

THE USE OF L1 IN TEACHING IN EFL PRESCHOOL CLASSES: A CASE STUDY

Final dissertation

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Abstract

There exists a big debate over the use of the students' first language (L1) to teach English. The purpose of this project is to analyse the functions of L1 use in teaching in English as a Foreign Language (EFL) preschool classes, and to discover the teachers' beliefs towards this topic. The study involves data collected from observations of English preschool classes, using an observation grid, and from an interview to the English teacher of the same school. The results show that the teacher uses the L1 mostly to discipline and control, and that she defends maximizing the foreign language (FL) and using the L1 when necessary.

Key words: teacher talk, first language, English as a Foreign Language, language functions, language use.

Resum

Hi ha un gran debat al voltant de l'ús de la llengua materna dels alumnes per ensenyar anglès. El propòsit d'aquest estudi és analitzar les funcions de la primera llengua en l'ensenyament de l'anglès com a llengua estrangera a classes de parvulari, i descobrir les opinions que tenen els mestres respecte a aquest tema. L'estudi inclou dades recollides a partir d'observacions a classes d'anglès de parvulari, utilitzant una graella d'observació, i a partir d'una entrevista feta a la mestra d'anglès de la mateixa escola. Els resultats mostren que la mestra utilitza la llengua materna majoritàriament per disciplina i control, i que defensa maximitzar la llengua estrangera i utilitzar la llengua materna quan sigui necessari.

Paraules clau: parla de la mestra, llengua materna, anglès com a llengua estrangera, funcions del llenguatge, ús del llenguatge.

1. Introduction

This project is a final dissertation of 4th grade of the Double Degree in Early Childhood and Primary Education (majoring in English) of the Faculty of Education, Translation and Humanities of the University of Vic – Central University of Catalonia. Specifically, this dissertation focuses on the early childhood education period.

During the degree, in many subjects, I have been taught different methods and strategies to teach English to young learners. Some defended the total immersion in an environment where only English is spoken, while others are based on the idea that using the first language of students in specific moments can be positive for their learning of the new language. These different perspectives reflect that there exists an unsettled debate over the use of the students' first language in English as a Foreign Language teaching (Yadav, 2014). I decided to focus my final dissertation on this topic, because I was really interested in knowing the role of the students' first language in teaching in real preschool English classes, and the beliefs of active English teachers about it. My interest on this topic was because I thought that as a future English teacher, I need to know what should be the role of the mother tongue in English preschool classes, because this knowledge will be something crucial and that I will have to be aware of to act consciously in my classes.

The study presented is divided into three main parts. First, there is a theoretical framework to contextualize the topic and present some experts' findings and opinions. At the end of it, the research questions of the study are presented. Secondly, the study is explained, starting with the description of the context and the participants on the study, followed by the methodology section, where the type of study is described as well as the instruments used to do it and the explanation of the analysis of the results. Then, there is the results section, where all the findings of the study are explained, and after it, there is the discussion, where the found results are discussed in relation with the theoretical framework. In the third place, there is a conclusion section, which contains some personal reflections after doing the study, its limitations and possible improvements, and some future perspectives and further research on the topic.

Finally, it has to be said that, to carry out this study, three main objectives were considered: to analyse the functions of L1 and TL use in teaching EFL to preschool students and to compare them, to discover the teachers' beliefs and perceptions towards the use of L1 in EFL classes, and to examine if the teachers' L1 use is justified by their beliefs.

2. Theoretical framework

2.1. Terminology

The terminology of the topic of this study can cause considerable confusion, because different terms are often used by different authors to refer to the same concept while the same terms are also used in different senses sometimes (Hall & Cook, 2012). For this reason, it was considered important to make some clarification on the key vocabulary of this project.

Mother tongue, also known as own-language, native language or first language (L1) is the language a speaker acquires first, usually at home from family (Richards & Schmidt, 2010). However, mother tongue and native language are not so precise and accurate terms as the other two (Hall & Cook, 2012).

Target language (TL) is a new language somebody is learning. It is considered second language (L2) when it is being learned after the L1 and when its knowledge is necessary in a particular context. English language in Catalan schools cannot be considered L2, because it does not play a major role in society, so it is considered a foreign language (FL) (Richards & Schmidt, 2010).

Regarding TL teaching, there are two opposed approaches: monolingual teaching and bilingual or multilingual teaching (Hall & Cook, 2012). Monolingual teaching refers to the instruction without reference to another language. In terms of English as a Foreign Language (EFL) instruction, it is also known as English-only instruction or TL-only instruction. On the other hand, bilingual or multilingual teaching is the instruction making use of one or more languages that the students already know. This teaching strategy can be called code-switching or code-mixing.

Code-mixing is the use of more than a language in an utterance or the formation of hybrid forms, while code-switching refers to alternating the use of languages between utterances because of changes in the speech situation (Wei, 2000). However, as Basnight-Brown and Altarriba (2007) mention, there is not much recent work focusing on the differences of these terms, and they are often used interchangeably. So, following their example, the switching between languages (whether it is in topics, paragraphs, sentences...) will be named code-switching throughout this project.

2.2. The L1 use versus English-only instruction debate in EFL teaching

The role of the students' L1 in EFL teaching is a topic of much controversy (Yadav, 2014). Since the late 19th century and during the 20th century, professional discussion, debate and research regarding English language teaching (ELT) assumed that English is best taught and learned monolingually, so English-only instruction classes where the students were discouraged or banned from using their L1 were promoted (Hall & Cook, 2012; 2013). However, this teaching approach has been questioned recently (Hall & Cook, 2012; 2013), as research has suggested that the L1 can support and scaffold the students' TL learning process instead of hindering it (Kim & Petraki, 2009). Therefore, because of the different views of language teachers and experts, we can say that the use or avoidance of the students' L1 when teaching English to very young learners is an important pedagogical issue and still an unsettled debate, which also involves the extent to which and purposes for what it should be used (Song & Lee, 2019; Inbar-Lourie, 2010).

The language teaching approaches are also of relevance in this debate, as the different perceptions regarding the role and use of the learners' L1 in the EFL class have changed over the years in accordance with the premises of the dominant language teaching approach or method of the different periods (Cook, 2001; Crawford, 2004, as cited in Inbar-Lourie, 2010). These perceptions have varied from considering the L1 as the medium of instruction in the Grammar Translation approach, to totally refuse its use in the Direct, Natural and Audiolingual approaches. However, most of the approaches take the TL as the dominant language but allow the restricted use of L1 when necessary (Silent Way, Suggestopedia, Community Language Learning, Total Physical Response and Communicative Language Teaching, which is the current one) (Celce-Murcia 2001; Richard & Rodgers, 2007; as cited in Inbar-Lourie, 2010; Yadav, 2014).

Similarly, Macaro (2001, 2014) considers three theoretical positions that teachers can adopt on the issue:

1. **Virtual position:** The class has to be like the world outside, specifically like the TL-speaking country, so there is a total exclusion of the L1, as it is not given any pedagogical value in its use.
2. **Maximal position:** It is similar to the previous one in which the class is also thought to be like the target country, and L1 use is not given any pedagogical value. However, this position acknowledges that no teaching and learning

condition can be perfect and that teacher and students may resort the L1 use occasionally.

- 3. Optimal position:** It gives pedagogical value to L1 use in terms of enhancing communication and learning, but it also takes into account that its unprincipled use can be dangerous. So, this position defends a judicious and justified use of the L1 in TL teaching.

Although teachers should be free to adopt any of these positions in their teaching, not all of them are feasible. The virtual position is unattainable, as the perfect conditions it mirrors do not exist in the language classrooms, and the maximal position is known to cause feelings of guilt and inadequacy among teachers (Macaro, 2001). Probably this is the reason why the optimal position has gained some support from empirical studies in the field recently (Song & Lee, 2019).

2.3. Using the L1 in EFL teaching: Code-switching as a teaching strategy

As it was explained in the terminology, there is code-switching when two or more languages are mixed within speech. Specifically, in this project this term is considered to be related with the optimal position, as it is defined as the TL (English) being the main language in the classroom with brief and limited use of learners' L1 (Catalan) for pedagogical purposes (Song & Lee, 2019).

2.3.1. Benefits of L1 use

Language teachers, researchers and policy makers who defend the optimal position of L1 use in TL teaching, and so that are in favour of the occasional switch to the students' mother tongue in EFL classes where English is the medium of instruction, have discussed six benefits for the use of the L1.

First of all, L1 plays a supportive role and is a meaningful component in the language classroom especially in beginner levels (Kim & Petraki, 2009), because it is a base of knowledge that learners already have and which contributes to the learning of the new language. Cummins (2008) (as cited in Inbar-Lourie, 2010) explains this idea with the interdependence across languages' hypothesis, according to which the academic abilities someone has in the L1 can be transferred to a new language, and he highlights the importance of the learners' L1 when facilitating this transfer. Cummins (2007) defended that learning is more efficient when teachers make students notice the

similarities and differences between the languages. Moreover, the L1 can also contribute to the FL learning as a scaffolding means, since as Yadav (2014) stated “it is impossible to learn anything unless you relate it to what you already know” (p. 575).

Secondly, most experts agree that using the students’ L1 in the EFL lesson in a principled way can reduce learner anxiety and enhance an affective and comfortable learning environment (Levine, 2003; Canagarajah, 1999, as cited in Hall & Cook, 2012), which at the same time can help on building positive attitudes towards the process of learning the language and so on motivating students to learn more English (Schweers, 1999). Moreover, using the L1 when teaching EFL leads to more equitable relationships between the teacher and the students while monolingual teaching reinforces teacher power and authority and creates distance to the students (Auerbach, 1993; Hall & Cook, 2012).

Thirdly, the use of the L1 is helpful for identity and cultural issues. This is because the language is a marker of identity, and so denying the use of the students’ mother tongue in the EFL class deprives the learners of their means of communication, and so denies part of their identity. Besides, banning the L1 use in the class is also a way of, indirectly, demeaning the value of the students’ language in comparison with the TL and so underlining an idea of L1 culture being inferior (Belz, 2003). Alternatively, as Yadav (2014) states, “cultural differences and similarities can be highlighted to help learners accept and tolerate differences while at the same time preserve their cultural uniqueness. This can be done through various activities where L1 plays an important role” (p. 578).

