inside this total is included the names of the children that the teachers say and the sounds that they make to help children with vocabulary. We include everything the teachers say that is not in the mother tongue, and also those moments when the teacher and the children say things at the same time.

We need to bear in mind that the duration of the observed lesson was different. Berta's lesson was 45 minutes long and Marta's was 30 minutes long. Therefore, in the comparisons below we have standardised the totals in terms of words per minute.

Teacher	Total number of words in the foreign language	Words per minute in the foreign language
<b>Berta (School A - 45 minutes)</b>	1803	40.1
<b>Marta (School B - 30 minutes)</b>	1617	53.9

*Table 2. Use of English in teacher talk*

Probably the clearest difference between the two teachers is the number of words they use in the mother tongue.

Teacher	Total words in the mother tongue	Words per minute in the mother tongue	Words in the mother tongue directed to the children	Words in the mother tongue directed to visitors (interruptions)
<b>Berta (School A - 45 minutes)</b>	143	3.2	98	45
<b>Marta (School B - 30 minutes)</b>	11	0.4	0	11

*Table 3. Use of the mother tongue*

During the whole session Berta said 143 words in the mother tongue while Marta said 11. The interesting thing is that both of them use the mother tongue for the reasons they already explained in the interviews, but we can see how when Marta uses the mother tongue she is not speaking to the children, but rather to

another teacher who appears at the door. In contrast, Berta uses the mother tongue to communicate with another teacher or student; also to communicate with the children when dealing with behaviour issues; and also to ask them what a word a child says in the mother tongue (Catalan or Spanish) would be in the foreign language (English). On the basis of this data, we can clearly see that School A English classes have more presence of the mother tongue than School B.

## **6.8 Other factors affecting teacher talk**

There are differences between the way of working of these two foreign language teachers. Nonetheless, there are many external factors in lessons (the time of day, the weather, the number of children, what the children did before the foreign language lesson, the activities, etc.) that have an effect on teacher talk. During the second session at School B we observed how Marta spent more time dealing with behaviour issues than in the first session (probably because the first session was early in the morning and the second one was after the lunch break). At School A the two sessions were after the lunch break but the first day it had been raining all day, and the children were not able to go outside to play. At times they seemed more distracted and found it difficult to concentrate. During the second session they were much calmer, maybe because they had been able to go out to play.

Finally, we wish to put on record that the foreign language classes and the approach of the teachers we have observed in this project followed the broad recommendations of the school documents on the organisation of teaching in general and foreign languages in particular.

## 7 Results

The aim of this study was to see which language the foreign language teachers use, why they use it and when they change from the target language to the mother tongue, or vice versa, while teaching young learners. We have seen that the teachers observed mostly use the foreign language while teaching and communicating with their students and if they change the language they are using it is in specific circumstances where the foreign language could be a barrier to communication between the teacher and the students.

In the literature on mother tongue use in the foreign language classroom and teacher talk, we saw that teachers tend to change language when dealing with behaviour issues; also when teachers feel that by speaking in the foreign language children will not understand them and they use the mother tongue to make sure they are being clear and that the message they want to transmit is comprehended by the children.

During the process of our research we were able to analyse two foreign language lessons. We saw that many factors are involved in a foreign language lesson context, making it complex to analyse and difficult to arrive at conclusions that would hold in other contexts.

Throughout the lessons observed there were various occasions when a change of language occurred. In particular, we observed examples of code-switching events in teacher talk and measured the amount of mother tongue and foreign language use by the teacher during foreign language lessons. As expected, we found that English was the predominant language used by the teachers. And as predicted in the literature, we observed isolated mother tongue use in teacher talk to deal with behaviour issues and also to ensure comprehension of language items or instructions. We also saw instances of mother tongue use to deal with unexpected interruptions.

One has to wonder how the exchanges from foreign language to mother tongue would have taken place if there had been no one observing the lesson. Probably, if we had carried out more observations or had been able to record the sessions without the teacher knowing, we would have found other moments when such changes of language occur and possibly greater use of the mother tongue throughout the lessons.

One of our objectives in this research was to discover strategies and techniques that foreign language teachers can use to avoid changing language in their teacher talk. We were able to see a great variety of techniques and resources that these two teachers use to maintain the lesson as an English medium activity, including the use of songs, repetition, flashcards, and other visual support, questioning, giving clues, giving constant feedback, and so on. In two of the cases where these teachers moved into Catalan it was because of unscheduled interruptions or incidents in the lessons. It seems reasonable to move into Catalan in these circumstances for a short time in order to re-establish the conditions in which the lesson can be resumed in English. One of the teachers sometimes repeated Catalan or Spanish words from the students in questions like "How do you say *papallona* in English?". Such uses of code-switching in teacher talk seem unobtrusive and communicatively effective.

Minor behaviour problems can probably be dealt through nonverbal communication, such as the teacher raising her voice or making a frown, but persistent bad behaviour is probably most expediently confronted by the use of the mother tongue.

In general, from the information obtained, we can say that Berta seems to resort to the mother tongue more often than Marta. Furthermore, the teachers observed believe in maximising the use of the foreign language with young children because they want to teach the foreign language through the foreign language (immersion). We have seen how in the two schools observed the use of the mother tongue in the foreign language classroom is very low, particularly regarding teacher talk.

## 8 Conclusions

Learning a foreign language in early childhood education has been a field of interest for some time, especially in Catalonia. There is much debate about its possible benefits and limitations. Whatever the case, it is common to find schools in Catalonia that start teaching English with young age groups because there is the popular belief that the earlier the better. Nonetheless, how English is to be taught with these children is an open question. The focus of this study was the use of each language, English, Spanish and Catalan, in teacher talk inside the foreign language classroom.

Most teachers try to maximise exposure to English in foreign language lessons with all age groups. Nonetheless, with students from similar backgrounds, strategic use of the mother tongue is an option. Our study has shown that in the observed cases the use of the mother tongue is strictly limited, and when it is used it can be justified pedagogically. There are some occasions when different researchers recommend use of the mother tongue as a strategy to facilitate communication and to deal with difficult problems effectively. In both schools we have been able to see how the teachers make limited use of the mother tongue, mainly to control children's behaviour.

### 8.1 Personal reflections

This research project has helped me realise how time management and organisation is crucial because of many factors have to be considered in order to be able to carry out an ambitious study of this type. I have learnt how to conduct a literature review, select information related to the object of study and how to choose the most important items to focus on in the research. I have also learnt how to draft a research report in English and I have had the opportunity to discuss various issues relating to teaching and learning with experience practitioners.

The research project has also been an opportunity for me to put into practice theoretical considerations that I have learnt about in various subjects in my degree course, such as Psychology, Early Childhood Education (3-6) and the various Practical Seminars done during the years.

### 8.2 Limitations

This research was based on classroom observation at two schools over a short period of time. For this reason, it is impossible to extrapolate our conclusions to other teachers, other age groups, other schools, and other contexts. To obtain more reliable and generalisable results, research should be done for a longer period of time and with a larger sample.

We also need to find a way of observing and analysing lessons without influencing the object of study. Our presence in the class was an external factor that inevitably interfered in the conduct of the lessons observed, either by putting pressure on the teacher or by distracting the children. The main focus of our study was not



explained to the two English teachers prior to the observations in order to minimise the influence on their teacher talk. That is why we said that we were observing methodology in general and how the foreign language teacher carried out the lessons. It would be interesting to be able to analyse foreign language lessons that occur on a daily basis in schools when there is no outside influence of observers. More reliable data could be obtained by observing lessons where neither the observer nor the subjects observed know the aim of the study (in a double-blind experiment).

Teacher talk is a complex area and the effects of mother tongue use by the teacher are also difficult to detect. There are many factors involved. While it is true that most authorities and teacher feel that they should minimise the use of the mother tongue, it is impossible at this stage to make a general statement about the ideal amount of mother tongue and foreign language use in teacher talk and how this effects children's language acquisition.

### **8.3 Further research**

During the process of this research various topics have emerged that could be interesting to investigate further. In relation to teacher talk and its influence, we could study the connection between this and the methodology used. If we were able to observe different teachers and different methodologies in foreign language classrooms, we could perhaps arrive at conclusions on the relation between these two aspects in practice. Then we could see how teachers try to apply specific methods and the influence that this has on the use of the mother tongue in teacher talk.

Another aspect of interest is the relation between the fluency of the foreign language teacher and teacher talk. Do teachers that are more fluent in the foreign language use fewer expressions in the mother tongue? Do teachers that feel less comfortable in the foreign language use the mother tongue more when teaching the foreign language to young children? To be able to study this aspect we would focus on the teacher and analyse their fluency (pronunciation, use of different structures, fluency, speed, errors, improvisation, etc.) and interview them specifically about their attitude to the foreign language.

A more complex study would be to focus on the effects of the use of the mother tongue in teacher talk on children learning the foreign language. Is there any? If they learn English for the first three years with some mother tongue mediation, is there a difference in their final language acquisition level compared to children who have only ever studied the foreign language in an immersion environment? This ambitious longitudinal research would need much more time to observe the sample groups, where the teacher in one case might use the mother tongue greatly and, in another case, not at all. It is not possible to study the same children in both cases, so in order to improve the validity of the results it would be necessary to include more groups of students and teachers in the sample.

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## 10 Appendices

### 10.1 Appendix 2: Transcription of the observations

#### School A. First Observation. Date: Wednesday 11 April. Time: 15.00 to 15.45pm

Hello everyone. Today we have Catrin that is here to observe us, okay? You can present yourself.

*(Two boys are playing between them and commenting).*

Observer: Hello.

*(The same boys start laughing and pointing, and do not let me present myself because I am just able to say hello that they laugh even harder, so the teacher has to stop me).*

M'estic posant seria. Em sents?

Pep: Es que yo no la conozco.

Bueno, doncs ella s'està presentant. Llavors, una mica d'educació si us plau. Estem tranquils i estem receptius al que ens pugui explicar la Catrin. Entenem? Doncs anem a fer una altra cosa. Catrin, anem a tornar a començar un altre cop i si veiem que aquest comportament no es de P5 doncs hauran d'anar amb el grup dels petits. Ho farem així. Val, per tant. Barret d'anglès, OK? Our English hat. And we are going to start again. One, two, three. Silence and ears ready. You can introduce yourself again, Catrin.

Observer: My name is Catrin and my mummy is Silvia (a teacher at the school). I am here to look, to observe the class today.

Okay? She is a teacher like me, and Sònia, Petra, Andrea and Soraya. OK. Today, Wednesday. Today Wednesday and next Monday, Catrin is going to be here with us, OK? So, let's start.

Hello, Yolanda. How are you today?

Yolanda: Happy.

I'm...

Yolanda: I'm happy.

Very good. What about you Laia?

Laia: I am fine.

Very good. What about you Roger? How are you today?

Catrin Samson Estapé

Roger: I am happy.

Very good. What about you Sara? How are you today?

Sara: I'm happy.

Very good. And you Anna, how are you today?

Anna: Happy.

Very good. And you Marc? How are you today?

Marc: I'm happy.

Blai, how are you today?

Blai: I'm happy.

Ismael how are you today?

Ismael: I'm happy.

And you Pep, how are you today?

Pep: Happy.

Okay. And you Joan? How are you today?

Joan: I'm happy.

Very good. Is anyone angry today?

Kids: No

OK. Is anyone sad today?

Kids: No!

OK. Is anyone scared today?

Kids: No!

Is anyone in love today?

Kids: No!

No, OK. All the people are happy and calm today.

Catrin Samson Estapé

What is the day today?

Is it Monday today?

Kids: No.

Is it Tuesday today?

Kids: No.

Is it Wednesday today?

Kids: Yes.

Wednesday. Which number? Let's count.

Teacher and kids: One, two three, four, five, six, seven, eight, nine, ten and eleven.

Then today is Wednesday. I am going to write it here for you. Wednesday 11...

*[Another teacher enters the class, asking if they have found a jacket that is not theirs.]*

External teacher: Heu trobat la jaqueta de la Natàlia?

Ah, I do not know.

Kids: La tenia el seu germà.

Ah, mira que diuen. Ask in the other classroom. *(pointing to the other class)* Bye, bye.]

OK. So let's see. Wednesday 11 of ... Are we in September?

Kids: No.

Are we in October?

Kids: No.

Are we in November?

Kids: No.

And December?

Kids: No.

Are we in January?

