

Investigating the use of code switching in CLIL

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1. Introduction

Why did I start to investigate CS in the CLIL setting?

2. Background

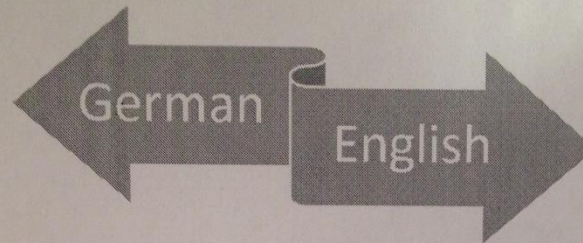
2.1 Code switching and L2 input in a bilingual CLIL setting

Defining CS

- ... “the use of more than one linguistic variety (language or dialect) by a single speaker in the course of a single conversation” (Pfaff, 1997)
- ... interlanguage communication strategy which learners use to organize their message appropriately in order to avoid communication problems (Rababah, 2002)

A student's definition

Students' answers



Code switching

Why do we code switch?

Codeswitching means umleitung von german in English. Wenn man one Satz ~~not~~ weiß.

Some more useful background information

- CS -> natural phenomenon
- Some functions of CS in a natural context similar and applicable to language learning classroom (Sert, 2005).
- L2 input is the “*sine qua non* of acquisition” (Gass/Mackey, 2007).
- In bilingual classroom setting L1 and L2 of equal importance
- CLIL concept -> as much L2 as possible
- High ratio of L2 to L1 input -> CS is very important

2.2 The Controversy - CS interference or enrichment?

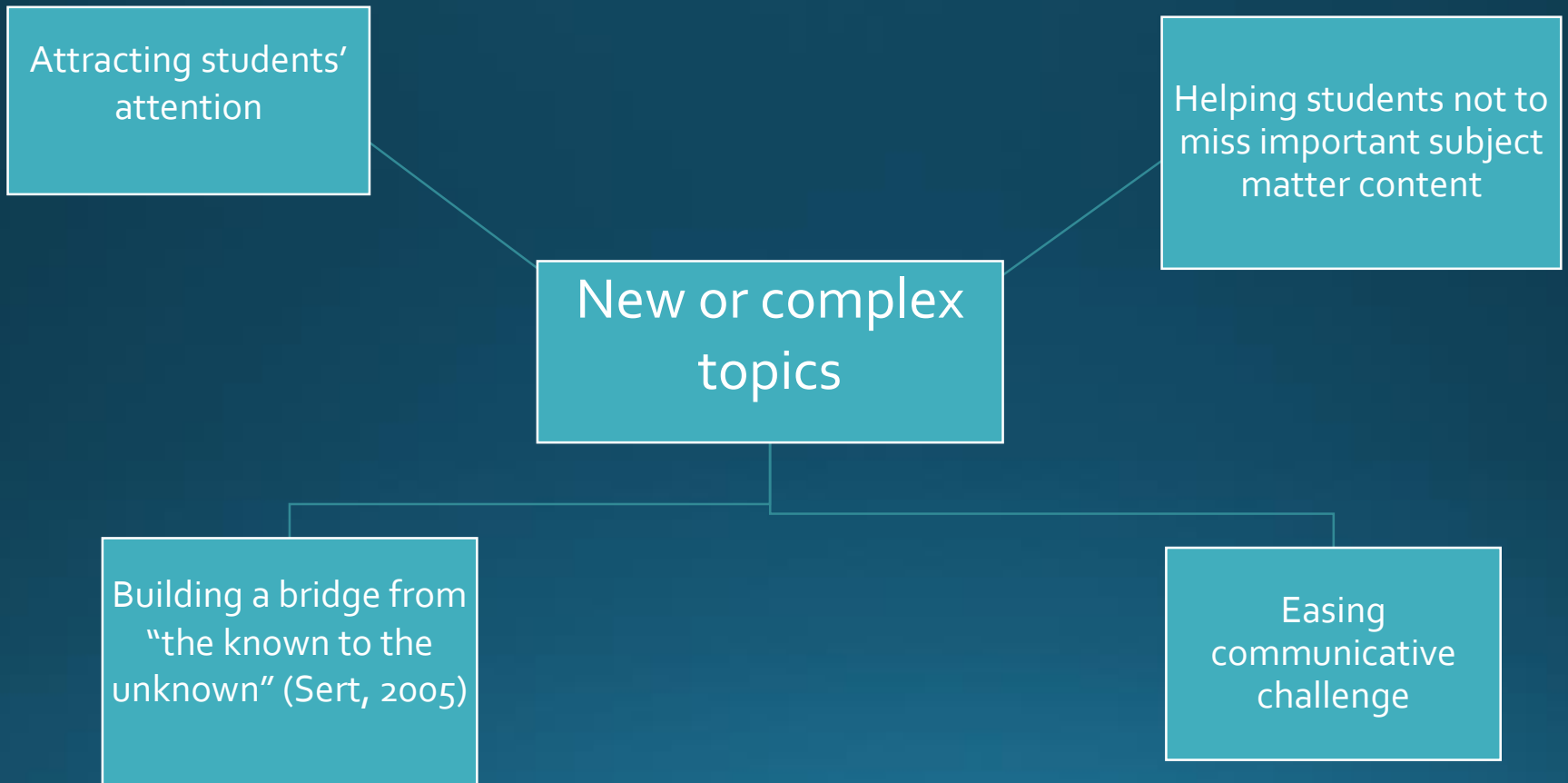
- Dogma -> monolingual principle
- Code switching -> linguistic deficit?

