

The English Only Policy Revisited

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[http://www.youtube.com/watch?
v=5UZgLPaUTdc&feature=related](http://www.youtube.com/watch?v=5UZgLPaUTdc&feature=related)

Definitions

- **code-switching** - the "alternate use of two or more languages in the same utterance or conversation". It can involve a word, a phrase or a sentence.
- **Monolinguals (Monolingual Approach)** - Proponents of an English-only policy
- **Bilinguals (Bilingual Approach)** - those advocating the use of L1 in the classroom

This policy is based on solid research.



True

False

"What is essential is that the language being studied should be as far as possible the sole medium of communication in any given environment."

Gatenby, V.E (1965) "Conditions for success in language learning", *ELT Journal*, vol IV, nº 6

A Direct Method
English Course

E. V. GATENBY

← English



Pupils'
Book

1

Makerere Report 1961

- “English is best taught monolingually.”
- “...the more English is taught the better the results”
- “... if other languages are used much, the Standards of English will drop.”

SLA Theories/Approaches

- contrastive linguistics (1970's)
- structuralist linguistics/ behaviorist psychology
- Chomskyan linguistics
- Natural Approach
- Communicative Approach

Functions of student code-switches

- *equivalence* (asking how to say something in L2)
- *floor-holding*
- *metalanguage* (talk not related to course or class)
- *reiteration* (confirm information)
- *group membership*
- *conflict control*
- *alignment and disalignment* (to shift the focus of talk away from the pedagogical concerns of the classroom)
- *bids* (for attention)
- *loop* ('come again' type of expression)

- predict problems
- pre-teach necessary vocabulary
- take into account pupils prior knowledge
- analyse the difference between low and high frequency vocabulary
- use techniques to accommodate attention seeking students
- teach and practice floor-holding techniques

1. **36** - when I don't understand the teacher's instructions
2. **26** - to ask what something means
3. **34** - to ask how to say something in the L2
4. **17** - when I think out loud
5. **29** - when I help my fellow students
6. **10** - because I am lazy
7. **7** - because I am embarrassed
8. **31** - due to lack of vocabulary in the L2
9. **30** - when I have finished an activity
10. **14** - because I learn better
11. **34** - to clarify my doubts
12. **15** - for the heck of it
13. **22** - for other reasons students individually stated

Factors that can influence choice of language

Participants

Language Proficiency

Language Preference

Socioeconomic status

Age

Sex

Occupation

Education

Ethnic background

History of speaker's linguistic interaction

Power relation

Attitude toward languages

Outside pressure

Situation

Location/Setting

Presence of monolinguals

Degree of formality

Degree of intimacy

Content of discourse

Topic

Type of vocabulary

Function of interaction

To raise status

To create social distance

To exclude someone

To request or command

(Grosjean,1982:136)

Possible uses of L1 in the classroom

1. For conveying meaning, explaining grammar and displaying cultural issues.
2. For organizing tasks, discipline, and praising students.
3. For chatting with students and affective climate in the classroom.

What do you think?

“They show that its use reduces anxiety and enhances the affective environment for learning, takes into account sociocultural factors, facilitates incorporation of learners' life experiences, and allows for learner centered curriculum development. Most importantly, it allows for language to be used as a meaning-making tool and for language learning to become a means of communicating ideas rather than an end in itself.” (Auerbach, 1993:8)

Thank you

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