Catrin Samson Estapé

Kids: No.

Are we in February?

Kids: No.

And March?

And April?

Kids: Yes.

Wednesday the 11 of April 2018

*The teacher takes a boy by his hand.*

Come here, please. Say goodbye. Hello. (*She talks with another teacher from the school*). Jo t'he avisat. Ja n'hi ha prou. Te'l pots quedar? Hi ha la Catrin i em sap greu perquè esta fent el *tonto* i no vull parlar en català. Vull que vegi l'anglès, saps? Gràcies.

OK. So let's see. What is the weather? Is it sunny and cloudy today? (*She gets the flashcard that was hanging in the weather spot.*)

Kids: No

No, it is not. So, we are going to change this flashcard and ... (*she gets the other ones*). What about this? Is it sunny today? (*she shows the sun flashcard*)

Kids: No

Is it snowy today?

Kids: No

No, it is not. Is it windy today?

Kids: No

No, it is not. Is it stormy today?

Kids: Yes.

Well, what do you think? Is it stormy or rainy?

Kids: Rainy.

Catrin Samson Estapé



OK. So, we are going to put the flashcard here (*in the weather spot*). Look. I have these tales. But you can choose. Which do you prefer? (*she is holding two storybooks*)

*The children point to one or say "este".*

The Very Hungry Caterpillar today? OK. Do you want to come here and sit down? Go there, come on. Sit down. OK. This is the story of the Very Hungry...

Pep: Caterpillar.

Who remembers? This is an egg because once upon a time we can see an egg on a leaf. And is it sunny?

Kids: No.

No, it is not.

*Pep is making some noise.*

Pares, pares o no? T'aniràs amb l'Ismael. De veritat, Pep. Ja no t'aviso més cops.

Then, here we can see an egg on a leaf and there is the moon. All the people are sleeping. And look, next day when the sun wakes up a tiny, a very small caterpillar appears. It is very hungry, and the caterpillar starts looking for food. Then on Monday the caterpillar eats through an apple. Munch, munch, munch. But the caterpillar is still very hungry. On Tuesday the caterpillar eats through one and two pears. Munch, munch, munch. Munch, munch, munch. But the caterpillar is still hungry. On Wednesday the caterpillar eats through one, two and three plants. Munch, munch, munch. Munch, munch, munch. Munch, munch, munch. But the caterpillar is still hungry. On Thursday the caterpillar eats through one, two, three and four s...

Kids: Strawberries.

Very good. Through strawberries. Munch, munch, munch. Munch, munch, munch. Munch, munch, munch. But the caterpillar is still h...

Kids: Hungry.

Roger: On Friday.

Very good Roger. On Friday the caterpillar eats through one, two, three, four and five oranges. Munch, munch, munch. Munch, munch, munch. Munch, munch, munch. Munch, munch, munch. But the caterpillar is still hungry. Angry no, hungry. On Saturday the caterpillar eats a piece of chocolate cake. Do you like chocolate cake? Do you like chocolate cake?

Kids: Mmm... Yes!

OK. Then the caterpillar eats a piece of chocolate cake. The caterpillar eats an ice cream. Do you like ice cream? Yes? The caterpillar eats a pickle. Oh, no. You do not like pickles? (*The children nod if they do not like it or make 'mh' if they like it*). OK. The caterpillar eats a slice of cheese. Do you like cheese? OK. The caterpillar eats three slices, one, two, three of s...

Joan: Salami.

Very good. Of salami. Do you like salami? (*The children nod if they do not like it or make 'mh' if they like it*). More or less, OK. The caterpillar eats a lollipop. The caterpillar eats a piece of strawberry pie. The caterpillar eats a piece of cherry pie. The caterpillar eats a sausage. The caterpillar eats a cupcake. And the caterpillar eats a piece of watermelon. But the caterpillar now does not feel good. The caterpillar has got a tummy ache. The caterpillar cannot move. The caterpillar is tired, and the caterpillar does not feel OK. Next day, the caterpillar eats a leaf, a green leaf. And now the caterpillar feels much better. Then the caterpillar is not a tiny caterpillar. It is now a big and fat caterpillar. And the caterpillar starts building a house, a cocoon. And the caterpillar goes to sleep for fifteen days. And then one day the caterpillar wakes up and the caterpillar makes a hole in the cocoon and now the caterpillar is a very, very beautiful butterfly.

Kids: Butterfly.

[A girl from another class enters, asking for a lighter in Catalan and the teacher also answers in Catalan saying,

Girl: M'ha dit la Petra que al seu calaix hi ha un encenedor.

(*the tea. cher looks for the lighter*)

Teacher: Encenedor, no ho sé, però és això (*shows a lighter*) perquè un encenedor no el veig pas].

Okay, let's see please. I am going to find for you, look. Who is this? Who remembers?

Roger: Caterpillar.

Yes, this is Colin the caterpillar. Do you remember from last year? And what is it?

Kids: Marieta.

She is lady..., she is lady...

Kids: Ladybug.

Yes, ladybug or ladybird.

And, what is it? Snail.

Catrin Samson Estapé

Kids: Snail.

And this? You know this one very well.

Kids: Butterfly

A butterfly, very good. And what about this? This is a bee.

Kids: Bee

And what is it?

Kids: Hormiga.

An ant. Do you remember the song? Okay, so not this, no, no, no and no. This not, this not. I am looking for some food for you. Oh, what is this colour?

Kids: Orange

Orange.

And what about this? Which is this colour?

Kids: Yellow.

OK. And this?

Kids: Blue.

Very good. And what about this?

Kids: Green.

Very good, fantastic. And this?

Kids: Purple

And this?

Kids: Black.

Ah, here. What is it?

Kids: Cupcake.

Very good. This is a cupcake. A cupcake. Wait a moment, wait for a moment. OK, this. What is it?

Kids: Formatge.

Chee..

Kids: Cheese.

Very good. Cheese. What is it? Ham.

Kids: Ham.

What is it?

Kids: Pollo.

Chicken.

Kids: Chicken.

What is it? Tomato. Okay? Tomato. And this?

Kids: Egg.

Kids: Ou.

Yes, egg. Very good. And this?

Kids: Apple.

Very good. And this?

Kids: Banana.

Very good. And this?

Kids: Pear.

Pear. Very good. And this?

Kids: Orange.

Yes, oranges. Very good. OK. Then we are going to take this, we are going to take this and look. Sit down here. Sit down. Come on. OK, then I am going to take the box. One, two, three, four, five and six. Then, come on.

What happens? Come on, please. What is wrong? Sit down here. No, here, next to her. Come on. Then please, one, two and three. What is it?

Catrin Samson Estapé

Kids: Butterfly.

It is a butterfly, very good. What is it?

Anna: Is an... caragol.

Snail.

Kids: Snail.

Very good. It is a snail. What is it?

Kids: Ladybug.

What is it? Cate..

Kids: Caterpillar.

Caterpillar, very good. What is it?

Kids: Formiga.

An ant.

Kids: Ant.

Very good. And this?

Kid: Bee.

A bee. Very good. Now I am going to remove the flashcards. Then, one, two and three. What is it?

Marc: Butterfly?

No, it isn't. Raise your hand, raise your hand.

Yolanda: Mmm...

You can say it in Catalan, come on.

Yolanda: Ladybug?

A ladybird? No, it isn't. What is it?

Laia: Mmm, la papallona?

How is 'papallona? Bu...

Catrin Samson Estapé

Kids: Butterfly.

No, no it isn't.

Joan: Caterpillar?

No, no it isn't. Come on.

Pep: Ladybug?

Blai: Ja l'hem dit. Peix?

Peix? No. No, no, please. No fishes here. When I showed the flashcards for you, they weren't fishes. No, please.

Sara: Ant?

No, it isn't. Come on, one is missing.

Yolanda: Ho puc dir en català?

Yes, of course.

Yolanda: L'abella?

No, it isn't. Come on. It goes very, very slow.

Pep: Snail.

Roger: El caragol.

Very good. In English, okay? It is better than in Catalan, yes? For you, the snail. One, two and three. What is it?

Marc: Ladybird.

Yes, very good. Ladybird. One, two and three. What is it? Raise your hand.

Laia: La papallona?

How is "papallona" in English?

Kids: Butterfly.

Butterfly. But it isn't. Come on.

Catrin Samson Estapé

Joan: Caterpillar.

Very good, but it isn't. what about you?

Roger: Ant.

The ant. It isn't. What about you? It is yellow and black.

Pep: L'abella?

Very good. How is "abella" in English?

Kids: Bee

Bee. Good for you. One, two and three. What is it?

Joan: Ant.

The ant no.

Sara: Butterfly?

Very good. Good for you. Butterfly! OK, I have only two. One, two and three. What is it?

Yolanda: Butterfly?

No, the butterfly is there.

Anna: Caterpillar.

No, not the caterpillar.

Yolanda: Això (she points to a photo of the caterpillar).

This? This is the caterpillar. But, it isn't.

Pep: La formiga?

How is in English?

Blai: Ant?

Very good. And finally? What is the last one?

Yolanda: Aquest? (she points to the same photo of the caterpillar).

And what is this? Cat...

Catrin Samson Estapé

Yolanda: Caterpillar?

Yes, very good. The caterpillar, very good.

Now I am going to take the food. All these ones. One, two and three. What is it?

Marc: Banana?

Very good. Banana for you.

Do not shout please, keep calm. We do not have to shout. OK, one, two and three. What is it?

Joan: Apple?

Very good. The apple for you. One, two and three.

Anna: Orange.

No.

Laia: Mandarina?

Is there a tangerine in here? No!

Pep: Formatge?

The cheese, you say? No, it isn't. This food you can eat it for breakfast in the morning. You can have a glass of milk and this.

Roger: A cupcake.

Very good for you! A cupcake. One, two and three. What is it?

Sara: Pear?

No, it isn't.

Pep: Formatge?

Cheese, no it isn't.

Sara: Orange

No, it isn't.

Listen to me. The caterpillar before waking up is inside this.

Catrin Samson Estapé



Pep: Ou.

How is "ou" in English.

Marc: Egg.

Very good! Egg. We have one, two, three and four. Come on, what is it? It is yellow.

Joan: Queso

Very good. How is "queso" in English?

Laia: Cheese.

Very good. For you. One, two and three.

Sara: Banana

Banana is the one you have got.

Blai: Taronja.

How is it in English?

Kids: Orange.

OK. But I do not know who to give because you say a lot of times altogether. So, I put it here for all the people. Now I have two. What is it?

Blai: La pera.

How is "pera" in English?

Kids: Pear.

As you said it two people at the same time I put it here.

Kids: Formatge.

No, he has got the cheese. This listen to me carefully. You can cut and spread it in the bread.

Joan: Tomàquet?

How is "tomàquet" in English?

Kids: Tomat.

Catrin Samson Estapé

Tomato, very good.

Listen, we have five minutes. Please, you must listen to me. You must listen to me, OK? Give the flashcards to me. OK then. Now when you keep silence, when you keep silence. I am going to speak, yes? I think that you are tired. We have 5 minutes. Then we are going to watch the video of the very hungry caterpillar. So, stand up but slowly.

Kids: Nooo...

Do you prefer Monkey the mechanic?

Kids: Yees! Siii!

Keep calm and move please. Sit down here. OK. So we are going to watch Monkey the mechanic. OK. Sit down properly. OK, (*she points to the different videos*) this not, this one of the chameleon?

Kids: No, perquè l'hem vist.

What about this one about the lion?

Kids: No.

This one? This one is new for you, so come on, sit down and move back for them to see. Listen carefully.

[*The teacher puts the video on. Little Doggy's Wheelchair Gets A Makeover, Cartoon For Kids from Super Simple TV. During it she repeats some words from the video or asks questions such as, "wheelchair", "faster", "too many balloons", "What happened?", "What is it? A balloon", "Is he happy or sad", "What about the chair?", "Close your eyes", "Open your eyes", "He is flying", "Wow, look!", "He is very fast", "party time", "All the monkey's friends".*] 5 minutes

Kids: Aquest ara.

No because we are not going to have the time.

[*The teacher searches for another video. This time it is a song. Do You Like Broccoli Ice Cream? from Super Simple Songs. She says to the children that they can sing, and she repeats most of the words that appear in the song.*] 2 minutes and 43 seconds

OK, time to finish. Slowly.

**School A. Second Observation. Date: Monday 16 April. Time: 15.00 to 15.45pm**

Can you sit down properly?