Or:

- CS -> viable strategy in bilingual discourse

3. Functions of teachers' CS in the bilingual CLIL classroom

3.1 Topic switch



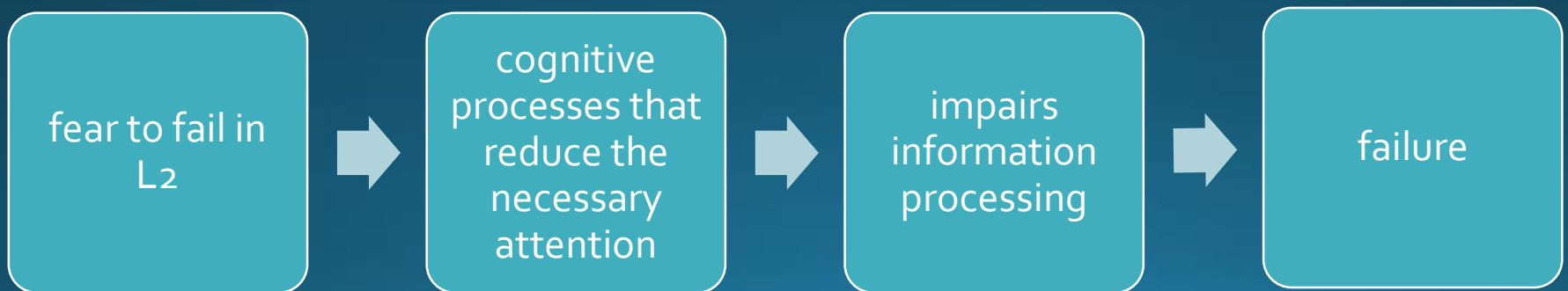
3.2 Affection

- Building rapport with students

-> to avoid:



AND

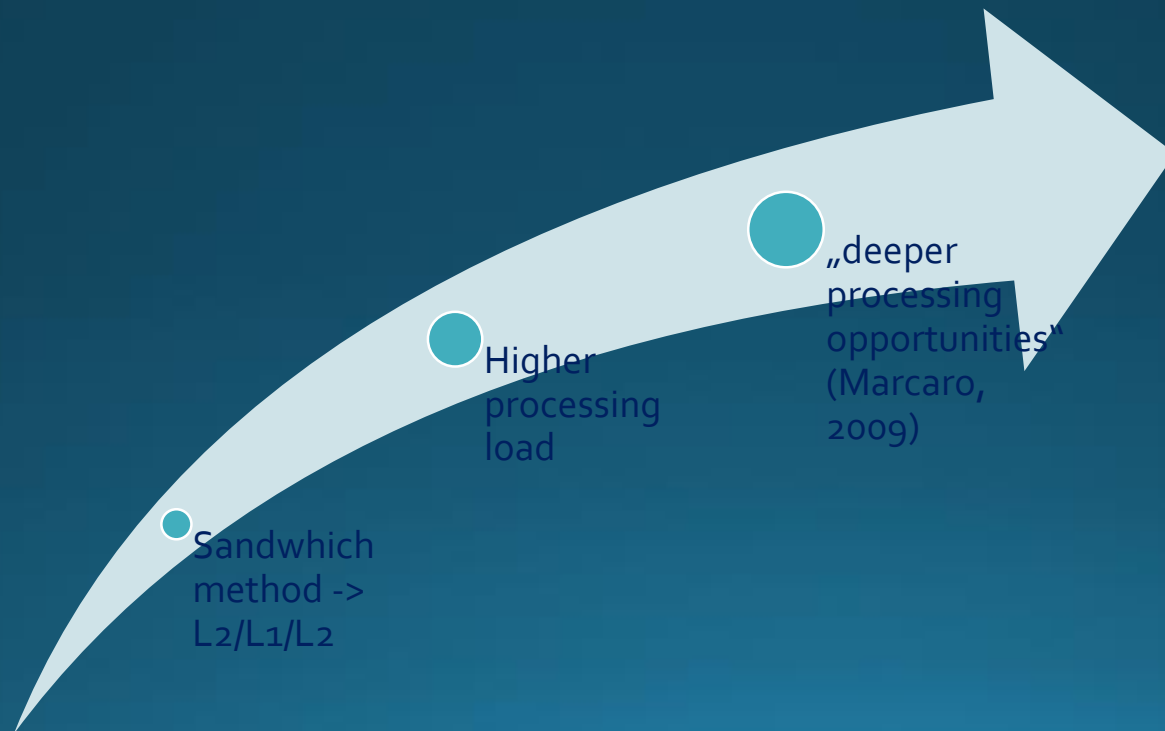


3.3 Repetition – Reiteration

- transferring necessary knowledge for the students for clarity



- Ideally using CS as a sandwich method
- positive results on the L2 item or content



3.4 Time saving and motivation

What if

conveying meaning sometimes seems to lead to a cul-de-sac or motivation level is low?

- paraphrasing L2 content or reiterating it by switching to L1?!

-> L1 = anchor of learners' experience

-> CS: time-saving and maintaining students' motivation

3.5 Colleagues Assumptions

- Majority of the questioned teachers agree to the general assumption, that CS, a moderate use presupposed, can be integrated in an appropriate way to foster students' L2 acquisition process.
- Some remain uncertain and differentiate between the situations when CS might be of advantage and when not.
- Others reject the integration of CS in the CLIL classroom setting.

Attitudes towards main functions of teachers' CS

Affection

- All agree to the above mentioned effects, but:
 - a. Use of CS for affective reasons has constantly to be decreased during the learning process
 - b. Not the teacher should use CS for affective reasons but the other classmates

Reiteration

- All agree that reiteration function of CS plays a key role

Time-saving and maintaining students' motivation

- All basically agree, but:

Saving time should not be top priority. Sometimes it is worth losing time, because the gain is much more sustainable. The students will learn to be tenacious and make an effort.