In the fourth place, researchers have also found that the code-switching strategy leads to more effective results than English-only instruction regarding the acquisition of the new language, especially in terms of TL vocabulary learning and maintenance (Song & Lee, 2019). This is because this teaching strategy helps to make the input more comprehensible for the learners (Yadav, 2014). Furthermore, unlike what TL-only policies defend, there is no empirical basis that support the assumption that maximizing the exposure to the new language directly correlate to greater learning gains of the students, as it does not take into account the complexity of TL teaching and learning (Cummins, 2008, as cited in Inbar-Lourie, 2010; Cameron, 2001). What is more, the idea that English should be learnt through English, like a native speaker does, is “an inappropriate and unachievable thought” (Yadav, 2014, p. 572) as well as something unnecessary, because nowadays the goal of the learners is not to emulate native-speaker proficiency but to be intelligible (Grant, 2014).

In the fifth place, other experts defend the use of the L1 in the EFL class because of its “time-saving” power. Yadav (2014) argues that “instead of going through long explanations in the target language, it is sometimes easier and more efficient to give a translation of a vocabulary item or an explanation of a grammar point” (p. 578).

Lastly, regarding the students’ attitudes and reactions towards the teachers’ instruction in the EFL class, it has been found that they generally prefer to have some of their L1 to learn the TL while they show negative reactions towards English-only instruction (Song & Lee, 2019).

To sum up, language experts who are in favour of the optimal position consider the L1 as an inevitable and natural part of the classroom life with pedagogic advantage. Therefore, they present some or all the benefits explained above to justify the L1 as a teaching and learning resource which should be used rather than ignored, and to defend the code-switching strategy rather than the monolingual exclusivity in EFL lessons (Widdowson, 2003).

2.3.2. Drawbacks of L1 use

Language teachers, researchers and policy makers who defend English-only instruction believe that using the mother tongue in the FL class can lead to negative consequences for the students. More specifically, previous research has referred to three drawbacks.

First, it is said that the “unprincipled use of L1 can have long-lasting effects on the learners’ awareness and production of the target language” (Gabrielatos, 2001, p. 33). This is because if students get used to an excessive amount of the L1 during the TL learning process, this will result in delaying their acquisition of the language or forming bad habits (Ibrahim, 2019). Moreover, too much reliance on the L1 will result in the fossilization of interlanguage (Selinker, 1992, as cited in Weschler, 1997). In addition, and related to this idea, some researchers believe that the L1 use is the source of errors in the EFL education, because the L1 and the TL are two distinct systems and not separating them in the learning process can lead to the overgeneralization of the L1 (Cook, 2001; Kurniawati, 2017). In other words, when the two languages play a role in the EFL class, the errors that the students make in the TL can be attributed to the transfer of patterns from L1 (Lightbown & Spada, 2013).

Second, since teacher talk is the main source of language input for students, especially in preschool, the limited use of English will restrict the quality and quantity of input (Moon, 2004; Tognini, 2008). So, when using the students’ L1, valuable time that would be better

spent on the TL is wasted (Kim & Petraki, 2009), and this can affect the learners' acquisition and development of the TL (Wong, 2010).

Finally, and taking into account the students' talk, too much use of L1 might deprive learners of the opportunity of practicing the new language they are learning, which can be demotivating for them and cause them to forget the main purpose of the learning (Turnbull, 2001; Ibrahim, 2019).

2.3.3. How much L1 use is the optimal amount?

Using the L1 of the students is both positive and negative in teaching in EFL classes, because it can be useful for certain aspects while it can also be disadvantageous sometimes for the students in their English learning process (Yadav, 2014). For this reason, it is important to find a balance between L1 and new language use, taking into consideration the age, learning experience and attitudes towards learning environments of learners (Song & Lee, 2019).

Although more research is needed to find which is the 'appropriate ratio' of L1 and TL use and 'when and why' the learners' L1 might be used (Turnbull & Arnett, 2002), researchers defend that a principled, rational and judicious use of L1 in EFL classes can only be advantageous. That is, they consider teachers should use English as the medium of instruction and switch to the mother tongue only when it is really necessary, as "exposure and practice of the target language is the main thing if they want to reach their teaching goals" (Yadav, 2014, p. 577). Furthermore, Yadav (2014) also mentions that the use of the mother tongue should be replaced with other techniques when possible (see section 2.5 of the theoretical framework, p.16).

However, as Cameron (2001) states, the most important thing is that the teacher chooses the language according to learning principles. That is, whichever language is used, it has to be chosen in order to maximize the learning opportunities of the children.

2.4. Functions of the L1 in EFL teaching

The use of the students' L1 in teaching in the EFL class fulfils a number of clear pedagogic functions, as it is employed similarly and for similar purposes in different classrooms contexts (Hall & Cook, 2012). According to Ellis (1994) and Kim and Elder (2008), we can group the functions of L1 use in teaching in three categories regarding their goal orientation, that is, taking into account the overall purpose of the teacher's interaction or talk segment: core goals, framework goals and social goals. These

categories are explained below, as well as the list of functions, which is a combination of previous studies (Cameron, 2001; Hall & Cook, 2012; Hall & Cook, 2013; Inbar-Lourie, 2010; Kim & Elder, 2008; Kurniawati, 2017; Rolin-Ianziti & Brownlie, 2002; Scheffler & Domińska, 2018).

1. **Core goals:** the functions involved in this category are those which focus on teaching the language itself or some other related content (Ellis, 1994; Kim & Elder, 2008). Inbar-Lourie (2010) calls them “instructional functions”. These are:

- **Explain aspects of the TL**

This function involves two subfunctions: Introducing and explaining vocabulary and Grammar instruction. This is because using the students’ L1 to translate or explain some difficult words or sentence patterns that are being introduced can support the TL learning, as it is a way to understand their meanings easier and faster than using the TL (Cameron, 2001; Kurniawati, 2017). In addition, explaining the grammar in the students’ L1 makes it clearer for them to understand it (Kim & Petraki, 2009).

- **Talk about culture**

This function is related to use of the L1 to talk about the FL and its culture (Rolin-Ianziti, & Brownlie, 2002). It involves two subfunctions: Commenting on FL culture and Contrasting FL cultural practices with L1 cultural practices.

- **Elicit language**

The elicitation technique allows the teacher to get learners to actively produce speech and provide information rather than doing it himself (Richards & Schmidt, 2010). In this case, the elicitation procedure is related to linguistic items, as the teacher can use the L1 for three subfunctions: Elicit vocabulary and Elicit grammar in the FL, and Elicit own-language equivalents to prevent misunderstandings.

- **Check and help understanding (of concept, talk, text, instructions)**

The teacher can check whether children have understood the explanations and instructions using their L1, as well as help them to do it if not, as it is important for their learning and for the whole class management (Cameron, 2001).

- **Give feedback (of linguistic items)**

This function refers to the comments that the teacher can make or other information that he or she can give to students concerning their success

on linguistic learning tasks or activities (Richards & Schmidt, 2010). The use of the students' L1 with this purpose can be a way of softening the negative statements (Cameron, 2001).

- **Motivate students to speak**

The teacher can use the students' L1 as a resource to prompt them to participate in the class producing TL, as it is a familiar language for them that may help them feel comfortable and secure.

2. Framework goals: the functions of this category are the ones associated with the organization and management of the classroom events (Ellis, 1994; Kim & Elder, 2008). Inbar-Lourie (2010) calls them “managerial functions”. These are:

- **Give instructions**

Often the instructions of an activity may be more complex than the activity itself, so using the L1 can help students to understand the purpose of the activity and what are they asked to do, and so to perform correctly avoiding the failures due to lack of comprehension (Cameron, 2001; Yadav, 2014). It also saves time that can be better spent on the activity itself (Moon, 2004).

- **Discipline and control**

Some children's misbehaviour such as noisiness can be dealt with the FL, but there are more serious problems of discipline and conduct that may require the use of the L1 to emphasize its importance, because when teacher and students use only the FL is as if they were somewhat out of character (Cameron, 2001).

- **Give feedback**

This function refers to the comments that the teacher can make or other information that he or she can give to students regarding their behaviour and performance in the class (Richards & Schmidt, 2010).

- **Focus pupils' attention**

The teacher can use the students' L1 as a resource to catch their attention into something specific or to make them focus on his or her explanations when they are misbehaving or distracted.

3. Social goals: the functions of this category are based in social exchanges to foster equitable and close relationships between the teacher and students and to create a positive affective environment for learning (Ellis, 1994; Kim & Elder, 2008). Inbar-Lourie (2010) calls them “affective functions”. These are:

- **Informal, friendly talk with pupils**
Although it is usually possible for the teacher to use the FL to respond to pupils' talk in the L1, using the L1 to communicate informally at the end of lessons is frequent (Hancock, 1997; Cameron, 2001).
- **Demonstrate empathy or show solidarity with the learners**
The students' L1 can be used by language teachers to empathize with the students during the EFL class, putting himself or herself in their place when they have problems with the language or the class development and showing them that they do it.
- **Encourage and comfort students**
The teacher can use the students' L1 to make learners feel accompanied during the class development and to encourage and support them when they have some emotional problems, in order to make them feel better.
- **Express personal concern and sympathy**
The L1 can be a useful resource in EFL class to solve specific and unpredictable situations that can occur during the development of the lesson such as when a child hurt himself or herself or to soothe a child who has emotional problems (is upset, sad...). This can make learners realize the teacher worries about them and so feel cared for.

2.5. Other resources or strategies to foster learners' comprehension in the EFL class

Despite the fact that L1 use in EFL teaching can have different pedagogical functions and that it can result an advantage for the students' language learning in many situations, there are also other strategies that teachers can use to maximize the use of the FL and which also allow enhancing learners' understanding of it (Cameron, 2001):

- **Teacher talk:** the educator can use very simple language and give importance to the stress and intonation, as it can give a lot of information to students regarding the teacher's attitude and the message he or she is trying to communicate (Cameron, 2001).
- **Non-verbal communication:** the teacher can rely on the use of gestures, actions and mimes while giving instructions or explaining concepts (Yadav, 2014), as learners' catch a lot of information through them that can help them to get the message. The same happens with the teacher's facial expression and the context (Yadav, 2014).