Hello Catrin.

Observer: Hello.

How are you?

Observer: I'm good, thank you. And you? (*pointing towards all the children*)

Kids: Good. Happy!

Then let's see, let's going to start.

Hello Pep, how are you today?

Pep: I'm happy.

What about you Anna, how are you today?

Anna: I'm happy.

Very good. What about you, Ismael? Last day, you, went to the other classroom do you remember?

Joan: Otra vez, no eh!

No, no, no, you can sit down. (*the kid is standing up to leave the class*). But please, silent and listen! Okay?

Ismael: (*nods his head*).

Yes? Okay, very good. What about you, Laia, how are you today?

Anna: Good.

And you Blai, how are you today?

Blai: I'm happy.

Okay, very good. What about you Sara?

Sara: I'm happy.

Okay, very good. Joan, what about you. How are you today?

Catrin Samson Estapé

Joan: I'm happy.

Okay, and you Ismael? How are you today?

Ismael: Happy.

Okay. Marc, what about you. How are you today?

Marc: I'm happy.

Very good. And you Yolanda. How are you today?

Yolanda: I'm happy.

Very good. I'm also happy to be here with you. Okay, very good. Now let's see. What is the day today? Is it Monday today?

Kids: Yeees.

Yes, it is. Monday, which number? (*goes to the number platform and points to the numbers*).

Kids: One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen and sixteen.

Okay, okay. Then look today is Monday 16 of...

Kids: April.

Very good. Of April, of April of twenty-eight...

Kids: Teen.

Twenty-eight, very good. And let's see, what about the weather? What's the weather like today? What do you think about that, come on. Is it... wait I am going to take my flashcards! Is it stormy today?

Kids: Nooo.

No, it isn't. Is it (*blows with her mouth*) windy today?

Kids: Nooo. Yes.

Joan: Jo he notat un poc de fred.

But I'm not saying cold (*moves her arms coddling her body to represent cold*). I am saying (*blows with her mouth*) windy. Is it windy today?

Kids: Yes. No.

Well, if you have a look to the trees you can see the leaves moving. But it is not really windy.

Pep: Una oraneta!

Really? Where?

Joan: No, no és una oraneta.

Sara: És un pardal.

Where can you see it? It is a bird. Do you know Angry Birds? Then it is a bird. What about this? Is it snowing?

Kids: Nooo.

Is it sunny today?

Kids: No.

No, it isn't. And is it cloudy today?

Kids: Yes.

Kids: No.

No, it's not. Is it rainy today? What about this. Is it rainy today?

Joan: No, pero que va a llover hoy.

Kids: Noo.

No, it isn't. is it raining at this moment? Is it rainy today? No, today it is cloudy. Ok? Very good. Listen please. Is anyone missing today?

Kids: No.

No, very good. We are going to count.

Teacher and kids: One, two, three, four, five, six, seven, eight, nine and ten.

Very good. Then let's see. Look. I have something here for you. I have this book for you. But I am going to put it here, and we are not going to touch it and let's see. Who remembers the song of the days of the week?

Roger: Monday.

Catrin Samson Estapé

Very good Roger.

Then, I think that we can start in this side (*making the movement of the song*). Well, I think it is the same. I don't know let's see. One, two, three.

Teacher and kids: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Ok? Do you remember?

Teacher and kids: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. The days of the week.

(*The teacher and the kids sing the song and do the specific movements*).

Ok, ok. Then, stand up slowly, slowly and come and sit down here.

Pep: Tinc sed.

Ok, you can drink

Pep: Jo vinc de casa.

And then? What happens then? You must drink water at home. Ok, come on go. Look, this book it is called Words. I am going to open and look. This are things in my room. Things in my room. This is a bed. Yes? Sit down here because if not you will not see. Come on. This is a bed. And in a bed we can sleep. Yes? This is a bed.

Kids: Bed.

Very good. This here is a lamp.

Kids: Lamp.

We can switch on the lights or we can switch of the lights. Ok?

Laia: La meva *iaia* té una *lampara*.

Ok, very good. And what about you? Have you got a lamp in your bedroom Joan?

Pep: Jo, jo tinc...

Wait, wait for a moment. Joan have you got a lamp in your bedroom? Have you got a lamp or not?

(Joan nods his head)

Pep: Els meus àvis tenen lampara.

Catrin Samson Estapé

Ok, very good! Look, Yolanda, what do you want to say?

Yolanda: Que els meus àvis tenen una lampara i que...

A lamp.

Yolanda: Sí. I que també me'n van comprar una.

Ok. Let's see. Anna the last one, ok?

Anna: La meva és vermella.

Okay, then. A red...

Anna: Lamp.

Very good. You can say perfectly. Come on, what else?

Laia: Tinc una lampara, bueno dues.

You can say it in English, come on.

Roger: Lamp.

Two?

Laia: Two lamp.

Lamps. Very good.

Laia: Una lampara que s'il·lumina i una altra amb una llumeta vermella.

Ok, very good. Then, this is the kitchen. Who likes ice creams? Do you like ice creams? Yes? What about you Blai, do you like ice creams?

Blai: A casa en tinc.

Ice creams? Really? Good. And you, what about you Pep?

Pep: Que s'assembla a quasi tot lo que diu en el conte de la cucaraxa. (*he is referring to the food from the book of the Very Hungry Caterpillar*).

Ok. Very good.

Yolanda: Jo tinc molts gelats, però encara fa molt temps que m'ho van comprar.

Ok. Very good. What is it? What is it? What is it?

Sara: Apple?

Very good, this is an apple. And what about this? What is it?

Kids: Orange.

An orange, very good. What about this?

Kids: Banana.

Ok, very good. Ah, who knows what is it?

Marc: Carrot.

Kids: Carrot.

Carrot. Very good. Like the snowman's, do you remember the snowman's nose? Ok. Yes? It was a potato, it was a... who remembers?

Kids: Tomato.

A tomato, yes. It was a...

Roger: A button.

A button. Very good. What about this?

Kids: Cheese.

Do you like cheese? No? Yes?

Kids: Jo sí. Jo sí.

Okay, and what about this?

Blai: Sandwich.

This is a sandwich. Very good. Do you like them Joan?

Joan: M'agrada perquè té tomàquet.

Joan, you can say it in English. Because, how is tomàquet?

Joan: Tomato.

Catrin Samson Estapé



Tomato. You know it perfectly. Tomato sandwich. Ok, very good. This is the farm. What is it?

Yolanda: Mira té una pastanaga.

Ok, carrot. But, what is it?

Kids: Horse.

A horse. And what is it?

Kids: Rabbit.

A rabbit, very good. And what is it?

Pep: Coock, coock.

Well, maybe a hen or a chii...

Kids: Kitchen

Laia: A gallina.

A chicken! Not, kitchen.

Blai: Ah, una gallina.

And this, what about is it?

Kids: Mouse.

A mouse. And this what is it?

Kids: Pigs.

Pig. A pig and some, one, two, three piglets. Okay? Very good. What is it?

Kids: A cat.

And this, what is it? This is a...

Kids: A dog.

Very good. And what about this? What is it?

Roger: A bird.

Pep: Pájaro.

Catrin Samson Estapé

Very good, a bird. Like Angry Birds. What is wrong?

Sara: No em trobo bé.

Okay, well you stay still and keep calm.

Laia: A mi em fa mal la panxa.

Okay. A tommy ache? Have you got a tommy ache? Yes? But you came to school so... Okay, come on. Who has got here, raise your hand, if you have got a bicycle, a bike. Who has got a bike? You Sara? You have got a bike? Which colour is your bike?

Sara: Mhh... red.

Red, very good.

Sara: I ja vaig sense rodoetes.

Okay, good for you. Roger, have you got a bike at home?

Roger: Sí.

Yes? Which colour is your bike?

Roger: Red i...

Red and

Roger: Negra.

How is "negra" in English?

Kids: Black.

Black. Yes. Red and black. Ismael, what about you. Have you got a bike? Yes or not? Have you got a bike Ismael, yes or not?

Ismael: No.

Okay, it doesn't matter. And you Joan, have you got a bike?

Joan: No.

Okay, it doesn't matter. Have you got a bike?

Marc: Sí.

Catrin Samson Estapé

Which colour is your bike?

Marc: Blue.

Blue? Very good.

Joan: Jo tinc una bici però la vaig tiar. Perquè estava pinxada.

Okay. And what did you do? You threw it? Through the window? You opened the window and you through it?

Roger: Tu padre puede arreglarlo.

Joan: Pero ahora si no está. Si se la llevaron del Ayuntamiento.

Okay, okay. Blai what about you? Have you got a bike?

Blai: Yes.

Which colour is your bike?

Blai: Yellow. Ah y sin ruedines.

Kids: Yo también!

Okay. So, your bike has got one and two wheels. And what about you, have you got a bike?

Pep: Yes.

And which colour is your bike?

Pep: Blue.

And what about you Laia. Have you got a bike?

*(Children talk between them)*

Shhhht. Eh. What are you doing, please? Throw this paper or keep it in your pocket, come on. Come on, Laia, have you got a bike?

Laia: Yes.

Which colour is your bike?

Laia: Pink.

Pink. Okay. And you Anna? What Laia? (*the girl is raising her hand*)

Laia: A mi un dia se'm va trencar la cadena, perquè estàvem allà a l'Ajuntament i la meva bici estava una mica...

[*Another teacher enters the class: Perdo, esque la Júlia m'ha vomitat. Vaig a avisar. Els deixo sols però no, estan tranquils. Ús deixo la porta oberta.*]

Teacher: Okay].

What happened then?

Laia: Havia deixat la bici però vam començar a jugar i sense voler sens va trencar la cadena.

Okay. Well, okay. And what about you Anna. Have you got a bike?

Anna: Yes.

Which colour?

Anna: Pink.

And you Yolanda, have you got a bike?

Yolanda: Sí.

Which colour is your bike Rosa?

Yolanda: Rosa i...

How is "rosa" in English?

Kids: Pink.

Pink and...

Yolanda: Yellow.

And yellow. Okay, now let's see. This is the park.

Kids: Park.

Very good. Okay let's see. What is it? Who knows what is it?

Kids: Arbre.

A tree. Okay. With apples. And this, what is it?

Kids: Sun.

Sun. The sun no, the sun. Like sunny. (*the teacher is making reference to the pronunciation*). When, for example when I ask what's the weather like today? I don't say it's sunny, I say sunny.

Kids: Sunny (*they laugh*).

Yes, because you say Sunny Delight, yes or not? But it isn't like this. Okay. Look. What is it? When it is rainy with, we have, well I don't know if all the people. But we have, look, what do we use? An...

Kids: Umbrella.

An umbrella. Very good, okay. Oh yes. Who likes music. Raise your hand if you like music. I love music. Yes? I love music. What about you, do you like music? Do you like music?

Joan: Jo sí.

Anna: Jo tinc una guitarra.

Okay, you have got a guitar?

Pep: Mi padre tiene una guitarra.

Okay. Okay. This is a...

Kids: Piano.

Piano. This is a...

Kids: Violí.

Violin. Very good. And what is it? This is a, gui...

Kids: Guitar.

And what about this? What is it?

Kids: Yo tengo unos.

They are drums. A drum. Very good. What Sara?

Sara: Jo tinc un piano a casa.

And who plays the piano? Mummy, daddy? Who plays the piano?

Catrin Samson Estapé

Sara: Mh...

You? Do you play the piano?

Sara: Sí.

And what about your mummy?

Sara: Juntos. Esque tinc un llibre de les cançons.

Ah, very good. And you Anna?

Anna: Jo també tinc.

Yes? But I think that your daddy, (*the teacher sings 'Daddy finger, daddy finger'*) your father, plays the piano. Yes or not?

Anna: Jo també. Tenim dos pianos.

You have two? Really? Wow.

Joan: Jo vull dir una cosa.

What?

Joan: Que jo sé tocar molt bé el violí.

Wow, Joan. Really? Very good.

Pep, please stop. Marc and you, what do you want to say?

Marc: Que jo sé tocar molt bé la guitarra.

Okay. And let's see, to finish. What is it?

Joan: A pet.

A heli...

Kids: Heli!

A helico...

Teacher and kids: Helicopter.

A helicopter. Okay? Very good. And what about this?

Catrin Samson Estapé

Kids: Tren.

Chu chu. What is it?

Kids: Train.