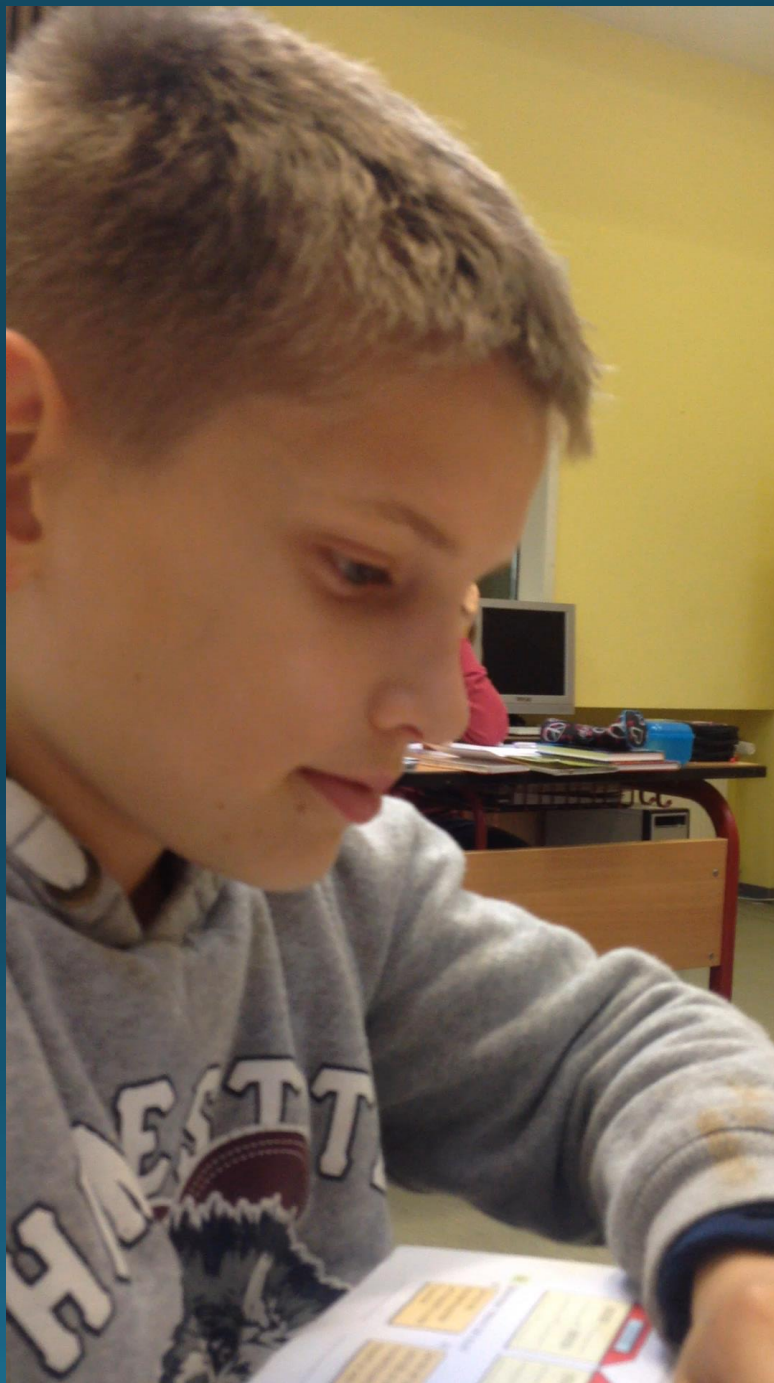
4. Conclusion

CS is not detrimental to a child's cognitive development

On the contrary

- modest amount of CS
 - > enriching the student's performance in L2
 - > viable strategy in bilingual discourse and for foreign language instruction
 - > resource for learning a new language
 - > means of communicating effectively

My own teaching experience in bilingual CLIL classrooms has shown that a free choice of language has stimulated more and more students to voluntarily and spontaneously switch into L2 (English) although it would have been much easier for them to relay their message in L1.





“A teacher can exploit students’
previous L1 learning experience to
increase their understanding of
L2”

(Cole, 1998)

Thank you for your attention.

Questions for the discussion

- Why should a strategy (CS) that occurs naturally in any bilingual/multilingual social domain not be applied in the language learning classroom?
- Do you think that CS will have negative effects on learning a foreign language since it may result in a loss of fluency in long term, as some researchers claim?