- **Visual aids and realia:** pictures, images, videos, flashcards and realia can be used to introduce new vocabulary, to help children comprehend the concepts, to support instructions or explanations, to check pupils' understanding and so on (Cameron, 2001; Scheffler & Domińska, 2018).
- **Routines and repetitions:** repeating talk or instructions in exactly the same way each time a routine or game is done fosters learners' understanding, as the language produced becomes familiar to them and gradually comprehensible (Cameron, 2001).
- **Pupils' participation:** the teacher can take advantage of students' who understand the message he or she has given in the FL and ask them to explain it to the rest of the class in L1 if necessary (Cameron, 2001).
- **Others:** the use and repetition of rhymes, songs and games can also be a good resource to introduce and practice vocabulary with young EFL learners (Scheffler & Domińska, 2018).

2.6. Teachers' beliefs about the L1 use in an EFL context

Beliefs and perceptions of teachers on the use of the L1 in EFL classes are of big importance, because they influence their linguistic instructional choices and the extent to which L1 use truly occurs in the class (amount and functions).

Teachers' beliefs and attitudes might vary according to their cultural background, experiences as language learners, practical experience, context in which they work and perspectives of others such as work colleagues, teacher trainers, policy-makers, academic research and researchers; and are not static, as they can change over time (Hall & Cook, 2012; 2013).

One of the aspects that has been found to affect teachers' use of L1 in EFL teaching is the age of learners or their ability in English. Hall and Cook (2013) argue that the majority of teachers who participated in their study agreed that L1 use is more appropriate with learners of a lower level of English than with higher-level students. Kurniawati (2017) focused on the age, as she found that teachers use more L1 with preschool students than with older ones. Another aspect that has been found to affect the teachers' use of students' L1 is the type of classroom activity done (Guthrie, 1987, as cited in Kim & Elder, 2008).

In relation to the language ability, Kim and Elder (2008) and Cameron (2001) found that the teachers' proficiency also affects L1 use, because when they do not feel confident of

competent enough to use the FL for all the functions it may be required in an activity, they turn to the L1 more often. Other teachers resort to their L1 in some occasions for its ease of use, as argued by Edstrom (2006), who highlights that she sometimes uses the L1 for what she refers as “my own laziness” (p. 288).

It has also been found that there are some contexts in which teachers are required to use only the FL in their lessons, or they feel that they ought to (Cameron, 2001). This can be due to English-only policies or just because teachers constantly think that the children exposure to the new language is limited to the classroom and to his or her talk (Kurniawati, 2017). In these cases, when teachers use languages other than FL may feel guilty (Hall & Cook, 2012; Edstrom, 2006). However, there are also other studies, such as Hall and Cook (2013), which did not report a sense of guilt on their participants.

Still on the topic of the influence that English-only policies can have on teachers' attitudes, Cameron (2001) highlights that these policies can place teachers in a struggle against the natural forces of communication. That is, many teachers can believe that if the L1 is shared between him or her and the students, not to use it is very unnatural, especially with young learners.

In sum, previous research has found that while there is a general belief among EFL teachers that English should be the main language used in the classroom, they use the L1 as a classroom resource when they feel it necessary (Hall & Cook, 2013; Scheffler & Domińska, 2018). Previous research has also showed that teachers use the L1 for all its different type of functions: core-goal functions, framework-goal functions and social-goal functions (Hall & Cook, 2013; Kim & Elder, 2008; Inbar-Lourie, 2010). However, it has also been evidenced that teachers often think they use the L1 less than they really do (Levine, 2003).

2.7. L1 use in teaching EFL to preschool children

As it has been explained in the previous sections, there is a big debate about the use of students' L1 when teaching EFL, and there is growing research on this topic (Song & Lee, 2019). However, when it refers to very young learners, there is little or hardly any research (Inbar-Lourie, 2010).

Recently, English learning programs with young learners are becoming very common worldwide, and the role of the teacher is very important at those ages, because children are in contact with the language for the first time, and teachers are the only ones who mediate their exposure to the new language (Inbar-Lourie, 2010). For this reason, many

scholars highlight there is a need for more information on this topic, as this will help educational authorities to take policy decisions on this educational stage with fundamentals, and teachers to teach more effectively knowing when and how to use the L1 (Inbar-Lourie, 2010; Song & Lee, 2019; Scheffler & Domińska, 2018).

Due to the lack of studies regarding this topic, this dissertation wants to focus on this gap of knowledge. So, considering previous findings in research on the L1 use in EFL teaching, the current study attempts to answer the following research questions:

- 1) What are the functions of L1 use in teaching in EFL preschool classes?
- 2) What are the teachers' beliefs towards the L1 use in teaching EFL?

3. Study

3.1. Context and participants

The study was carried out in a school located in a small town in the Osona area of central Catalonia. It is a public centre of 289 students in total (80 of which are preschool students) with two classes for the majority of grades, except P5 and 5th grade of primary. With regards to the school organization, it has a team of 23 teachers, a TEI (specialist in preschool education), a caretaker, an administrative and a guard. The director team is formed by 3 teachers, one is the director, another the head of studies and the last the secretary. Moreover, there is also the kitchen team and the cleaning team. It is defined as a Catalan, non-religious, plural and inclusive, democratic, coeducational and eco-friendly school.

According to the linguistic project of the school (PLC), the L1 of the majority of students is Catalan, but 15% of students have other mother tongues: 12,5% Amazigh, 1,7% Spanish and 0,8% English. Catalan is the vehicular language of the school, that is, the language used for communication. However, also Spanish and English are taught in the school. In preschool, these languages are taught orally and in minor extent.

In this school, preschool English classes are developed in a symbolic play environment. The environments are a recent educational proposal of preschool which is implemented two afternoons a week (Monday and Thursday). It consists of seven different spaces, and children, every Monday morning, choose which one they want to attend during the week. So, every week the pupils participating in a particular environment are different. In each environment there are children of P3, P4 and P5 mixed. However, if some preschool teacher is not in the school the day of the environments, they cannot be done.

Then, only the P4 or P5 class go to the symbolic play environment to do English (P5 if it is Monday and P4 if it is Thursday, because they follow the schedule they had before this educational proposal). Anyway, the teacher organizes the sessions and her performance in exactly the same way for all the cases.

With regards to the organization of the sessions, the teacher starts picking the students up on their classroom and guiding them to the play symbolic environment. It is a space with five different corners: the doctor or hospital, the supermarket, the house, the mechanics and the school. When they arrive there, she asks students to sit down and make a circle, and makes some questions to each student (What's your name? How are you? Who is your teacher?). Sometimes she also shows flashcards to teach some vocabulary. Then, she let them play freely but participates on their play interacting with them (starting a conversation, asking questions or explaining things). At the end of the session, she sings songs to let students know it is time to tidy up, and finally she asks students to make a row and guides them to their class again. So, because of the methodology used, the teacher normally interacts with only one student, and the interactions with the whole class are just reduced to the beginning and the end of the sessions.

Four observations were done in these sessions to collect data for this study, two of them in the normal context of the environments, that is, with different groups of P3, P4 and P5 children mixed; and the other two with only P5 pupils. In the four sessions, there were groups of between 9 and 13 pupils, and the sessions lasted between 40 and 50 minutes.

Regarding the teacher who guided the sessions, to whom an interview was done, she is the responsible of English at preschool, first and middle cycle of primary. She has the mother tongue in common with the majority of students in the school, as her L1 is Catalan, and she has a C1+ level of English. About her academic training as an English teacher, she has a degree in primary education with a specialization in English, she has done courses about teaching English methodologies at primary education in many countries (England, Scotland, Ireland and Republic of Malta) and also online, and she has taken part of pedagogical meetings about English teaching such as APAC (Associació de Professors i Professores d'Anglès a Catalunya). With reference to her experience as teacher, she worked at an English academy for children between 3 and 12 years old for 7 years, and also in other academies. After that, she entered the public-school system and is working there since then. She was tutor of 3rd and 4th grade of primary children, and she has taught English in all the grades (from P3 to 6th of primary).

3.2. Methodology

3.2.1. Paradigm and method

The paradigm of a research study is defined by Rehman and Alharthi (2016) as the “philosophical outlook to investigate a phenomenon” (p. 51), that is, the “way of understanding the reality of the world and studying it” (p. 51). This research will be carried out under the interpretive paradigm, which is based on interpreting the social phenomenon in their context, trying to understand the observed individual and his or her interpretation of the world rather than the viewpoint of the observer (Kivunja & Kuyini, 2017), collecting qualitative data. Thus, any research done under the interpretive outlook is subjective, as the way we perceive reality is always affected by our senses, worldviews, concepts, backgrounds and so on (Rehman & Alharthi, 2016).

The method used is the case study. This is defined by Stake (1995) as “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (p. xi), considering the case a “specific, complex, functioning thing” (p. 2). Similarly, Yin (2003) defines this method as a strategy to understand contemporary and complex social phenomena within real-life contexts in which the investigator has little control, as it “allows investigators to retain the holistic and meaningful characteristics of the real-life events” (p. 2).

3.2.2. Instruments

In this case study, two different techniques or instruments were used to collect qualitative data in order to be able to answer the research question. First, four observations of preschool English sessions were done, using an observation grid (see Appendices 1 and 2). They were audio recorded to listen to them again later, because during the sessions there was not enough time to collect all the information and to fill the observation grids completely. Secondly, a semi-structured interview was done to the teacher of that sessions (see Appendices 3 and 4). The instruments and the process of designing them is explained in more detail below.