A train. Very good. And what about this? What is it?

Kids: Mo... mo...

A motorbike.

Blai: Jo tinc una.

Okay, very good. And what is it? This is a...

Kids: Mh...

Plane.

Kids: Plane.

What do you want? What Marc?

Marc: Que jo a casa els avis tinc una moto. I quan l'arrenques així i va així (*moves his arms forward*) I quan la toques així fa així (*moves his hands backwards*).

Ah, okay. Very good. Come on what do you want to say Joan?

Joan: Que, que jo tinc una moto.

Ismael, and you, what do you want to say?

Ismael: Que jo tinc una moto de joguina.

Okay. Very good. Let's see. Please. Now we are going to stand up, slowly, slowly. No, no. Come here. (*some kids were going to the table*). Here, here. Then let's see. Okay. Let's see if you remember The Hokey Pokey?

Kids: Yees.

Joan: No, otra vez no.

Make a circle, make a circle. Come on. One, two and...

Kids: Three.

Catrin Samson Estapé

*(The teacher is the one singing, the children say some words and all of them do the movements)*

You put one hand in, you put one hand out. You put one hand in and you shake, shake, shake, shake, shake. You do the hokey pokey and you turn around, everybody turn around.

You put two hands in, you put two hands out. You put two hands in and you shake, shake, shake, shake, shake. You do the hokey pokey and clap your hands, everybody clap your hands.

You put one foot in, you put one foot out. You put one foot in and you shake, shake, shake, shake, shake. You do the hokey pokey and please sit down, everybody please sit down.

You put two feet in, you put two feet out. You put two feet in and you shake, shake, shake, shake, shake. You do the hokey pokey and please stand up, everybody please stand up.

You put your head in, you put your head out. You put your head in and you shake, shake, shake, shake, shake. You do the hokey pokey and you sing a song, la la la la la la.

You put your backside in, you put your backside out. You put your backside in and you shake, shake, shake, shake, shake. You do the hokey pokey and please be quiet, everybody please be quiet.

You put your whole side in, you put your whole side out. You put your whole side in and you shake, shake, shake, shake, shake. You do the hokey pokey and take a bow, everybody take a bow.

No, no, no. *(kids play between them)*. Okay, stand up and now let's see because we are going to sit down, come on sit down. Then, let's see. Look. We are going to play a game. Then, I am going to think and I'm going to write a number. Okay? You must guess, you must guess, okay a number. This number is going to be from 0 to 20. Okay? Sit down properly you two please. Come on, raise your hands. Come on Yolanda.

Yolanda: Mh... el, el...

In English.

Yolanda: One?

No, not one. Ismael.

Ismael: El quatre?

*(the teacher doesn't hear him)*. Anna?

Anna: El two.

Two? Not two. You.

Blai: Three.

Catrin Samson Estapé



Three? Not three. Sara.

Sara: Five.

Five? Not five.

Pep: Seven.

Seven? Very good. Seven. Good for you. Very good. Now do you want to come here? Yes? Come here, come. Come. Write a number from 0 to 20. Write it here. This one? Okay. Pep, come one. Say a number Roger.

Roger: Ten?

Not ten.

Blai: Twenty?

Very good! Yes, twenty. Very good. Sit down Pep and Blai come here. Write a number here from 0 to 20, come one. Okay. Okay. But please don't look. Come on, write it here. Write another one. Come on Joan say a number.

Joan: Three. Three.

No, not three. Come on, Marc.

Marc: One.

No, not one. Come on, you.

Yolanda: Two.

No. Come on, Ismael?

Ismael: Seven.

No, not seven. Anna, come on.

Anna: Four.

No. Laia.

Laia: Six.

Six. Not six. Sara?

Catrin Samson Estapé

Sara: Seven.

Pep: Me, me. Four.

We've got it here. Roger, you, come on.

Roger: Five.

Five. Not five. Come on Joan.

Joan: Vuit.

How do you say "vuit" in English? Count, if you don't know.

Joan: Eight?

Eight! But it isn't. Come on, Marc.

Marc: Ten.

Very good. Ten! Come here. Come on, the last one. It is going to be the last one. Come on, write a number. Okay, come on. Yolanda?

Yolanda: One?

No. Come on, Ismael.

Ismael: Two.

Two? It isn't. Anna.

Anna: Five?

Not, five. Laia.

Laia: Six.

Not six. Pep?

Pep: Five?

No, not five. Sara.

Sara: Seven.

No, not seven. Blai.

Catrin Samson Estapé

Blai: Ten.

No, not ten. Come on Joan.

Joan: Four.

Very good. But it was the last one. Now that I think that you are quite tired. Slowly, slowly you can come here to the computer. Okay, go back. Sit down everyone. Okay, let's see.

[The teacher puts the video Days of The Week Song For Kids from Dream English Kids. The teacher and some kids sing the song and do the movements.] 2 minutes and 10 seconds

Okay. I'm going to...

[The teacher searches for the other video, Finger Family Song for Kids from Pancake Manor. The teacher and some kids sing the song or reproduce some sounds.] 5 minutes and 40 seconds

Okay. Okay, look. Okay, look. Look. Now it's nearly the time. Listen to me. Let's see. Listen please because it's time to finish our English lesson, but Petra is going to come here, so to finish we are going to listen to the goodbye song. So, come on, slowly, slowly stand up.

[The teacher puts The Goodbye Song for Children from Dream English Kids, and the children sing and do the movements.] 2 minutes

Okay. Then please. Sit down now. Sit down. Okay, sit down please. Shhht, sit down properly come on. Look, now listen. Ismael, Yolanda, sit down please. Come on, Blai, this is not your place it is Anna's place. Okay, listen. One, two and three. Thank-you. Let's say goodbye to Catrin and to everyone. We must say goodbye.

Teacher, kids and observer: Goodbye.

**School B. First Observation. Date: Thursday 5 April. Time: 9.40 to 10.15am**

Congratulations for sitting down properly and being quiet. CON GRA TU LA TIONS. CON GRA TU LA TIONS

Listen, before we start, Anna wants to show us something.

You want to blow your nose?

Group three stays here. Group one goes to psychomotricity and group two goes to the other class.

What group are you? OK, so you have to go to psychomotricity.

Anna wanted to show something.

Anna, what did you want to show me?

*(she stands up and does a small dance).*

Oooh, this is what you wanted to show us.

What is this? Look how you dance!

This is a step for dancing? OK, very good.

OK. Ready? Let's sing the Hello song?

Kids: Yes!

Teacher and kids: Hello, hello it's so nice to say, hello, hello and have a nice day.

Teacher and kids: It's a sunny, sunny day. Sun, sun, sun.

It's a cloudy, cloudy day. Cloud, cloud, cloud.

It's a rainy, rainy day. Rain, rain, rain.

It's a snowy, snowy day. Snow, snow, snow.

What's the weather like today?

Kids: Sunny.

Kids: Cloudy.

How do you say... It's

Bruc: It's foggy.

Foggy? Are you sure?

It's sunny and a little bit cloudy, maybe. But I don't see any clouds in the sky. Do you see the clouds? I think there is no...

Eva: It's sunny and cloudy.

Sunny and cloudy? Let me see. I think it is mainly sunny but maybe there's a little cloud over there. OK!

Do you remember the story we were telling the last day? What was the story about?

Kids: Yes!

Isaac: The draggie.

The draggie? The dragon.

And what happened to dragon?

What happened to dragon?

Raise your hand if you want to talk because if you all talk at the same time I cannot understand you.

Joana: Tenia sis anys.

Ah, it was dragon's birthday. Very good! And he was turning?

Kids: Six!

Six, very good.

And what else? What happened?

Kids: Ring.

He had a magic ring. And he could fly up in the sky.

And there was dragon, and what other animals were in the story? Dragon...

Kids: Duck, kangaroo, gorilla.

Eva: I giraffe.

Giraffe? No, are you sure? There was dragon, duck. And what happened to duck? He was able to...

Catrin Samson Estapé

Kids: Swim.

Swim. And to kangaroo?

Kids: Jump.

Jump. And gorilla?

Kids: Walk.

Walk. Very good!

Eva: Es que jo ahir no vaig venir!

Ah, I see. That's why you thought that there was a giraffe in the story.

Eva: Es que estava malalta.

One, two, three, look at me.

One, two, three, listen to me.

One, two, three, shhh.

One day it was dragon's birthday and mummy dragon gave dragon a magic ring and with the magic ring he was able to fly up in the sky.

I also have a magic ring to fly up in the sky.

Dragon was so happy he started flying, flying and flying.

And he went

Teacher and kids: Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

fly, fly, fly, fly, fly

Berta: El gran o el petit?

The big one is mummy dragon and the little one is dragon. This is mummy dragon, and this is baby dragon (*pointing to the photos*) Do you think that mummy dragon is 6? No! Baby dragon is 6. And he is 6.

Frida: El anell perquè és?

It's a magic ring to fly up in the sky. And then dragon met, dragon met a...

Joan: A kangaroo.

Are you sure?

Isaac: A duck!

Very good. And dragon said:

Kids: Hello, kangaroo.

No.

Hello, duck.

And duck said:

Kids: Hello, dragon.

Hello, dragon.

And then dragon said:

Duck, today is my...

Kids: Birthday.

Birthday. I am...

Kids: Six.

Six.

Teacher and kids: One, two, three, four, five and six.

I've got a

Kids: Magic ring

And I can

Kids: Fly up in the sky.

Up in the sky. Very good.

Catrin Samson Estapé

And then duck said:

Oooh, let's go for a walk!

And dragon went:

Teacher and kids: Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

fly, fly, fly, fly, fly, fly

And duck went:

Teacher and kids: Swim, swim, swim, swim like a duck

Swim, swim, swim, swim like a duck

Swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim

And then they met...

Isaas: Gorilla?

Kids: Kangaroo! Kangaroo!

And dragon and duck said:

Hello, Kango.

And Kango said:

Hello dragon, hello duck

And dragon said:

Kangaroo, today is my...

Kids: Birthday.

Birthday. I am...

Kids: Six. One, two, three, four, five and six.

Catrin Samson Estapé



I got a...

Kids: magic ring

And I can...

Kids: Fly in the sky.

Up in the sky. Very good.

And then the kangaroo said:

Let's go for a walk.

And dragon went:

Teacher and kids: Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

fly, fly, fly, fly, fly, fly

And duck went:

Teacher and kids: Swim, swim, swim, swim like a duck

Swim, swim, swim, swim like a duck

Swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim

And kangaroo went:

Teacher and kids: Jump, jump, jump, jump, jump like a kangaroo

Jump, jump, jump, jump, jump like a kangaroo

Jump, jump, jump, jump, jump like a kangaroo

Jump, jump, jump, jump, jump

And then they met....

Kids: A gorilla!

Catrin Samson Estapé

Gorilla. And dragon, duck and kangaroo said:

Kids: Hello, Gorilla.

And Gorilla said:

Kids: Hello, Dragon. Hello, Duck. Hello, Kangaroo.

And Dragon said:

Gorilla, today is my birthday and I am...

Kids: Six. One, two, three, four, five and six.

I've got a...

Kids: Magic ring

Teacher and kids: And I can fly up in the sky

And Gorilla said: Wow, great! Let's go for a walk.

And dragon went:

Teacher and kids: Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

fly, fly, fly, fly, fly

And duck went:

Teacher and kids: Swim, swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim

And Kango went:

Teacher and kids: Jump, jump, jump, jump, jump like a kangaroo

Jump, jump, jump, jump, jump like a kangaroo

Catrin Samson Estapé

Jump, jump, jump, jump, jump like a kangaroo

Jump, jump, jump, jump, jump

And Gorilla went:

Teacher and kids: Walk, walk, walk, walk, walk like a gorilla

Walk, walk, walk, walk, walk like a gorilla

Walk, walk, walk, walk, walk like a gorilla

Walk, walk, walk, walk, walk

And then Gorilla said: Now let's have a birthday party

And then they went:

Teacher and kids: Happy Birthday to you

Happy Birthday to you

Happy Birthday, dear Dragon

Happy Birthday to you.

And Dragon blew the candles.

*(they all blow out the candles)*

Teacher and kids: Hooray!

Excellent!

And now stand up.

I say... I'm going to say an action, you have to do the action and you have to say: "like the kangaroo" or "like the duck" or "like the dragon". For example, if I say "fly", "fly like a?"