The observation grid

To construct the observation grid, I first searched information about the different functions that the L1 can have in an EFL class and how these functions can be categorized, in different research studies. I took notes of all the functions, and then I analysed them. I discovered that some functions were more common than others, as

they appeared in more articles. So, I made a list of the most repeated functions and their correspondent categories (it is the list presented in section 2.4 of the theoretical framework, p.13), and I wrote it in the different rows of the observation grid. The objective of the grid was to be able to classify the talk of the teacher to the students in the different functions, according to the main purpose for which she was using the L1 in each moment (considering Catalan as the L1, because it was the vehicular language of the school and the L1 of the teacher and most of the students). So, the teacher talk was split into different segments and classified in the grid according to the function it had in each moment. Moreover, I also decided to make different columns in the grid to obtain more information from each teacher's talk segment (also considered interactions between the teacher and the students), these were:

- **Observation:** Here is where the different segments of teacher talk (or interactions) were transcribed. However, after a pilot observation session, I realized many interactions were long, so I decided to substitute each interaction with a number, to avoid making the observation grid very big (which would have difficulted its analysis). Each number with its correspondent interaction was written in another document, that would be added below the observation grid (see Appendix 2). The teacher talk was represented as "T" and the students' as "Child" or "Children", depending on if the interaction was with only one or more than one child. Moreover, the parts of the interactions that determine why it was classified in a function and not in another one, were underlined (except in the cases in which the whole interaction made that function). In general, each segment of teacher talk corresponded to a dialogue with a different addressee, so every time the teacher started talking with a different student or group of students it was considered a new interaction.
- **Language used:** Initially I just wanted to study the functions for which the teacher used the L1, as this is the focus of the dissertation. However, after the pilot observation session, I realized that many of the functions were also used in the TL (English). So, I thought that adding a column to mark if a certain function was used in the L1 or in the TL could give me more information about which functions were present in class (although it was not in the L1) and to compare in which language they were more present. However, the functions of the observation grid were not changed, so they were the ones of the L1, not all the possible functions that language can have in a class.
- **Addressee:** Following the ideas of Kim and Elder (2008), I considered necessary to include a column that permitted evidencing the audience of the teacher talk

segment, distinguishing if it was a particular individual (PI), a little group of students (LG) or the whole class (WC).

- **Effect on learners:** In this column it is described how the interactions of the teacher affected the students. It was considered a positive effect when children understood what the teacher was communicating them, when they learnt what they were being taught or when they felt good, otherwise it was considered a negative effect. As it is difficult to make these aspects evident, to make this classification it was necessary to focus on the feedback of the students for each interaction as well as on their non-verbal communication. That is, students had probably understood or learnt what they were being taught if they followed the given instructions, answered the questions appropriately (it was considered appropriately as long as the answer was coherent with the question, even if it was not correct), or said or done what the teacher expected with the interaction; while if they showed a face of confusion, did not answer the questions or answered them inappropriately, or did not say or do what the teacher expected with the interaction, it was probably because they did not understand it. However, there could be some unclear situations, in which there was not an evident positive nor negative effect on learners. In case it happened, the interaction was not classified in any of the effect columns of the grid.

At the end of the observation grid, there is a “Comments” section to write any other thing that was observed during the sessions and that may be important to take into account for the results of the study, such as the resources or strategies that the teacher used to foster students’ comprehension when talking in the FL, in case she did it.

It has to be said that, as it has been commented before, some improvements were done on the grid after a pilot observation session, in order to make it more useful, practical and efficient. Moreover, it was during the pilot session that I realized I had no time to fill the observation grid with all the teacher’s talk segments, so I finally decided to just take some notes during the sessions and to finish it later, listening to the audio recordings.

To classify the teacher’s interactions in the different functions it was important to focus on the main purpose of the communication. In general, it was easy to distinguish the three categories, that is, to know if the interaction had a core, a framework or a social goal; but there were sometimes some difficulties to distinguish between two functions of the same category. In these cases, I had to determine my own criteria to do it. This happened with “Elicit language” and “Motivate students to speak”, so it was considered that the teacher wanted to elicit language when she expected a certain answer of the

student (maybe because she had previously said the vocabulary or grammar and children just have to repeat it, or because she was showing them with realia or visual aids the vocabulary they had to say, or because they had already used that vocabulary in other occasions, or even because she started the word or sentence that students had to finish), while it was considered that the teacher wanted to motivate students to speak when her questions were of free and open answer and also when she was clearly asking students to use the TL in the class.

It has to be taken into account that sometimes the same interaction could be classified in two or more functions. In these cases, the interactions were marked with the same colour in all the different parts of the grid in which they appeared. On the other hand, if the teacher repeated the same interaction several times in a session (such as asking “What’s your name?”, “How are you?” or saying “Good afternoon” to each student) only one was written down on the grid, so it was only counted once.

Finally, it has to be said that to audio record the sessions, permission was requested to the director of the school as well as to the families of the preschool children (see Appendices 5 and 6). With the permission document for the families I also attached an introduction letter (see Appendix 7), in order for them to know who I was and why I wanted to audio record their children.

The semi-structured interview

The aim of the interview was to collect information about the general beliefs of the teacher on the topic and contrast them with her practices in the classroom. To design it, I first created a table with two columns. On the first column I wrote all the topics I wanted to investigate, and on the second column I put all the information I found about each aspect from other studies (theories, researchers and teachers’ opinions, research evidences, questions from other interviews...). Finally, with all that information I wrote my own questions.

The interview contained eighteen questions organized in three sections: *personal information*, to know the L1 of the teacher and her relationship with the FL, *beliefs and opinions*, to know what she thought about the L1 use in EFL classes and topics related with this, and *classroom practices*, to know about her EFL teaching and what she said about that. It lasted thirty minutes and was audio recorded, in order to transcript the answers later. The questions of the interview were written both in English and Catalan to let the teacher chose the language, and it was finally done in Catalan.

It is important to clarify the options that were given to teachers in the tables of the questions 4.1 and 14 of the interview:

4.1. En cas que consideris que és necessari o útil utilitzar la primera llengua dels infants a les classes d'anglès, quan i amb quines finalitats penses que pot ser útil?

In case you believe that it is necessary or useful to use the students' L1 in EFL classes, when and for what purposes do you think that it can be useful?

To teach linguistic items (vocabulary, grammar)	
To teach cultural items of the TL	
To make students produce language	
To check and help understanding	
To give feedback on linguistic items	
To motivate students to speak	
To organize and manage the class (give instructions, discipline and control, give feedback, focus pupils' attention)	
To socialize with students (informal talk, express personal concern and sympathy)	

14. En quina quantitat utilitzes la L1 dels alumnes per les següents funcions o raons?

To what extent do you use the students' L1 for the following functions or reasons?

	Always	Often	Sometimes	Rarely	Never
To teach linguistic items (vocabulary, grammar)					
To teach cultural items of the TL					
To make students produce language					
To check and help understanding					
To give feedback on linguistic items					
To motivate students to speak					
To organize and manage the class (give instructions, discipline and control, give feedback, focus pupils' attention)					
To socialize with students (informal talk, express personal concern and sympathy)					

To ease your work on communication and fasten the pupils' understanding of the message ("laziness")					
Lack of proficiency or confidence to use the TL for its wide range of functions					

The functions that appear in the first 6 rows of both tables are core goal functions, the 7th comprehends all the framework goal functions and the 8th comprehends all the social goal functions. The framework and social goal functions were grouped because it was easy to find a sentence that made reference to all of them (organize and manage the class, socialize with students), but core goal functions were listed individually because it was considered that they all were very different and it was difficult to summarize all in a sentence. Finally, the 9th and 10th rows that only appear in the table of the question 14, do not refer to functions of the L1 but possible reasons that the teacher can have to use it. It has to be said that the vocabulary used in these tables to refer to the functions was a little different from the one used in the theoretical framework, in order to make it easy for the teacher to understand it.

3.2.3. Analysis of results

The first instruments to analyse were the observation grids of all the four EFL sessions (see Appendix 2). These grids contained a lot of information, but the first analysis was on the type of interactions or talk segments. To make it easier, one table was designed to classify the different interactions of the sessions, depending on their function, the language used, the number of students they were directed to and the effect they had on them. Then, the interactions of each session were counted and classified in their correspondent table (there was a table per session). Later, these four tables became a bigger one, as all the information was grouped and placed in just one table, equal as the other ones, to be able to do a global analysis of the sessions (see Appendix 8). The information of this bigger table permitted doing the other necessary tables and graphics to analyse different aspects of the data, which appear in the results section. Secondly, another information that was taken from the observation grids was the interactions which were used for more than a function. As they were marked with different colours on the grid, this permitted realizing the different functions each interaction fulfilled, making a list and finding some connections. The last thing analysed of the observation grids was the different resources or strategies the teacher used in the sessions, also doing a list of the functions for which she used them more.

Regarding the interview (see Appendix 4), it was read two times trying to find some recurrent topics. Eleven topics were found, and these were grouped in four bigger topics: teacher's beliefs on the L1 use versus English-only instruction debate, functions for which the teacher thinks the L1 is useful or not, resources or strategies the teacher uses to avoid the L1 and maximize the TL, and reasons of the teacher's language choices and origin of her beliefs. Then, another reading of the whole interview was done, to highlight the information in four different colours according to the topic it made reference to. Finally, the information was copied in a document, organizing it by topics (that is, per colours), in order to make it easy to write the results section.

3.3. Results

In this section, the results from the analysis of the data are reported, distinguishing the information obtained from the interview (see Appendix 4) from the information of the observation grids (see Appendix 2).

3.3.1. Teacher's beliefs and perceptions (interview)

The interview offered information about the teacher's beliefs regarding the L1 use in EFL classes and her perception of her own classroom practices. As it has been previously explained, the results provided evidence of four topics.

1) Teacher's beliefs on the L1 use versus English-only instruction debate

The teacher mentioned that English should be the main language in EFL classes, maximizing it as much as possible, especially at preschool classes, because, in her words, "els nens a aquesta edat tenen un cervell que és com una esponja, és a dir, que tot el que els hi dius ho integren i s'hi acostumen" (*children at this age have a brain like a sponge, that is, they integrate and get used to everything you say to them*). Related to this idea, she said that the more English input, the more children learn. Moreover, she also believed that when teachers use English all the time, students make a bigger effort to talk in that language. However, she also said that L1 can be useful in some occasions and for certain functions to help students. In fact, a benefit of the L1 that she highlighted in different parts of the interview is that it helps to build bonds with students and reducing the distance with them. She takes into account all her beliefs when teaching EFL, as she said she tries to make a frequent use of TL and a little use of L1. Specifically, she said she uses an 80-90% of English and a 10-20% of Catalan in her EFL classes.

2) Functions for which the teacher thinks the L1 is useful or not

The teacher defended the use of the L1 in the EFL lesson for three main functions:

1. To teach linguistic items, especially grammatical structures at middle and superior cycle of primary education, in case some student struggles to understand and learn them.
2. To organize and manage the class, as she highlighted the usefulness of using the L1 for behavioural issues and conflict resolutions, to ensure that children understand what it is being communicated to them and to solve the conflicts correctly. Moreover, she also said it can be useful to give instructions (for homework or exams, to tidy up...).
3. To socialize with students, especially to express personal concern and sympathy, to know what happens to some student when he or she is not feeling good or has some problem.

She also said that the L1 can be useful to check and help understanding, but only using it as the last resource and in case any student understood the message she is trying to give.

Although she defended the use of the L1 in the EFL class only for these functions, the teacher admitted that she uses it for more functions when teaching. In fact, on a scale of *always* to *never* using the L1, the teacher said she *sometimes* uses the L1 to teach linguistic items, to teach cultural items of the TL, to make students produce language (elicit language), to check and help understanding, and to organize and manage the class (framework goals); and she *rarely* uses it to give feedback on linguistic items, to motivate students to speak, to socialize with students (social goals), and to ease her work on communication and fasten the pupils' understanding of the message (laziness). However, she said she *never* uses it for lack of proficiency or confidence to use the TL for its wide range of functions.

3) Resources or strategies the teacher uses to avoid the L1 and maximize the TL

She defended that some resources or strategies should be used before turning to the L1, in order to maximize the TL in the EFL class. In her classes, she said that she relies a lot on visual aids such as images and flashcards, and on pupils' participation, as she asks students who have understood her to translate the message or to explain it to the rest of the class using the L1. She added that in some occasions she also let students use the translator dictionary.

4) Reasons of the teacher's language choices and origin of her beliefs

The teacher explained that she tries to maximize the TL in the EFL class not because she feels pressured to do it, but because she feels it is the most natural way to learn the language. Despite this, she does not feel guilty if she uses the L1, but when it happens, after the class she always tries to think about why it happened and what could she had done to avoid it. She thinks this reflection on the own teaching is very important.

Moreover, she also stated that while she tries to use the same reduced quantity of L1 in all the courses, she probably uses more L1 in middle and superior cycles or primary education, to explain some grammatical structures that children struggle to understand. In preschool, she feels easier to talk in English all the time, because of the methodology used (symbolic play environment where she conversates with students). However, she said that the amount of TL and L1 use depends a lot on the needs of the group.

Finally, she explained that her beliefs have origin on her experience as teacher in an English academy for children, on her practical experience of what is and what is not successful in class, and on the perspectives of other English language teachers.

3.3.2. Teacher's performance in the EFL class (classroom observations)

The observation grids permitted knowing the performance of the teacher in the class, to later compare it with her beliefs and perceptions expressed in the interview. All the values, graphics and tables explained in this section could be done thanks to the data collected in the table of Appendix 8.

There was a total of 242 interactions of the teacher, 41 in the L1 (17%) and 201 in the TL (83%) (see figure 1). However, it has to be taken into account that from the total of 242, not all were different ones, as some of them appeared two or more times in the observation grids. This is because there were some that accomplished different functions, or used both the L1 and the TL, or there even were some interactions which some part had a positive effect on learners while another part had a negative effect. In these cases, these interactions were counted more than one time, as if they were different ones.

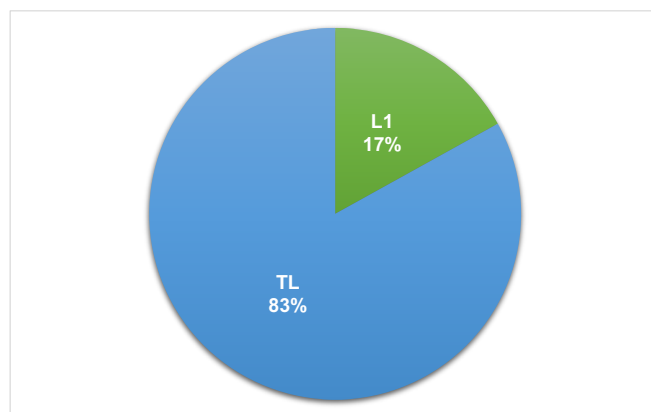


Figure 1. Percentages of the total L1 and TL interactions.

The first classification of these interactions was according to the function they carried out, distinguishing at the same time the language used for that (see figure 2). Figure 2 evidences that the majority of interactions of the teacher in L1 was for discipline and control purposes (25 interactions). Moreover, the discipline and control function was also the one with the biggest L1 use percentage (76%), followed by give feedback, with a 67% of L1 use. These two functions were the only ones with more L1 use than TL use, as the predominant language on the rest of the functions was TL, and there even were some functions for which the L1 was not used at all. Some examples of teacher's interactions classified in these two functions are:

Discipline and control (session 1): "Escolteu-me bé. Si no us calmeu haureu d'anar a l'altra classe" (*Listen to me carefully. If you do not calm, you will have to go to the other class*)

Give feedback (session 1): "Els que estan ajudant a recollir ho estan fent molt bé, perquè s'ha de fer entre tots" (*Those who are helping to tidy up are doing very well, because it has to be done all together*).

Figure 2 also shows that some functions were not found in L1 nor TL in any of the observed sessions. Furthermore, it shows that the biggest amount of interactions was used to introduce and explain vocabulary, and to give instructions (46 interactions in both cases). So, these two functions were the most present in class, although they were more done in TL than in L1 (2% L1 and 98% TL to introduce and explain vocabulary, and 11% L1 and 89% TL to give instructions). Some examples of teacher's interactions classified in these two functions are:

Introduce and explain vocabulary (session 1): "This is the stethoscope."

Give instructions (session 2): "Now, let's sit down and make a circle. Sit down and make a circle."

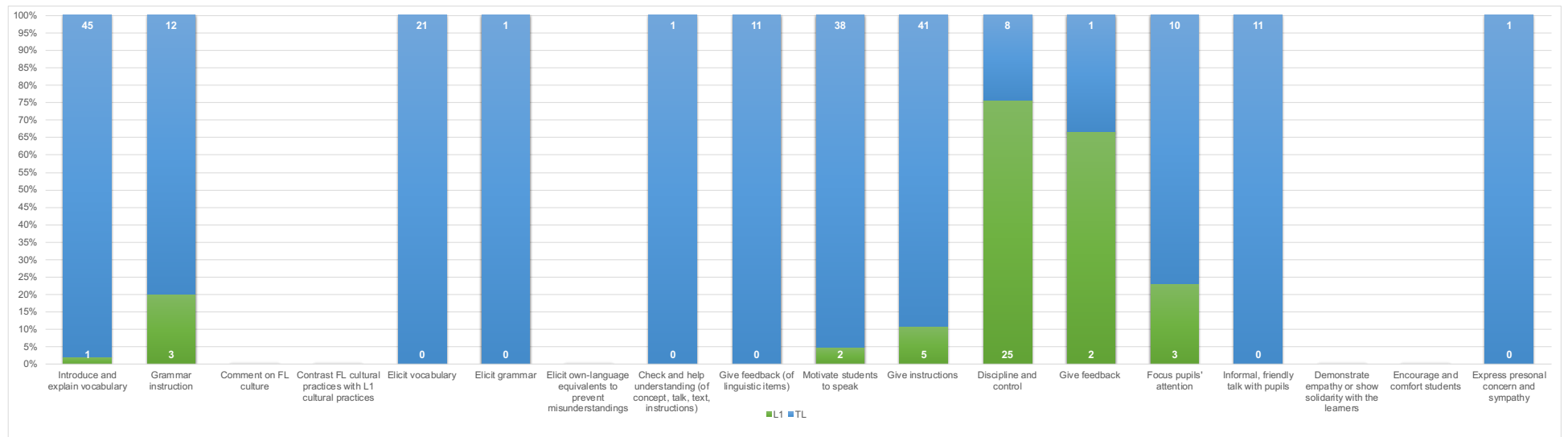


Figure 2. Values and percentages of the total L1 and TL interactions in the different functions.

About the interactions that accomplished different functions and so that appeared several times in the observation grids (these are the coloured ones of the grids), it was found that most of them coincided in the same functions: Explain aspects of the TL (mostly Introduce and explain vocabulary, but also Grammar instruction), Elicit language (mostly Elicit vocabulary, but also Elicit grammar) and Motivate students to speak.

As additional information, it was found that the majority of time, both L1 and TL interactions had a positive effect on children (see table 1). However, the percentage of negative effect was bigger for the TL interactions. There were also a little percentage of interactions in both languages which did not have a clearly positive nor negative effect. Focusing on the discipline and control function, which was the one for which the L1 was most used, it was found that there neither was much difference on the effect it had on learners when the language used was L1 or TL. In fact, in both cases the major percentage of interactions had a positive effect on children (see table 2). About the addressee, it was found that the majority of interactions analysed were directed to particular individuals (21 of L1 and 121 of TL) (see table 3), which evidence the type of methodology used and the role of the teacher in the class.

Table 1. Effect on learners of the total L1 and TL interactions.

	Positive	Negative	Unclear
L1	90% (37)	7% (3)	2% (1)
TL	67% (134)	25% (50)	8% (17)

Note. This table groups and classifies all the interactions of the four observed sessions regarding the effect they had on learners (positive, negative or unclear). The quantities of the percentages of each language in the table sum 100%, but they have been rounded to avoid decimals.

Table 2. Effect on learners of the total L1 and TL interactions of the *discipline and control* function.

	Positive	Negative	Unclear
L1	92% (23)	8% (2)	0% (0)
TL	88% (7)	13% (1)	0% (0)

Note. This table groups and classifies all the interactions of the *discipline and control* function of the four observed sessions regarding the effect they had on learners (positive, negative or unclear). The quantities of the percentages of each language in the table sum 100%, but they have been rounded to avoid decimals.

Table 3. Addressee of the total L1 and TL interactions.

	PI	LG	WC
L1	49% (20)	10% (4)	41% (17)
TL	60% (121)	13% (26)	27% (54)

Note. This table groups and classifies all the interactions of the four observed sessions regarding their addressee: particular individual (PI), little group (LG) or whole class (WC).

Finally, about the resources or strategies to maximize the TL and avoid the L1 use in the sessions, it was observed that the teacher really used the ones she explained in the interview, but also others like realia (objects of the symbolic play environment), gestures, mimes and songs. The resources were mostly used to introduce and explain vocabulary and to give instructions. The teacher also followed routines and gave some instructions always in the same way (repetition), in her sessions. Furthermore, the teacher used a simple language in all the sessions.

3.4. Discussion

In this section, the results obtained through the observations and the interview are discussed in relation to the literature review and research questions of the study.