Kids: Dragon.

Dragon, very good. Come on.

Kids: Fly, fly, fly, fly, fly like a dragon.

OK. Stop.

Catrin Samson Estapé

If I say jump:

Kids: Jump, jump, jump, jump, jump like a kangaroo

Kangaroo! Very good, stop.

Now I say walk.

Kids: Gorilla.

Walk like a...

Kids: Gorilla.

Stop, please. Now I say swim. Swim like a...

Kids: Duck.

Come on, swim.

Swim, swim, swim, swim, swim like a duck

Jump! (*the kids do the action of jumping*) Like a?

Kids: Kangaroo.

Very good. Stop.

Swim! Like a?

Kids: Duck.

Very good. Stop. Freeze.

Now I say fly.

Like a?

Kids: Dragon.

Very good. Freeze.

And I say: swim.

Eva: Duck.

Like a?

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Kids: Duck.

Very good. Thank you. Sit down.

Look. Today we are going to play Memory a little bit different because you already know the names of the animals, right? This would be the...

Kids: Gorilla!

Yes, very good. But you are not only going to say the name, you are going to say...

Víctor: To say the action!

Yes, excellent. You have to say the actions. For example, walk like a gorilla. Walk, gorilla. Let's see if you can say it: walk like a gorilla.

Teacher and kids: Walk like a gorilla.

*(the teacher shows the flashcard of the dragon)*

Kids: Fly like a dragon.

Fly like a dragon. *(the teacher shows the flashcard of the kangaroo)*

Kids: Jump like a kangaroo.

Great. Jump like a kangaroo. *(the teacher shows the flashcard of the duck)*

Kids: Swim like a duck.

Swim like a duck. It's a little bit more difficult, OK? You have to remember the action and the name of the animal because the names of the animals are very easy. You know all these names, right? The only one that is new is maybe the dragon.

Teacher and kids: Shuffle, shuffle, shuffle, shuffle, shuffle. One, two, three, four, five, six, seven and eight. *(The teacher places the cards on the floor)*

Let me see, let me see, let me see, let me see who will be.

You, Isaac can start. Remember the action and the name.

Isaac: Gorilla and stumps his chest. *(it is from the storybook they did before doing this one)*

Yes, it is true. But we are saying the other actions.

Isaac: Walk.

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Repeat Walk like a gorilla.

Kids: Walk like a gorilla.

Great. And now.

Isaac: Swim like a duck.

Swim like a duck. Very good.

Another one. Let me see. Eva, come on. What is it?

Eva: Kangaroo

And what does a kangaroo do?

Eva: Jump

Jump like a kangaroo. Very good.

What is it? What is it?

Eva: A duck.

And what does a duck do?

Eva: Swims.

Swim like a duck. Very good. Turn them back.

Great. Now, another one. Víctor.

Víctor: Fly.

Fly like a dragon. OK. Another one. And now?

Kids: Ueee.

Víctor: Fly like a dragon.

Kids: Clap.

And now, Bruna, come on.

Bruna: Kangaroo. Jump.

Jump like a kangaroo.

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Bruna: Swim.

Swim like a duck. Very good.

Frida, come on. Jump like a...

Frida: Kangaroo.

Very good. And now...

Frida: Jump like a kangaroo.

Great, very good.

Kids: Clap.

And now, let me see, Joana.

Joana: Duck. Swim. Swim like a duck.

Joana: Swim like a duck.

Very good.

And the last one. Let me see who will be, Anas.

Anas: I am a gorilla.

Yes but...

Anas: Walk like a gorilla.

Very good, and the other one?

Anas: Walk like a gorilla.

Very good.

Kids: Clap.

Okay, are you ready to dance?

Okay, so stand up.

Ready?

Kids: Yes!

Catrin Samson Estapé

First happy dragon jumps (*does the action*). Happy dragon jumps (*they all jump*).

[*Teacher from P3 with the students knocks on the door because they want to show something, and the teacher talks to them in Catalan.*

External teacher: Anem a l'escola bressol!

Molt bé. Que vagi molt bé. Digueu-li hola al meu fill].

Kids: On van?

They are going to the nursery school. OK, ready? One, two, three.

So, when it is happy we jump. When he is angry he stomps (*they all stomp*). Then the dragon is sad, and he sways (*she does the action and they follow her*). And finally, the dragon is excited, and he skips like this out of the door (*she does the actions and then they all do it*). Are you ready?

Song: *Happy dragon jumps 1-2-3-4*

*Angry dragon stomps loudly on the floor*

*Sad dragon sways 1-2-3-4*

*Excited dragon skips out of the door!*

Song: *Happy dragon jumps 1-2-3-4*

*Angry dragon stomps loudly on the floor*

*Sad dragon sways 1-2-3-4*

*Excited dragon skips out of the door!*

(*the teacher is the only one singing the song at some points*)

OK, sit down. Very good. Now it is time to say...

Isaac: Goodbye!

Kids: Goodbye.

Are you ready to sing the song?

Isaac: Yes! Goodbye...

Teacher and kids: Goodbye, goodbye it's so nice to say, goodbye, goodbye and have a nice day. Bye, bye.

Catrin Samson Estapé



Okay, now you are going to go with Ricard (*another teacher*) so we are going to line up and we will walk. Ei, ei, wait a minute. I did not say stand up yet. We are going to line up and we will go to the psychomotricity room. And then, after the break you will go to the other workshop. Okay, come on, stand up.

**School B. Second Observation Date: Monday 9 April. Time: 15.15 to 15.45pm**

Congratulations for sitting down properly and being quiet... Santi, is it time to read now? Can you please put the book in its place? Thank you. Nico and Ivan sit over there it will be better, because if not you will not see the pictures. Sit over there, please. Could you please sit down over there?

Let me check if everyone is here. Frida could you sit over there? Did you hear me? No, not here, over there. I asked you to put it back. Thank you. Let me check if... Isaac could you sit over there? No, not here. Over there next to him. Berta can you stop playing with the sand, please? It's okay. Berta and sit down properly please? Víctor can you stop touching the sand? Please? Thank you. Ivan, hello, pay attention. Let me check if everyone is here.

*(the teacher checks if everyone is here because the groups have been mixed).*

OK.

Hello, hello, it's so nice to say, hello, hello and have a nice day.

Teacher and kids: Hello, hello, it's so nice to say, hello, hello and have a nice day.

Teacher and kids: It's a sunny, sunny day. Sun, sun, sun

It's a cloudy, cloudy day. Cloud, cloud, cloud

It's a rainy, rainy day. Rain, rain, rain

It's a snowy, snowy day. Snow, snow, snow

What's the weather like today?

Kids: It's the sunny cloudy.

It is sunny, and it is cloudy. You are right.

Let me see, let me see.

Eva: Núvol?

Yes, it is sunny and cloudy. Let me see, let me see, let me see who will be.

Ivan, can you put your scarf in your school bag please? Do you remember the story we are talking about? What is it about? Who is in the story?

Kids: Dragon.

Catrin Samson Estapé

Who else is in the story?

Joana: A kangaroo.

Very good. Who else, Isaac?

Isaac: A gorilla.

A gorilla. Who else Eva?

Eva: Duck.

Yes, a duck, very good. Who else?

Bruna: A girafa.

A giraffe?

Kids: No.

I think you are thinking of another story. And what happens to dragon?

Kids: Mummy dragon, gorilla, duck...

Yes, I know that there is a dragon, a duck, a gorilla... But what happens to dragon?

Marc: És el seu aniversari.

Víctor: Birthday!

It is his birthday, great. And how old is Dragon? What are you doing, Santi? Can you stop, please? Thank you. It is Dragon's birthday, and how old is he? How old is Dragon, Bruna?

Bruna: Six.

Six. And we went...

Teacher and kids: One, two, three, four, five and six.

Víctor, if you keep pulling that paper you will break it, so stop touching it. OK, let's go through the story.

One day it was Dragon's birthday and Dragon turned 6.

Teacher and kids: One, two, three, four, five, six.

And his mummy gave him a...

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Kids: Magic ring.

A magic ring, and with the magic ring he was able to...

Kids: Fly.

Víctor: Fly up in the sky.

Fly up in the sky. Very good. And Dragon was very excited about flying. And he decided to go around, and he went...

Teacher and kids: Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

fly, fly, fly, fly, fly

What happened next? Duck came along. And Dragon said:

Kids: Hello, Duck.

And Duck said:

Kids: Hello, Dragon.

And then Dragon said...

Kids: Today is my birthday.

Today it is my birthday. I am...

Kids: Six.

I am six and I have got a magic ring and I can fly...

Kids: Up in the sky.

And then Duck said: "Oh really? You can fly, but I can swim. Let's go around". And then Dragon went...

Teacher and kids: Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

Catrin Samson Estapé

fly, fly, fly, fly, fly

And duck went:

Teacher and kids: Swim, swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim

What happened next?

Kids: Kangaroo

Kangaroo came along, and he said...

Kids: Hello, Dragon. Hello, Duck.

And Duck said:

Kids: Hello, Kangaroo.

And then Dragon said...

Kids: Today is my birthday.

I am...

Kids: Six. One, two, three, four, five, six. And I a magic ring. And I fly up in the sky.

And I can fly up in the sky. Ivan, can you sit here next to me, please? Thank you. And you, sit down properly and stop touching the sand. And then Kangaroo said, "That is great. You can fly, Duck can swim, and I can jump". And Dragon went:

Teacher and kids: Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

fly, fly, fly, fly, fly

And Duck went:

Teacher and kids: Swim, swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim

And what about Kangaroo:

Teacher and kids: Jump, jump, jump, jump, jump like a kangaroo

Jump, jump, jump, jump, jump like a kangaroo

Jump, jump, jump, jump, jump like a kangaroo

Jump, jump, jump, jump, jump

Isaac: Gorilla.

What happened next?

Kids: Gorilla.

Gorilla came along, and Dragon, Duck and Kangaroo said:

Kids: Hello, Gorilla.

And Gorilla said:

Kids: Hello, Dragon. Hello, Duck. Hello, Kangaroo.

And then Dragon said

Víctor: Today it is happy birthday.

Today it is my birthday. I am

Kids: Six. One, two, three, four, five, six.

I have got a...

Kids: A magic ring.

And I can...

Kids: Fly up in the sky.

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Very good. And then Gorilla said: "Dragon, you can fly. Duck, you can swim, and Kangaroo can jump, and I can... walk. And Dragon went:

Teacher and kids: Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

Fly, fly, fly, fly, fly like a dragon

fly, fly, fly, fly, fly

And Duck went:

Teacher and kids: Swim, swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim like a duck

Swim, swim, swim, swim, swim

And Kango went:

Teacher and kids: Jump, jump, jump, jump, jump like a kangaroo

Jump, jump, jump, jump, jump like a kangaroo

Jump, jump, jump, jump, jump like a kangaroo

Jump, jump, jump, jump, jump

And Gorilla went:

Teacher and kids: Walk, walk, walk, walk, walk like a gorilla

Walk, walk, walk, walk, walk like a gorilla

Walk, walk, walk, walk, walk like a gorilla

Walk, walk, walk, walk, walk

And then Gorilla went...

Víctor: It is happy birthday.

Let's have a birthday party. And they sang:

Catrin Samson Estapé

Teacher and kids: Happy Birthday to you

Happy Birthday to you

Happy Birthday, dear Dragon

Happy Birthday to you.

Very good. OK, now. Look what I have got here. What are you doing, you two?

Kids: No sé.

It does not make sense, doing this in the class.

Look what I have got, I have got. Santi, what is wrong? No, look what I have got. Is it, this, the first card? The first picture?

Kids: No.

Yes! The first one?

Kids: Yes!

The first one from the story?

Maria: No.

Marta: Yes.

Yes or no?

Kids: Yes!

Are you sure?

Kids: No.

Kids: Yes.

The first picture of the story, is it this one?

Kids: No.

No, OK. What about this one?

Kids: No.

Catrin Samson Estapé



What about this one?

Kids: Yes.

Kids: No.

Someone is going to help me. Let me see, let me see, let me see. Who will be? Maria, are you paying attention? Joana, are you listening? Can you please sit down properly? Thank you. Víctor, come here. You are going to help me. Which is the first picture? The first one. This one, this one...

Víctor: Aquest.

This one? Is this the first picture?

Kids: Yes!

Is it this one, the second one? Yes.

Kids: Yes.

Yes?