It was found that the observed and interviewed teacher clearly adopted Macaro's (2001, 2014) optimal position in her EFL teaching, as she defended a major use of the TL but also gave pedagogical value to the judicious and rational use of the L1 when necessary. In fact, she highlighted one of the benefits of the L1 use explained in the theoretical framework. That is, she agreed with Auerbach (1993) and Hall and Cook (2012) when she mentioned that the L1 can be beneficial to build equitable and closer relationships between the teacher and the students. However, she thought that the TL should be maximized in the EFL class to ensure more learning gains for the students. With this idea, she disagreed with Cummins (2008, as cited in Inbar-Lourie, 2010) and Cameron (2001), because they stated that there is no evidence of a proportional relationship between the amount of TL and the learning gains.

The teacher said she used an 80-90% of English and a 10-20% of Catalan in her classes, which showed that she took into consideration her beliefs when teaching. This idea was confirmed with the observation, as it was found that the observed percentages of use of each language coincided with what she said: 83% of English and a 17% of Catalan. So,

it can be said that the teacher's optimal position regarding the L1 use was not only a theoretical position but also something she took into account when teaching.

In accordance with this optimal position, it has been found that the results confirm Yadav's (2014) claim that some techniques should be used before turning to the L1. In fact, the teacher said that she only uses the L1 if other resources like visual aids or the pupils' participation are not enough for students to understand her message. However, observing her EFL teaching it was found that she does not only use these two types of resources, but she also uses the other types explained in the theoretical framework: teacher talk, non-verbal communication, realia, routines and repetitions, and others. So, she uses more resources and strategies to maximize the TL than what she is aware of.

With regards to the functions of the language, it was observed that the teacher's biggest use of the L1 was for framework goals (give instructions, discipline and control, give feedback and focus pupils' attention), followed by two core goal functions (explain aspects of the TL, which involves introduce and explain vocabulary and grammar instruction, and motivate students to speak). This shows again that, in general, the teacher's performance in class is in accordance with her beliefs, because in the interview she mentioned the usefulness of the L1 to teach linguistic items (which correspond to the function of explaining aspects of the TL), to control behavioural issues and resolve conflicts (which corresponds to discipline and control), and to give instructions. In fact, she highlighted the efficiency of the L1 to discipline and control in many parts of the interview, and this was also the function with more L1 use in the observed sessions (76% of L1). Otherwise, she also mentioned that the L1 could be useful to socialize with students, but on the observed sessions this function was only done in the TL.

It is important to add that, although the teacher argued that the L1 was mainly useful for the functions mentioned before, she explained that she sometimes or rarely uses it also for other functions. But this was not observed in her EFL teaching. So, the teacher said she used the L1 for more purposes than she really did. However, this may depend on the sessions and on the group, because as she said in the interview, the amount of L1 and TL depends on the difficulties and needs of the group.

Regarding the reasons of the teacher's language choices in the EFL classes, in contrast to what Cameron (2001) and Kurniawati (2017) stated, she does not feel pressured to maximize the TL, but she does it because she thinks it is the most natural way to learn it. However, the teacher explained that she does not feel guilty in case she uses the L1 in a lesson, which is in agreement with Hall and Cook's (2013) study, in which there was

not guilt reported on the participants. Related to this, she explained that she probably uses more L1 in middle and superior cycle lessons than in preschool, so she differs with the results of Hall and Cook (2013) and Kurniawati (2017) studies, in which the teachers used more L1 when teaching young or low-level learners. Otherwise, she agreed with Guthrie (1987, as cited in Kim & Elder, 2008) when considering that the type of classroom activity affects her use of the L1, because she explained that the methodology to teach English in preschool (in a symbolic play environment) makes her easier to talk in the TL all the time.

There are also some other reasons for the teacher to use the L1 in the class. The results were similar to Edstrom's (2006) study, as both mentioned that they turn to L1 in occasions for its ease of use, also known as "laziness". She also coincided with Yadav (2014), as she uses the students' L1 to fasten their understanding of the message and thus to save time. This makes a lot of sense when thinking of the functions for which the teacher uses more the L1, because some of these are to explain aspects of the TL and to give instructions, and in both cases the L1 is used to fasten the learners' comprehension, as it is explained in the theoretical framework (see section 2.4, p.13). Finally, it has to be said that what has been found in this study differs from Kim and Elder (2008) and Cameron (2001) results, as the teacher never uses the L1 due to lack of proficiency or confidence in the TL.

Overall, it can be said that the teacher has strong beliefs about the optimal position and she puts them into practice when teaching in EFL classes, as she is completely aware of the percentage of L1 and TL she uses. On the other hand, the observation permitted realizing that she is not so aware of other aspects of her teaching such as the resources and strategies she uses and the functions for which she uses the L1. This is because it was observed that the teacher used more resources and strategies to avoid L1 use than what she said, and that she used the L1 for fewer functions than what she mentioned in the interview. So, unlike what Levine (2003) state, the teacher does not use more but less L1 than what she thinks. Thus, this clearly evidences how conscious is she about her beliefs when teaching.

To sum up, the results and discussion allow us to provide an answer to the research questions of the study. Regarding the question "What are the functions of L1 use in teaching in EFL preschool classes?", it has been found that in the studied context, the L1 in teaching in EFL preschool classes is used for framework goals functions (give instructions, discipline and control, give feedback and focus pupils' attention) as well as for some core goals functions (explain aspects of the TL, which involve introduce and

explain vocabulary and grammar instruction, and motivate students to speak). More specifically, the function with more L1 use was discipline and control. About the second question, “What are the teachers’ beliefs towards the L1 use in teaching EFL?”, it has been found that the studied teacher defends an optimal position in the EFL classes. She believes that TL has to be the main language used in the class, but the L1 can also be used if necessary, as it can be useful for some functions to help students on their learning.

4. Conclusions

4.1. Personal reflections

To conclude, it has to be said that all this study and its instruments allowed us to have enough information and data to answer the research questions and to achieve all the objectives in their totality. Specifically, the observation grids and their posterior analysis allowed reaching the first aim, which was “to analyse the functions of L1 and TL use in teaching EFL to preschool students and to compare them”, while the information obtained in the interview helped to fulfil the second one, “to discover the teachers’ beliefs and perceptions towards the use of L1 in EFL classes”. Finally, both instruments were necessary for the third objective, “to examine if teachers’ L1 use is justified by their beliefs”, which could only be achieved after the other two were.

This study contributes in gaining some knowledge about the topic of the L1 in teaching in EFL classes. It helps to realize about the importance of this topic and the big debate that surrounds it, because there are many different opinions regarding the role that the L1 has to have in the EFL class. This study also helps to discover that there is lack of research and information on the topic when it regards to very young learners, likewise it is a contribution to it. Moreover, it also fosters learning about the multiple benefits that the L1 can have when learning a new language when it is used correctly, as well as its possible drawbacks if not. It also offers information about the possible functions that the L1 of the students can have when teaching EFL, mentions some resources or strategies to maximize the TL in the class and avoid turning to the L1 when it is not necessary, and explains some things that teachers take into account when choosing the language used in their classes.

Overall, this dissertation enabled studying all these concepts and ideas in a preschool context. So, it makes it able to contrast all the theory with reality, that is, to compare the beliefs and opinions about the L1 use of an active EFL preschool teacher and to observe

her classroom practices. Thus, this is why it is previously said that this study contributes to the lack of information on the L1 use topic when it regards to very young learners. It was found that the teacher defended an optimal position; that she used the L1 mostly to discipline and control, but also for other framework goal functions (give instructions, give feedback and focus pupils' attention) and core goal functions (explain aspects of the TL, which involve introduce and explain vocabulary and grammar instruction, and motivate students to speak); and that her use of the L1 was completely adjusted to her beliefs.

Personally, with regards to the research process, this dissertation made me realize about the importance of having good instruments which make it able to collect all the necessary information, as they are essential to obtain results, achieve the objectives, answer the research questions and get to some conclusions. Moreover, I have also learnt the different parts that a research project has and the different steps that has to be followed in any research process to carry it out successfully, as well as all the work of much importance that is hidden behind, such as designing the instruments, listening to the recordings and transcribing the data, and so on.

4.2. Limitations and improvements

First, it has to be said that the findings of this study are not transferable to any other school nor cannot be generalized to all the EFL preschool contexts, as the data was just collected in one school, over a short period of time. In relation to this, it has to be said that the obtained results were generalized to the particular school, but the findings were different for each group students. So, probably more functions of the language (both L1 and TL) could have been found if more observations of different groups were done. In fact, it was previously planned to do two observations more, but this could not be done because of the closure of the school due to the Covid-19 situation.

Secondly, it has to be said that although my role was as observer with no participation, my presence in the classes was probably a factor that unconsciously interfered the conduct of the lessons, putting pressure on the teacher or distracting the children, and so affecting the results. Moreover, as I previously explained to the teacher that I would be observing the languages she used when teaching, this could also have increased her attention to the language, therefore also altering the results. This could have been avoided just saying to the teacher that I would observe the development of the class without specifying the aspect in which I would focus.

Finally, as it was the first time for me to do a final dissertation, there were some other things I did in a certain manner that now I realize I should have done differently. This is the case of the writing of the theoretical framework, which was written at the same time the data was being collected in the school, while it should have been written before. This way, I should have had more knowledge on the topic, which may have helped me to do the observations more consciously and deeply from the very beginning (as in the first one I was a bit lost and I did not know how to classify the different segments of teacher talk), paying attention to all the details.

4.3. Future perspectives and further research

This dissertation helped me to learn about the role of the L1 in the EFL classes, which is a topic for which I had many doubts before. I think that as a future English teacher, knowing the possible benefits and drawbacks that the L1 can have in the EFL class and being aware of the functions it can fulfil, is of much importance to use it consciously and efficiently.

Related to this, carrying out this study also made me realize on the importance of doing more research on the topic when it regards to young learners, because although English learning programs with young learners are increasing more and more around the world, and the role of the teacher is very important at those ages, there is lack of information. So, these teachers should have more knowledge on the topic to act with more awareness in their EFL classes.

Lastly, while doing this dissertation, it was also considered that the use of L1 in relation to the teaching methodology could be a topic to investigate further. That is, it could be interesting to collect data in another EFL preschool context in which the methodology used to teach the TL was different from the one used in the studied school. This could give information about how much the amount of L1 use and L1 functions depends on the methodologies used.

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6. Appendices

6.1. Appendix 1: Observation grid

OBSERVATION GRID: Use of L1 and TL in teaching in EFL preschool classes		
Session:	Date:	Number of students:

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
CORE GOALS	Explain aspects of the TL								
	Introduce and explain vocabulary								
	Grammar instruction								
	Talk about culture								
	Comment on FL culture								
	Contrast FL cultural practices with L1 cultural practices								
	Elicit language								
	Elicit vocabulary								

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
	Elicit grammar								
	Elicit own-language equivalents to prevent misunderstandings								
	Check and help understanding (of concept, talk, text, instructions)								
	Give feedback (of linguistic items)								
	Motivate students to speak								
FRAMEWORK GOALS	Give instructions								
	Discipline and control								
	Give feedback								

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
	Focus pupils' attention								
SOCIAL GOALS	Informal, friendly talk with pupils								
	Demonstrate empathy or show solidarity with the learners								
	Encourage and comfort students								
	Express personal concern and sympathy								

Comments:

6.2. Appendix 2: Data from the observation grids

OBSERVATION GRID: Use of L1 and TL in teaching in EFL preschool classes		
Session: 1	Date: 03/02/2020	Number of students: 13 (P5)

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
CORE GOALS	Explain aspects of the TL								
	Introduce and explain vocabulary	1		X	X			Understands the vocabulary thanks to the gestures of the teacher.	
		2		X	X				
		3		X	X			Understands the vocabulary thanks to the realia.	
		4		X	X			Understands some of the vocabulary.	
		5		X	X				Although he nods, he does not understand what the teacher is saying.
		6		X	X			Understands the vocabulary thanks to the realia.	
		7		X	X			Understands the vocabulary thanks to the gestures.	

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
	8		X	X			Understands the vocabulary thanks to the realia.	
	9	X	X	X			Understands the vocabulary when it is translated to the L1.	
	10		X	X			Understands the vocabulary thanks to the realia.	
	11		X	X			Understands the vocabulary thanks to the gestures and realia.	
	12		X			X		Do not understand what the teacher is saying and do not pay attention to her.
Grammar instruction	1		X	X			Understands the questions and answers them appropriately.	
	2	X		X			Understands the question and answers it, when it is translated.	
Talk about culture								
Comment on FL culture								
Contrast FL cultural practices with L1 cultural practices								
Elicit language								
Elicit vocabulary	1		X	X			Understands the questions and answers them appropriately.	

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
	2		X	X			Finishes the teacher's sentence appropriately.	
	3		X			X	Finish the teacher's sentences appropriately.	
	4		X	X			Although he does not understand the questions of the teacher, he produces the language the teacher expects him to produce.	
	5		X	X			Understands the questions and answers them appropriately.	Does not know some of the vocabulary that the teacher expects him to produce, so he does not answer.
	6		X	X				Does not understand what the teacher is asking him, so he does not elicit vocabulary.
Elicit grammar								
Elicit own-language equivalents to prevent misunderstandings								
Check and help understanding (of concept, talk, text, instructions)								
Give feedback (of linguistic items)	1		X	X				
	2		X	X				

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
	3		X			X		
	4		X			X		
Motivate students to speak	1		X			X	Understand what the teacher asks them, and they do it. They repeat the sentences. They have done it other times (routine).	
	2		X	X				Does not understand exactly what the teacher is asking him.
	3		X	X				Does not answer the questions because he does not understand them.
	4		X	X			Understands the questions, answers them appropriately and participates in the conversation.	
	5		X	X				Does not understand exactly what the teacher is asking him.
	6		X	X				Does not understand exactly what the teacher is asking him.
	7		X	X				Does not answer the questions because he does not understand them.
	8		X	X				Understands the questions, answers them appropriately

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
								and participates in the conversation.	
FRAMEWORK GOALS	Give instructions	1		X			X	Understand and follow the instruction. They know what it means because they have heard it other times (routine).	
		2		X	X			Understands and follows the instruction. He knows what it means because he has heard it other times (routine).	
		3		X			X	Understand that it's time to start playing.	
		4		X	X			Understands the instruction and pay attention to the teacher.	
		5		X	X			Understands and follows the instruction, thanks to the gestures of the teacher.	
		6		X			X	Understand and follow the instruction, with help of the gestures of the teacher.	
		7		X		X		Understand and follow the instruction, thanks to the gestures of the teacher.	

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
	8		X			X	Understand and some follow the instruction. They know what it means because they have heard it other times (routine).	
	9	X			X		Understand and follow the instruction.	
	10	X				X	Understand the instruction, but only some of them follow it.	
	11	X				X	Understand and follow the instruction.	
	12	X				X	Understand, answer the question and follow the instruction.	
Discipline and control	1		X			X		Do not listen to the teacher and keep talking. They do not understand the information.
	2	X				X	Understand the information and answer the question. Silence in the class.	
	3	X		X			Understands the question and answers it.	
	4	X				X	Understand the information and answer the question. Silence in the class.	
	5		X	X			Understands and answers using the same structure.	

Language functions	Observation	Language used		Addressee			Effect on learners		
		L1	TL	PI	LG	WC	Positive	Negative	
	6	X			X		Understand the information and react to it.		
	7	X			X		Understand the information and react to it.		
	8	X			X		Understand the information and react to it.		
	9	X		X			Understands the information and reacts to it.		
	10	X		X			Understands the information and reacts to it.		
	11	X		X			Understands the information and reacts to it.		
	12	X		X			Understands the information, answers the questions and reacts to it.		
	13		X	X			Understands the information and reacts to it.		
	14	X		X			Understands the information and reacts to it.		
	15		X		X		Understands the information and reacts to it.		
	Give feedback	1		X	X			Understands and reacts to it.	
		2	X				X		
		3	X				X	Understand, answer the questions and react to it.	

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
	Focus pupils' attention	1		X			X		Do not pay attention, they keep talking.
		2		X			X		Do not pay attention, they keep talking.
		3		X			X	Pay attention and start counting with the teacher.	
		4	X				X	Pay attention to the teacher.	
		5	X				X		Do not pay attention, they keep talking and playing.
SOCIAL GOALS	Informal, friendly talk with pupils	1		X	X			Understands the teachers' questions and answers it.	
	Demonstrate empathy or show solidarity with the learners								
	Encourage and comfort students								
	Express personal concern and sympathy								

Comments:

The teacher uses **gestures**, **mimes** and **realia** (objects of the different corners of the environment) during the session and sings two **songs** at the end to make children realize it is time to tidy up and to finish the class. The songs are always the same. Moreover, the teacher uses simple language.

OBSERVATION GRID: Use of L1 and TL in teaching in EFL preschool classes

Session: 1	Date: 03/02/2020	Number of students: 13 (P5)
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Language functions	Observation	
CORE GOALS	Explain aspects of the TL	
	<table border="1"> <tr> <td data-bbox="226 459 456 2038">Introduce and explain vocabulary</td> <td data-bbox="456 459 1444 2038"> <ol style="list-style-type: none"> 1. T: My name is M. What's your name? Child: M. T: M, how are you today? How are you today? Are you <u>happy</u>? Are you <u>fine</u>? Are you <u>sad</u>? How are you today? <u>Happy</u>? Child: Yes. 2. T: Where's the <u>money</u>? Do you know where's the <u>money</u>? There were a lot of <u>money</u>! 3. T: What is this? <u>Grapes</u>. How much are the <u>grapes</u>? Child: Nine. T: Nine euros, ok. How much is the <u>tomato</u>? Five? Ten? Child: Ten. T: Ten euros! And do you know what is this? An o... An <u>orange</u>. How much is the <u>orange</u>? Child: Eight. T: Eight euros? And a <u>fried egg</u>? How much is it? 4. T: Where is the <u>money</u>? Is it in the <u>house</u>? In a <u>drawer</u>? Child: Sí, l'he buscat pel terra. T: Ok! Or do you go to the <u>bank</u>? Do you go to the <u>bank</u>? Child: (nods) 5. T: I think it's <u>empty</u>. <u>Empty</u>. There's no <u>money</u> inside, maybe we can find another <u>wallet</u>. Child: (nods) 6. T: What is that? A <u>sausage</u>? Mmm... delicious! 7. T: I can help you to cover the <u>leg</u> with that <u>bandage</u>. Child: No. T: No? Oh, ok, the <u>knee</u>! 8. T: S, are you the <u>doctor</u>? Do you want this <u>overall</u>? Child: (nods) T: This <u>overall</u> is really cute! Are you the <u>doctor</u>? Do you need the <u>bandage</u>? Child: (nods) 9. T: Is your <u>daughter</u>? Yes? Child: (nods) T: How old is she? One <u>month</u>, two <u>months</u>, three... Child: No T: No <u>months</u>? <u>Month</u>, <u>mesos</u>. Child: Zero </td> </tr> </table>	Introduce and explain vocabulary
Introduce and explain vocabulary	<ol style="list-style-type: none"> 1. T: My name is M. What's your name? Child: M. T: M, how are you today? How are you today? Are you <u>happy</u>? Are you <u>fine</u>? Are you <u>sad</u>? How are you today? <u>Happy</u>? Child: Yes. 2. T: Where's the <u>money</u>? Do you know where's the <u>money</u>? There were a lot of <u>money</u>! 3. T: What is this? <u>Grapes</u>. How much are the <u>grapes</u>? Child: Nine. T: Nine euros, ok. How much is the <u>tomato</u>? Five? Ten? Child: Ten. T: Ten euros! And do you know what is this? An o... An <u>orange</u>. How much is the <u>orange</u>? Child: Eight. T: Eight euros? And a <u>fried egg</u>? How much is it? 4. T: Where is the <u>money</u>? Is it in the <u>house</u>? In a <u>drawer</u>? Child: Sí, l'he buscat pel terra. T: Ok! Or do you go to the <u>bank</u>? Do you go to the <u>bank</u>? Child: (nods) 5. T: I think it's <u>empty</u>. <u>Empty</u>. There's no <u>money</u> inside, maybe we can find another <u>wallet</u>. Child: (nods) 6. T: What is that? A <u>sausage</u>? Mmm... delicious! 7. T: I can help you to cover the <u>leg</u> with that <u>bandage</u>. Child: No. T: No? Oh, ok, the <u>knee</u>! 8. T: S, are you the <u>doctor</u>? Do you want this <u>overall</u>? Child: (nods) T: This <u>overall</u> is really cute! Are you the <u>doctor</u>? Do you need the <u>bandage</u>? Child: (nods) 9. T: Is your <u>daughter</u>? Yes? Child: (nods) T: How old is she? One <u>month</u>, two <u>months</u>, three... Child: No T: No <u>months</u>? <u>Month</u>, <u>mesos</u>. Child: Zero 	