Kids: No.

This one?

Kids: No.

No? Marta, can you help me? Which one is the second picture?

*(She points to one).*

This one? Is this one the second picture?

Kids: Yes!

Okay, we are looking for the third picture. Is it this one?

Kids: No.

Are you sure? This one?

Kids: No.

This one?

Kids: No.

Jordi, can you help me because I think you said yes? Which one is the third one? Is it this one?

Isaac: Yes.

Kids: Yes.

Very good. What about the next one? Joana, the next picture. Is it this one?

Kids: Yes.

And what about the last picture? This is the last picture.

Víctor: Happy birthday to you, happy birthday to you.

Where is the last picture, Eva?

*(She picks one up.)*

The birthday cake, very good. OK, so this is the first picture, the second picture, the third picture, the fourth picture and the fifth picture. Very good. Do you remember the Happy Dragon song? Listen, stand up. Where are you going, Ivan? Come here, please. Stand up but stay where you were. What happened, Paula? How did you hurt yourself? Did you fall?

Kids: Ha caigut així.

Let's put some water, come. You OK? Ready? Three, two, one, stop. What happens when the, what happens when the ... Ivan, what happens when the Dragon is happy? What does he do?

Júlia: Mummy dragon.

No, happy dragon... jumps, 1, 2, 3, 4. And what about when the dragon is angry? What does he do when he is angry?

Jordi: *(does the movement of stamping)*.

He stamps on the floor. What about when the Dragon is sad? When he is sad. He sways, 1, 2, 3, 4. And what about when the Dragon is excited? He skips. Are you ready for the dance? Remember, happy dragon, jumps *(does the action and the kids follow her)*. Angry Dragon stamps on the floor *(they all do the action)*. And sad Dragon, sways *(they all do the action)*. And excited Dragon skips *(they all do the action)*. Are you ready? Yes?

Song: *Happy dragon jumps 1-2-3-4*

*Angry dragon stamps loudly on the floor*

*Sad dragon sways 1-2-3-4*

Again, again, come on.

*Excited dragon skips out of the door!*

*Happy dragon jumps 1-2-3-4*

*Angry dragon stamps loudly on the floor*

*Sad dragon sways 1-2-3-4*

*Excited dragon skips out of the door!*

Come on, we will do it again.

*Happy dragon jumps 1-2-3-4*

*Angry dragon stamps loudly on the floor*

*Sad dragon sways 1-2-3-4*

*Excited dragon skips out of the door!*

*Happy dragon jumps 1-2-3-4*

*Angry dragon stamps loudly on the floor*

*Sad dragon sways 1-2-3-4*

*Excited dragon skips out of the door!*

*(the teacher is the only one singing the song at some points)*

Sit down. Congratulations for sitting down properly and being quiet. Congratulations...

Víctor: Quiet.

Quiet means quiet, not talking. Congratulations, Eva. Congratulations, Joana. Congratulations, Maria. Congratulations, Jordi. Congratulations, Santi. Congratulations, Isaac (*she congratulates different students*).

OK, let's sing the goodbye song?

Víctor: I jo?

Catrin Samson Estapé

Because you have been moving the whole time. The next time when you behave I will say "Congratulations, Víctor"

Teacher and kids: Goodbye, goodbye it's so nice to say, goodbye, goodbye and have a nice day. Bye, bye.

And now, I think you have to go with Núria (*teacher at the school*). Because before you went with Carla (*teacher at the school*), right?

OK, so let's line up.

## 10.2 Appendix 3: Notes on the observations

### School A

<b>School:</b> School A	
<b>Observation:</b> 1	
<b>Date:</b>	11/4/2018
<b>Time of the session:</b>	15.00 – 15.45 pm
<b>Length of the session:</b>	45 minutes
<b>Number of students:</b>	10
<b>Activities:</b>	Say hello. Ask how they are today. Day, date and month. Weather. Explain story The Very Hungry Caterpillar by Eric Carle. Flashcards of different animals and the children have to guess the animal the teacher has chosen.

	<p>Flashcards of different food and the children have to guess the food the teacher has chosen.</p> <p>Watch two videos (Little Doggy's Wheelchair Gets A Makeover, Cartoon For Kids from Super Simple TV, and Do You Like Broccoli Ice Cream? from Super Simple Songs).</p>
<b>Situation (students in relation to space):</b>	<p>Sitting down around the tables on a chair.</p> <p>Sitting on the floor, in a corner (space to explain stories).</p> <p>Sitting on the floor around the computer.</p>
<b>Beginning of the session:</b>	<p>Say hello to all the children, one by one and asking them how they are today.</p>
<b>Explanation of the activities:</b>	<p>Use of simple structures, repetition and examples.</p>
<b>Duration of the explanation:</b>	<p>The teacher just really needs to explain the activity of the flashcards, because the children are used to the other activities and do not need a specific explanation. The explanation of this activity does not really need a lot of explanation by the teacher, she just shows a flashcard, asks what it is and see if the children guess it.</p>
<b>Duration of the activities:</b>	<p>8 minutes – the introduction part (say hello, ask how they are, the date, day and month, and the weather).</p> <p>15 minutes – the story.</p> <p>12 minutes – the game of the flashcards.</p> <p>10 minutes – watching the videos.</p>
<b>Calling attention:</b>	<p>Say the name of the child, look at them, repeat the structure “Come on”, change intonation.</p>

<b>What they do when the students do not pay attention:</b>	Send them out of the class, say their name,
<b>Words in L1:</b>	Vocabulary words (papallona, peix, abella, ou, queso, pera, tomàquet), use of complex sentences to reconduct the attitude or to call their attention.
<b>Moment when using L1:</b>	When the teacher sends a student out, when she talks to the teacher from another class, when she asks how the word the children say in Catalan or Spanish is said in English (How is “papollona” in English?).
<b>Strategies to not use L1:</b>	Use movements and point thing to show them what she means, give clues.
<b>Ending of the session:</b>	Watching the videos and saying “Okay, time to finish”.
<b>Role of the teacher:</b>	Present the material and activities and make them participate.
<b>Role of the students:</b>	Be active in the class, pay attention and participate during the development of the lesson.
<b>Observations:</b>	<p>The teacher lets them choose the video the children want to watch.</p> <p>The class has an English corner.</p> <p>Uses the different visual material that is in the class (the mural of the numbers to count).</p> <p>The teacher wants the children to use English.</p> <p>The child that the teacher send to another class does not come back.</p>

<b>School:</b> School A	
<b>Observation:</b> 2	
<b>Date:</b>	16/4/2018
<b>Time of the session:</b>	15.00 – 15.45 pm
<b>Length of the session:</b>	45 minutes
<b>Number of students:</b>	10
<b>Activities:</b>	Say hello. Ask how they are today. Day, date and month. Weather. Is someone at home? How many are we? Explain book Let's learn words by Katie Saunders. Sing the Hokey Pokey song. Play game the numbers.



	Watch three videos (Days of the week song for kids from Dream English Kids, Finger Family Song for Kids from Pancake Manor and The Goodbye Song for Children from Dream English Kids).
<b>Situation (students in relation to space):</b>	<p>Sitting down around the tables on a chair.</p> <p>Sitting on the floor, in a corner (space to explain stories).</p> <p>Standing up in the story corner to sing and dance the song.</p> <p>Sitting on the floor around the computer.</p>
<b>Beginning of the session:</b>	Say hello to all the children, one by one and asking them how they are today.
<b>Explanation of the activities:</b>	Use of simple structures, repetition and examples.
<b>Duration of the explanation:</b>	The teacher just really needs to explain the activity of the numbers, because the children are used to the other activities and do not need a specific explanation. The explanation of this activity does not really need a lot of explanation by the teacher, she tells them that she will write a number from 0 to 20 and that they have to guess which one she chose.
<b>Duration of the activities:</b>	<p>7 minutes – the introduction part (say hello, ask how they are, the date, day and month, the weather, and who is home).</p> <p>20 minutes – the book.</p> <p>3 minutes – the song.</p> <p>6 minutes – the game.</p> <p>10 minutes – watching the videos.</p>

<b>Calling attention:</b>	Say the name of the child, look at them, repeat the structure “Come on”, change intonation.
<b>What they do when the students do not pay attention:</b>	Mainly by saying their name.
<b>Words in L1:</b>	Vocabulary words (tomàquet, negra, rosa, vuit).
<b>Moment when using L1:</b>	When she talks to the teacher from another class, when she asks how the word the children say in Catalan or Spanish is said in English (How is ‘rosa’?).
<b>Strategies to not use L1:</b>	Use movements and point thing to show them what she means, give clues.
<b>Ending of the session:</b>	Watching the videos and saying “Okay, let’s say goodbye”.
<b>Role of the teacher:</b>	Present the material and activities and make them participate.
<b>Role of the students:</b>	Be active in the class, pay attention and participate during the development of the lesson.
<b>Observations:</b>	<p>When playing the game of the numbers it is her that says if the number is correct or not, it could be interesting if the children were the ones that responded.</p> <p>Sometimes she answers “Okay” to things that she could use for the children to use English or things that are related with what they have done.</p> <p>The book she uses has no context for the children because it is just images and the name of what it is.</p>

**School B**

<b>School:</b> School B	
<b>Observation:</b> 1	
<b>Date:</b>	5/4/2018
<b>Time of the session:</b>	9.40 – 10.15 am
<b>Length of the session:</b>	35 minutes
<b>Number of students:</b>	16
<b>Activities:</b>	<p>Singing the Hello song and the Weather song.</p> <p>Remembering the story.</p> <p>Explaining the story.</p> <p>Playing the action game, related to the actions worked with the story.</p> <p>Playing memory, finding the animals from the story and saying which action each animal does.</p> <p>Singing and dancing the Dragon song.</p> <p>Singing the Goodbye song.</p>

<b>Situation (students in relation to space):</b>	Sitting on the floor, in a corner (space to explain stories). Standing up in the story corner to play the action game and dance the Dragon song.
<b>Beginning of the session:</b>	Sing the Hello song and the Weather song.
<b>Explanation of the activities:</b>	Use of simple structures, repetition and examples. Use basic instructions and just say the necessary. Use examples before asking them to do the activity. Use known activities (activities that they have already done – like memory but working on different vocabulary).
<b>Duration of the explanation:</b>	The teacher does not spend a lot of time explaining because they work on activities that the children already know, and when presenting something new, the teacher makes the explanation simple, short and clear.
<b>Duration of the activities:</b>	4 minutes – beginning and singing the songs. 12 minutes – explain the story. 5 minutes – action game. 5 minutes – memory game. 5 minutes – singing and dancing the Dragon song. 4 minutes – sing the Goodbye song.

<b>Calling attention:</b>	Say the name of the child, look at them, change intonation and singing a song for them to be quiet and pay attention.
<b>What they do when the students do not pay attention:</b>	Say their names and sing the song for them to pay attention.
<b>Words in L1:</b>	0
<b>Moment when using L1:</b>	When a teacher from another class enters the classroom.
<b>Strategies to not use L1:</b>	<p>Repetition.</p> <p>Use non-verbal language and movements.</p> <p>Use visual support.</p> <p>Have real material to show to the children for them to be able to relate the word with the object.</p>
<b>Ending of the session:</b>	Sing the Goodbye song.
<b>Role of the teacher:</b>	Prepare different types of activities (implying concentration, movement, listening, producing and reproducing...).
<b>Role of the students:</b>	Develop an active role during the process of the lesson, being active in the reproduction and production of the activities and show a good attitude and interest during the lesson.
<b>Observations:</b>	Some of the students speak English at home, as their first language or second language.

	<p>The activities and stories they work on are connected between them. The children recall or use structures from other books they have worked on (when a boy says that the gorilla stamps his chest).</p> <p>Although it is the first time they dance the song, they are able to know more or less what it says by the movements that they apply to each word or sentence.</p> <p>Use every moment to introduce words or vocabulary, for example saying 'shuffle, shuffle, when doing the action of shuffling the cards, or count the numbers of cards they place down.</p> <p>Give them a lot of positive feedback.</p> <p>When changing group, the teacher continues using English.</p>
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<b>School:</b> School B	
<b>Observation:</b> 2	
<b>Date:</b>	9/4/2018
<b>Time of the session:</b>	15.15 – 15.45 pm
<b>Length of the session:</b>	30 minutes
<b>Number of students:</b>	16
<b>Activities:</b>	Sing the Hello song and the Weather song. Explain the story. Activity of sequencing the story. Sing and dance the song of the Dragon. Sing the Goodbye song.
<b>Situation (students in relation to space):</b>	Sitting on the floor, in a corner (space to explain stories). Standing up in the story corner to play the action game and dance the Dragon song.
<b>Beginning of the session:</b>	Sing the Hello song.

<b>Explanation of the activities:</b>	Use of simple structures, repetition and examples.
<b>Duration of the explanation:</b>	The teacher does not spend a lot of time explaining because they work on activities that the children already know, and when presenting something new, the teacher makes the explanation simple, short and clear.
<b>Duration of the activities:</b>	4 minutes – sing the Hello song and the Weather song. 10 minutes – explain the story. 5 minutes – activity of sequencing the story. 6 minutes – sing and dance the Dragon song. 4 minutes – sing the Goodbye song.
<b>Calling attention:</b>	Say the name of the child, look at them, ask them to sit down next to the teacher.
<b>What they do when the students do not pay attention:</b>	Mainly the teacher says their name to make them notice and make them focus again.
<b>Words in L1:</b>	0
<b>Moment when using L1:</b>	0
<b>Strategies to not use L1:</b>	Repetition. Use non-verbal language and movements.



	<p>Use visual support.</p> <p>Have real material to show to the children for them to be able to relate the word with the object.</p>
<b>Ending of the session:</b>	<p>Sing the Goodbye song.</p>
<b>Role of the teacher:</b>	<p>Prepare different types of activities (implying concentration, movement, listening, producing and reproducing...).</p>
<b>Role of the students:</b>	<p>Develop an active role during the process of the lesson, being active in the reproduction and production of the activities and show a good attitude and interest during the lesson.</p>
<b>Observations:</b>	<p>When children are not paying attention, nearly in all the occasions the teacher is able to make them focus again by looking at them or changing the intonation. But for example, at the end of the lesson the teacher congratulates individually to make those that are not paying attention realise that they have to be quiet and listening.</p>

### 10.3 Appendix 3: Transcript of the interviews

#### School A. First interview. Date: Wednesday 11 April. Time: 11am (A1)

Interviewer: **Hello.**

Hello.

Interviewer: **Could you tell us your name?**

Berta.

Interviewer: **How long have you been teaching English for? And has it always been with young learners?**

I do not know. Maybe for 15 years, more or less. I cannot remember now but I think so. No, no. Primary school and then with young children, young learners I have been for several years, but I do not know exactly. But in general, I have been more in Primary than in Pre-school.

Interviewer: **What do you consider the main aims of learning English?**

Maybe that they feel comfortable while they are learning English and enjoying the time. And also, the listening, the exposure to English.

Interviewer: **Because here, in this school, when do they start having English?**

In this school we start in P3. But I arrived here last year, and we did two sessions a week, but it was not good for me. Because the youngest children were not receptive to English or to me. They were in the classroom looking everywhere but not paying attention to the English lesson. This year we made a change and now we do English snack twice a week, on Tuesday and on Friday.

Interviewer: **Is it with P3, P4 and P5?**

Yes. I think it is good because they are having their breakfast and I use this moment to introduce items, topics and songs and they are more receptive.

Interviewer: **And then they start having English lessons at P5?**

Yes, twice a week. Each session of 45 minutes and they also have the English snack time. It is a good idea to introduce English in a non-formal way to make it smoother for the children.

Interviewer: **Have you changed your approach over your professional career?**

Yes, yes, of course. I have done a lot of different things. Because you are always applying things from different methodologies. Sometimes you have a methodology or a project that fits for different children but maybe for another classroom it does not work. So you are changing and adapting all the time. But all the time is every week because maybe you arrive at the classroom and that day the children are not receptive, and you had probably thought of an activity that is not suitable for that day because they are not receptive to it. And that is why you must change all the time.

**Interviewer: In some schools they start with a story and from that they work on vocabulary, structures, etc. Do you do the classes like this or what do you do?**

I usually do some routines, like “What’s the weather like today?”, “What’s the day today?”, “Is it Monday today?”, “Is it Tuesday?”, etc., and then “Who is missing today?”, so, the daily routines. After I introduce a new task, for example, a song, a story or a game, and after that maybe they feel tired from paying attention and listening in English, so we finish the lesson with a game or a very simple worksheet of matching words related to what we have been working on.

**Interviewer: What is the greatest satisfaction and frustration?**

With the youngest learners maybe, the thing is that they are not receptive when they start school. Of course, they are receptive in general, but those children that usually speak another language at home and they arrive at school and they have Catalan, Spanish and also English they, cannot do it or they do not want to do it, but they get blocked. At that moment for me it is a bit like, what am I doing here because these children cannot use more input?

For example, when you are playing a game or singing a song and you can see how some are looking through the window and they are looking at you, but you see that they are not here. So you feel uncomfortable and you perceive that the child does not want to be in this context or is not feeling safe to be able to learn.

When you see that they are more receptive, that they enjoy it, is when you feel satisfaction.

**Interviewer: What would you like to do that you do not do at the moment or cannot do?**

With the students of P5 I wanted to do theatre in English, but it is a group that I have seen that it would not work because they are not a very receptive group. Some of them are not receptive to English and they get nervous in general, when we do several activities related to moving, dancing, speaking, and they start shouting.

The idea was to do a role play, like the Very Hungry Caterpillar, or something like that, during the third term. Twice per week, when they have the English sessions. And at the end of the school year we would act it out to the whole school. I had this idea but this year with this group it would not be possible.

**Interviewer: Thank-you very much.**

Catrin Samson Estapé

**Second interview. Date: Friday 20 April. Time: 11.30am (A2)**

Interviewer: **Do you have a specific strategy in using English in the classroom?**

Well I don't know if it is a strategy, but I try to repeat a lot of things. When we do the days, we repeat the numbers, we always repeat the days of the week, we always repeat the months of the year, the weather, "What's the weather like today? Is it cloudy?", and they know perfectly. So, I usually do the same things, repeat in order to set the structures in their minds.

Interviewer: **What do you think of the use of L1 in the Second Language lessons?**

It is flexible a bit, but it is true that there are some occasions that you have to explain the rules of a game that they cannot understand. If it is a specific game maybe, for example, with flashcards or something, you use maybe you try to explain it to them, but they do not understand, so in does moments maybe I use L1. But usually I try to avoid it.

Interviewer: **From the lessons I have observed I saw how you used L1 when a child said for example, "plàtan" and then you said, "How do you say plàtan in English?", or for reconducting behaviour.**

Yes, yes. That is true.

Interviewer: **There are some specific moments with pedagogical background that some authors defend as good moments to imply L1 in the English lessons.**

It is not about content but yes about behaviour or rules for example.

Interviewer: **So, for you the use of L1 becomes something necessary when behaviour problems, no?**

Yes, exactly. Or when something like this happens; "Can I go to the toilet?", "Wait, wait for a moment.". "But, can I go to the toilet?", "*Ai, escolta'm. Prou, després ja hi aniràs.*" Because maybe they do not understand you when you are saying that they have to wait for a moment and they are just thinking about the need they have of going to the toilet, and as they do not stop you use L1 to say "Val, fins aquí".

Interviewer: **How would you describe yourself in terms of the amount of use of each language? Only English? Mixed? Big use of MT? Why?**

Yes, I would say 90% English and then 10% L1, normally Catalan.

Interviewer: **You also did English lessons in Primary Education. Was it the same?**

No, in Primary I usually just try to do 100% English. But, with children from Pre-primary you have to use the L1 in some specific moments and in Primary they understand more, and it is easier to explain the rules. Also, when there is a complex word and they do not understand, you try to first explain it in English by using

synonyms but if you see that they do not get it, you use L1 for them to go forward and to not get stuck in a word and carry on in the activity.

Interviewer: **And in the case of having children that their L1 is all different, do you see differences, because for some kids English can be their fourth language.**

Yes. I mean when you are teaching English to young learners, when they start coming to school, at home they speak their language. And then in school they speak Catalan, and Spanish but well not really because they do not start having Spanish lessons until they are older.

Interviewer: **Yes, that is true. But, a lot of children speak in Spanish during the playground, they hear it from their environment, the TV, etc.**

Yes, that is true, they speak it a lot of times. And then, you arrive to class speaking in English and they feel strange and stay like stuck, because then cannot have more input in those moments because their mind cannot cope anymore.

Interviewer: **There is one child that she is from P4. Do you notice any difference while preparing the activities?**

Well, some activities are adapted for the context and so, but this girl has a lot of facilities to keep up with the others although the others have had one more year of exposure than her, in the school context. She has a lot of input from home, so they do not have the same level but more or less.

Interviewer: **How do you assess and evaluate the English lessons with young learners?**

We do not do any exam of course, and sometimes we do some worksheets but really basic and simple. There are occasions that they are nervous and when they are nervous, or cannot focus, we do the worksheet. But, yes, I usually try to evaluate through observation, attitudinal content, their posture towards English, their participation, their interest, their reproduction.

Interviewer: **How do you transmit this to the families?**

We just write a comment following these structures: "*Mostra interès...*", "*Tendeix a repetir o reproduir les estructures treballades a l'aula de manera correcte*", "*Té facilitat per aprendre el contingut treballat...*", something like that.

Interviewer: **Do you teach with them other subjects?**

No, I just have them in English.

Interviewer: **And when you are in the playground, do you use English?**

No, because last year I had other subjects with them in Catalan. So, when they know that you speak Catalan it's very easy for them to reproduce the dialogue in Catalan.

Interviewer: **Do you find this in the English lessons now or have they changed?**

Yes, it is different now. And before coming to this school, three years ago I was in another school where I only taught English, from P3 to Year 6 and I only spoke English with them. Never Catalan. Inside and outside the English lessons. Some children spoke in Catalan, but I said they had to use English. Or well they knew that as I was their English teacher I just spoke to them in English.

I think that if you only teach English with the same children, you can do what I did in the other school. But when you are teaching English and other subjects in Catalan and the children know that you can speak in Catalan, then it is more difficult to use English outside the lessons and it is easier for them to reproduce in Catalan.

Here we have the English snack, as I told you, and it is in a funny and non-formal way because they are having a snack and you are speaking, singing or explaining a story.

Interviewer: **Thank-you very much.**

**School B. First interview. Date: Thursday 5 April. Time: 9am (B1)**

Interviewer: **Hello.**

Hello.

Interviewer: **Could you tell us your name?**

Marta.

Interviewer: **How long have you been teaching English? More or less.**

Eighteen years. I finished my degree in 1995 and then I started in autumn 95 teaching English in a school, but it was as an extracurricular activity and then the following year. But the thing is that I stopped for a year because I moved to the United States, and I was a year living there. So, yes more or less.

Interviewer: **And has it been always with young learners?**

No, I have taught all levels. I started Primary, mainly Primary, then when I came back from the States I started working for the Department of Education. But it was the first years that they had Secondary ESO (Obligatory Secondary Education) and then some teachers from Primary moved to ESO. And when I started teaching for the Department of Education they needed lots of English teachers in ESO so I taught in Secondary for a while, in two or three high schools. And then Primary again. And when I arrived here, 16 years ago, I started teaching in Pre-School.

Interviewer: **If you had to choose one?**

Pre-School.

Interviewer: **What do you consider the main aims of learning English?**

Communication. Communication in capital letters. Because sometimes we, I mean I think that it is important teaching vocabulary, teaching grammar, because these are tools that are going to help to communicate. But the main purpose of a language is to communicate. And if the students do not see that the language is used to communicate with other people, it makes no sense learning another language.

Interviewer: **Because it would be like language equals communication.**

Yes. And then, I know that they have to learn vocabulary, because if they do not have vocabulary they cannot talk. And I know that they have to learn structures, because without structures they cannot throw the vocabulary in, they cannot use Catalan structures with English vocabulary. But I think that the main idea that has to be always there is communication.

Interviewer: **Have you changed your approach over your professional career? And which is your method nowadays?**

Well, yes. I think that I have changed. Because in the beginning, maybe when I started I was not aware that communication was so important. I tended to teach lots of vocabulary and sometimes without context. You know? Now I know that teaching vocabulary without context makes no sense.

But maybe at the beginning I did it, and then I realised that it was not useful. And well, while working in the high school I also tended to teach grammar, lots of grammar, that if I had to do it now I would probably do it in a very different way. And since I arrived here? Yes, because I started teaching English once a week. We had once a week, it was dance and English. And then we changed and in the beginning it was just dance and English and we, like, had different dances without the context and then we changed, and we had the Project and then we realised that we needed more sessions a week because otherwise they forget from one week to the other. And then also, the methodology, the way of doing it. Because now we work on a story, we have a context. And then we link all the activities to the context.

And then talking about a methodology that I can have now, I think that I use different methodologies. I always keep in mind Multiple Intelligences, but they are not a methodology. They are something that the children have. But I think that if you keep in mind all this, then you can like look for different methodologies and use them. For example, when we go to the Psychomotricity room I can use Total Physical Response (TPR) sometimes. But I do not only use TPR, I also use other things. You know?

Interviewer: **But, in a sense, the basis of your method nowadays would be storytelling and from there...**

Storytelling but then I also, I keep in mind lots of things related to CLIL (Content and Language Integrated Learning). For example, from the articles of Carme Flores and Cristina Corcoll because they say that you have to take advantage of all the school situations to use the foreign language because they are a real communicative situation, you know? Things like this, not only the story. I mean the stories are for the English class. But then if they have to go to the toilet or if we drink water when they are in the playground I try to use English all the time. Because I think that these are completely real communicative situations. The story is something that you make.

Interviewer: **Yes, its planned and the other ones are daily life and it becomes natural in sense, no?**

Yes.

Interviewer: **What are the greatest satisfactions and frustrations that you overcome? When you start a new year in school do you think this would be a really frustrating thing if it happens? And a satisfaction in relation to you as the teacher of English?**



I will start with the positive one. I think that one of the most important things, the greatest satisfaction that you can have, is the motivation. And the students, mainly the little ones have a great motivation and they have fun doing the activities. And also, when you see that they are learning. Not producing, but when you see that they are understanding, I mean for the teacher it is very...

Interviewer: **Because it is like when you do something, it is like you put a seed and it is growing.**

And the frustrations, I think the frustrations are mainly related. For example, when you have, not a frustration, but something, situations that are difficult to deal with sometimes. Frustration, frustration, I would not find I think a big frustration, I think I do not have any. But sometimes it is very difficult to deal with students that have behaviour problems. Not because of their behaviour because some of them are related to disabilities or something. And sometimes it is difficult and as you have seen it is difficult to manage and it is a difficult situation and sometimes you do not feel comfortable with it.

Interviewer: **And sometimes if there is a problem and if the language is also not, like it would be Catalan or Spanish, it is more difficult.**

Although if there is a big, big problem I just try to put the child aside and sometimes I use Catalan. Not very often, because you can see that I do not do it very often, but sometimes I have done it because I think that the first thing is solving the problem.

Interviewer: **Yes, what I have seen and what I have been able to observe is that you always use English just if a teacher comes in you would use Catalan but then if there is a problem it is always solved in English unless it is a bigger problem that needs to “OK, now we have to stop the class and take care of this” or “OK, let’s go and talk individually”.**

Yes, because I think that before the language teaching there is the relationship with people, la *convivencia*. How would you say it? Well, now I do not find the word.

Interviewer: **Because it is not the relationship part, it is more. It is living together.**

Yes, living together or learning to be together. You know what I mean? It is like being together, learning to be together, sharing and respecting others. You know?

Interviewer: **And well you have said you have changed your methodology and your way of teaching. But when you started here you already thought I am always going to talk in English?**

Yes, this was like my main aim. Mainly when I started, because now they have television and they have more things. But back then you could find maybe a TV channel if they had extra TV or satellite or something like this. But most of them, the only relationship with the English language was at school. And I think that if the only input is the teacher, only speaking English in the class is very little. So, if you can give them more it is better.

Interviewer: **What would you like to do that you do not do at the moment or cannot do it for the context or the way the school works or in general? Like a thing that you, related to English, that you think this would be or this has been always in my mind that I would like to do, but I cannot do it.**

I would like, I would love to work with smaller groups. This I think that, being able to work with maybe half a class, half group all the time it would be much better. But I know that this is impossible.

Interviewer: **Like you would need probably two English teachers for all Pre-Primary, in Preschool.**

Yes, yes. And also, I think that the school cannot put its main resources for English in Preschool. But I think that it would be much, much better. Because working with twelve students you could attend to all of them in a better way.

Interviewer: **In a better way and because it is already a difficult thing, no? So when you have more kids it is more...**

Working with the whole group, it is sometimes difficult. Because sometimes, you know that some of them are paying attention, but the other ones you do not really know. Unless you split groups and now that you are here we split the group and we work in two groups and then it is much better, you see? So, if all the time you could have twelve or fifteen students, that would be great.

Interviewer: **And you give more opportunities for them to participate, the ones that are more scared, because if not you always hear the same voices.**

Yes, but the thing is that maybe I would be able to do it but if splitting groups means having English once a week, then I say no. You know what I mean?

Interviewer: **Because then it means going back in the sense that they will have less input.**

Yes, exactly.

Interviewer: **I think that not a lot of schools have three days.**

No, no. I think that in Vic this is the only school. And the thing is that I have to fight for that because not all the teachers here see it this way. And some of them think that the children have too much English. And I have to fight for this.

Interviewer: **Here, there are some schools that start English in Year 1. When did you start teaching English in Preschool at this school?**

Yes, we started maybe, if I arrived 16 years ago, the first year I did not teach English but maybe the second one we started. So, we have been teaching English in Preschool for 15 years. And having this project since 2007, because we started the PELE (*Pla Experimental de Llengües Estrangeres*) project and then one of the things that they asked if you would join a PELE project is that you had to increase the amount of time of

exposure. Minimum two hours per week. But then I said I do not want two sessions of an hour, I'd rather have three sessions of 40 minutes. And that is what we did.

Interviewer: **Yes, because I think that one hour is too much.**

Yes, it is too much. Forty minutes, it is fine. Because they are very young, and it is very difficult to have their attention in one activity for a long time. And you also want communicative activities, you do not want activities that they work on their own because there is no communication and there is no use of the language. You know?

Interviewer: **Yes, the basis of what you said before.**

And then, yes that is why we did it this way.

Interviewer: **Thank-you very much.**

**School B. Second interview. Date: Monday 16 April. Time: 9am (B2)**

Interviewer: **Do you have a specific strategy in using English in the classroom?**

Well, let me think about it. It is not a strategy but what I think I use a lot is non-verbal language. Because if you want to use the foreign language you need something to help you, and I think that the nonverbal language is essential because they can understand lots of things if you use lots of nonverbal language, intonation, gestures, many things.

Interviewer: **One of the things I observed was this.**

I am always moving my hands, making faces, the intonation, you know? With everything I try to use a lot of nonverbal language and I think that through the nonverbal language they understand a lot. Because if you say something in one way or in another, I mean just by the intonation they can understand it, and then also with your face, your gestures, etc.

Interviewer: **What do you think of the use of the mother tongue, in this case Catalan, in the English classroom?**

I do not think it is bad. I mean if there is a problem or if there is a child that cries, and it is going to make him or her feel more comfortable I do not think that it is bad. But I think that if there are no problems or there is nothing extra and you can use the foreign language it is better because it is the only period of time they are in touch with the foreign language. As much as you give them it is better because if not it is very little, what they get in English. But obviously if there is a problem or if they are hurting each other and they do not understand you, you have to use the mother tongue.

Interviewer: **So, related to what you have said, you would use Catalan in specific cases: like if there is a big problem, if someone cries, etc., but in general no.**

No, because I think that you are looking for communication, so you have to communicate with them in English. If you communicate with them in Catalan and then just, try to teach them vocabulary or structures it does not work and makes no sense. Because languages are used to communicate, not just to learn vocabulary. And now, for example, there are people that have been studying English for 10 years and knows lots of vocabulary and lots of structures and maybe they know all the verb tenses and everything but then there is an English person there that tells them something and they do not understand anything, and they are not able to communicate. So, it doesn't make sense to learn a language this way. It is better, maybe, well I think that we have to look more for fluency than accuracy. Maybe they will not know the verb tenses but at the beginning they will try to talk, they will try to understand, etc. And you can get this if you speak English in the class, if you try to get an English environment in the class. If not, it is very difficult.

Interviewer: **Why do you just use English? Has it always been like this with young children or have you changed over your career?**

No, since I teach English and I started the English projects in Pre-school I have been teaching like this. At the beginning it was one hour a week and it was Dance and English but yes. Well, the first year I was here I did not teach English, so I spoke in Catalan, but as soon as I started teaching English I always tried to speak English all the time, because of this, because I believe in this.

**Interviewer: If you compare it with another classroom or with Primary, with the age difference, do you see some differences when using Catalan in the English lesson?**

No, well when I started teaching in Primary or whenever I teach in Primary I also speak English all the time. I taught First grade for many years and also with Fourth grade and I have always tried to just use English. I think that this should be done with all the levels because if all the teachers did that at the end of Primary the levels would be much better. Otherwise what happens, they know vocabulary, they know structures, they know tenses, but they do not understand, and they are not able to speak.

**Interviewer: When having a kid saying the word you are asking in Catalan, do you use structures like “How do you say “cocodril” in English?”, for example? I have never heard you do it in this time I have been with you.**

I do not usually translate because usually when we use the vocabulary we do it through a story, they see the pictures, they can identify. So, no, I would say no. What I do is when they say the word in Catalan I say it in English but in a way that they do not feel corrected. Because I think that if you keep doing this they will remember in the end. And if you feel that you are doing something wrong sometimes you do not try because sometimes we try to push them to speak in English a lot but then they do not do it because they are afraid. So I'd rather that they speak Catalan and then I try to translate it and then when they feel comfortable they use it in English. Because as you have seen, once they know it, they try to say it in English and if they know a structure they try to use it. I think that it is better to do this, than forcing it because then it is worse. But, no, I do not usually translate. Sometimes when they ask me “Puc anar al lavabo?”, I say “Can I go to the toilet?, come on ask me, Can I go to the toilet?”. And more with the P5 group than the P4, group because they have just started, because I think that they should start using English for these moments. I am not going to force them, but it is their second year and it is there in their daily routines.

**Interviewer: As you also teach in P3, and in this case you use Catalan, when they start P4 and you have them in the English lessons, is it difficult?**

No, there is a summer in the middle and that helps and they also forget. They know me, that is true. But when they start P4 it is just only English, and they know. So, there is no problem. I think that it is better this than teaching subjects in Catalan in the other levels. Because even to me, you know, to have to use English and Catalan it would be confusing. And like this it is easier, when I am in P4 and P5 I have to use English and when I am in P3 I use Catalan. But then there is a summer in the middle and after this break although they start P4 they do not really remember, or if they do it is easy to introduce them to me just using English.

Interviewer: **And the fact that you use English in the playground and outside the English lessons with the students, is it something that came up from all the school or an individual thing?**

It is something that I did individually, that I wanted to do. Now the school accepts it and for a few years I was head of Studies, so I tried to push this a lot because I think it is very important. In fact, I did it and some years later Carme Flores and Cristina Corcoll came out with the concept of Outdoor CLIL at school (O'CLILS), which is this. But the thing is that some teachers, somehow, they do not understand that. I mean, they try and they do not say anything because I use English in the playground but maybe one day they change the workshops in P5 and in some way I have to all the time justify myself to remind them that the activity I have to do will be in English, so I will not be able to do it in the same way as the teacher that does it in Catalan. Because I think maybe they do not give much importance to English or to a foreign language.

Interviewer: **Having this amount of the mother tongue, do you think it is an inconvenience while learning English?**

No, I do not think so. It is rich. I like it. Why? Well I think that, well here most of them speak Catalan or Spanish and then know or speak a little bit of the other one. But I think that children that speak two languages have more ability to learn a third one. There are people whose families are African, for example, and they speak their own mother tongue, and then they speak Catalan and Spanish and then they learn another language. And most times they are the ones that can remember the vocabulary easily and can start using the structures. And then on the other hand we have the ones that speak English at home and they can give an input to the class, because they can answer things but at the same time we also work on vocabulary or things that they do not know because they are not close to their reality they live, for example, and so I think that it is also interesting. So, in general, I think it is better to have this than not just children that speak Catalan or only Spanish. And sometimes I think it is interesting because, now not so much, but when I arrived here, the children tried to teach me words in their mother tongue and this was interesting because there was a rich exchange.

Interviewer: **Thank you very much.**