Language functions	Observation
	<p>T: Oh! Zero. Ok.</p> <p>10. T: This is the <u>stethoscope</u>.</p> <p>11. T: Oh, you have an <u>emergency</u>! We have to call the <u>doctor</u> and go to the <u>hospital</u>. Are you ready to go to the <u>hospital</u>? Child: (nods) T: Yes? Ok. Now, you have to take <u>ten pills</u>. <u>One, two, three, four, five, six, seven, eight, nine, ten. Ten pills!</u></p> <p>12. T: Oh my god! This house is a <u>mess</u>. A <u>mess</u>. All is on the floor. This is the mechanic's <u>overall</u>.</p>
Grammar instruction	<p>1. T: My name is M. <u>What's your name?</u> Child: M. T: M, <u>how are you today? How are you today? Are you happy? Are you fine? Are you sad? How are you today? Happy?</u> Child: Yes.</p> <p>2. T: <u>Do you like sausages? Do you like? T'agraden?</u> Child: No.</p>
Talk about culture	
Comment on FL culture	
Contrast FL cultural practices with L1 cultural practices	
Elicit language	
Elicit vocabulary	<p>1. T: My name is M. <u>What's your name?</u> Child: M. T: M, <u>how are you today? How are you today? Are you happy? Are you fine? Are you sad? How are you today? Happy?</u> Child: Yes.</p> <p>2. T: What's your name? <u>My name is...</u> Child: B.</p> <p>3. T: <u>We can play in the s...</u> Children: School T: In the school corner, very good! <u>In the d...</u> Children: Doctor T: In the doctors'! <u>Or in the...</u> Children: Supermarket T: Supermarket! <u>Or in the...</u> Children: Casa T: <u>Hou...</u> Children: House T: In the house! <u>Or in the...</u> Children: Mechanic</p>

Language functions	Observation
	<p>T: In the mechanics'!</p> <p>4. T: What are you going to do now? Are you going to work? Are you going to prepare a car? <u>Yes?</u> Child: Yes. T: How many of them? <u>One, two, three, four?</u> Child: Five, six, seven, eight, nine, ten, eleven, twelve...</p> <p>5. T: What is this? Grapes. How much are the grapes? Child: Nine. T: Nine euros, ok. How much is the tomato? <u>Five? Ten?</u> Child: Ten. T: Ten euros! And do you know what is this? <u>An o...</u> An orange. How much is the orange? Child: Eight. T: Eight euros? And a fried egg? How much is it?</p> <p>6. T: Is your daughter? <u>Yes?</u> Child: (nods) T: How old is she? <u>One month, two months, three...</u> Child: No T: No months? Month, mesos. Child: Zero T: Oh! Zero. Ok.</p>
Elicit grammar	
Elicit own-language equivalents to prevent misunderstandings	
Check and help understanding (of concept, talk, text, instructions)	
Give feedback (of linguistic items)	<p>1. T: What's your name? Child: My name is O. T: <u>Very good!</u> My name is O.</p> <p>2. T: What's your name? Child: My name is K. T: And how are you today? Child: Happy. T: Happy! <u>Very good!</u></p> <p>3. T: How are you today? Happy? Child 1: Halloween! Child 2: Happy Halloween!</p>

Language functions	Observation
	<p>T: <u>Happy Halloween?</u> But now it's not Halloween time.</p> <p>4. T: <u>We can play in the s...</u> Whole group: School T: <u>In the school corner, very good!</u></p>
<p>Motivate students to speak</p>	<p>1. T: <u>Let's say:</u> good afternoon! Children: Good afternoon! T: Good afternoon everybody! Children: Good afternoon everybody!</p> <p>2. T: <u>What are you going to do now? Are you going to work? Are you going to prepare a car? Yes?</u> Child: Yes. T: <u>How many of them?</u> One, two, three, four? Child: Five, six, seven, eight, nine, ten, eleven, twelve...</p> <p>3. T: <u>Where's the money? Do you know where's the money?</u> There were a lot of <u>money!</u></p> <p>4. T: <u>What is this?</u> Grapes. <u>How much are the grapes?</u> Child: Nine. T: Nine euros, ok. <u>How much is the tomato?</u> Five? Ten? Child: Ten. T: Ten euros! <u>And do you know what is this?</u> An o... An orange. <u>How much is the orange?</u> Child: Eight. T: Eight euros? <u>And a fried egg? How much is it?</u></p> <p>5. T: <u>Where is the money? Is it in the house? In a drawer?</u> Child: Sí, l'he buscat pel terra. T: Ok! <u>Or do you go to the bank? Do you go to the bank?</u> Child: (nods)</p> <p>6. T: Wow! One, two, three twins! <u>Do you know all the names? What's her name?</u> Mary? Rose? <u>What's her name?</u> Child: No. T: No? But this can be Mary, this Susan...</p> <p>7. T: <u>Where do you go? Do you go to the park?</u> Child: (smiles)</p> <p>8. T: <u>What's your name?</u> Child: My name is P. T: <u>Are you sure? Your name is P?</u> Child: (nods) T: Ok, and <u>what's the matter with the baby?</u> Child: Té mal a la cama. T: The leg? <u>She has broken the leg? Poor... What's her name?</u> Child: A. T: A? Oh... A has broken the leg.</p>

	Language functions	Observation
FRAMEWORK GOALS	Give instructions	<ol style="list-style-type: none"> 1. T: Let's sit down. Sit down on the floor. Ok, sit down on the floor. On the floor, yes. Let's sit down on the floor and cross your legs. Ok, let's sit down on the floor. 2. T: B, sit down. 3. T: Play where you prefer. 4. T: Sit down and relax. B, look at me. Relax. 5. T: Now, breathe in... and breathe out, breathe in... and breathe out. 6. T: Put the trainers here. 7. T: All the food must be on the supermarket. Put all the food on the trolley. All the food on the trolley and then you go to the supermarket. 8. T: A veure! <u>It's time to tidy up!</u> 9. T: A endreçar. Hem de recollir ara, no jugar, recollir. 10. T: Endreceu siusplau o no anireu al pati, li diré a la M que avui no anireu al pati. 11. T: Aneu a seure. Seiem tots a terra fent una rotllana, tots al terra asseguts fent un cercle. A, tu també. B, al terra fent una rotllana. O, seu bé. 12. T: Qui hi havia jugant a la casa? Children: Jo. T: Doncs acabeu d'endreçar-la. Els altres aneu al pati.
	Discipline and control	<ol style="list-style-type: none"> 1. T: Do you listen to L? 2. T: A veure... mireu, jo m'esperaré fins que vosaltres feu silenci. I si no fem silenci, sabeu què passarà? Child: Que no podem jugar. T: Que no podreu jugar... No play. 3. T: M, a tu t'ha agradat que t'escoltessin? T'agrada que t'escoltin? Child: Sí. 4. T: Us agrada que us escoltin? Children: Sí. T: Doncs mireu, ara en L parlava i ningú l'escoltava... o casi ningú. 5. T: M, we don't play like that. Child: Yes, we play like that. 6. T: No, això no. This is from the mechanics'. 7. T: No es poden fer lluites als ambients, hem de jugar tranquil·lament.

Language functions	Observation
	<p>8. T: Escolteu-me bé. Si no us calmeu haureu d'anar a l'altra classe.</p> <p>9. T: J, tu ja has estat amb mi a la primera hora, ara has d'estar amb la M. Vés cap a la classe.</p> <p>10. T: B, aquí no juguem a tirar coses!</p> <p>11. T: Si no estàs tranquil·la t'auras de quedar aquí fins que ho estiguis, d'acord? Child: (nods) T: Hi ha unes normes aquí, si no les compleixes no podràs jugar.</p> <p>12. T: B, no, això no és una pilota. És una taronja per jugar. Ho veus? Mira, ho veus? Què és això? És una pilota o és una taronja? Child: Taronja T: Si la xutes què passarà? Que no servirà per jugar aquí a la classe. Ho veus? Child: Sí. T: Què hem de fer? Jugar bé.</p> <p>13. T: B, don't do that, don't do that.</p> <p>14. T: Deixa d'empipar a la B.</p> <p>15. T: If you don't tidy up you don't go to the playground.</p>
Give feedback	<p>1. T: Tidy up de supermarket. Very good S! Excellent! Thank you S. Child: De res.</p> <p>2. T: Els que estan ajudant a recollir ho estan fent molt bé, perquè s'ha de fer entre tots.</p> <p>3. T: Ara ja haurieu d'estar al pati, però encara estem aquí. Hi ha tots els nens de P4 i els altres de P5. Avui ens hem esverat molt, massa. Així ha quedat aquest material, que ja no es pot aprofitar, s'haurà de llençar. Això passa quan estem esverats, que no sabem què fem i s'espatllen les coses. Què hem de fer ara? Tornar-ho a posar tot nou? No. Què hem de fer S? Child: Tractar bé les joguines. T: Tractar les joguines com voldriem que ens tractessin les nostres. Quan vinguin els de P4 i vegin això trencat què? És just per ells? Children: No. T: A més, no s'ha de desordenar tant i tirar les coses per terra. Això no és jugar bé, oi que no? Children: No.</p>
Focus pupils' attention	<p>1. T: Ready, steady, go!</p> <p>2. T: Ready, steady... silence.</p> <p>3. T: I count to ten: one, two, three, four, five, six, seven, eight, nine, ten.</p>

	Language functions	Observation
		<p>4. T: <u>A veure!</u> It's time to tidy up.</p> <p>5. T: A veure, està tot endreçat? Ho tenim tot endreçat?</p>
SOCIAL GOALS	Informal, friendly talk with pupils	<p>1. Child: Jo sé una miqueta d'anglès perquè vaig a classe d'anglès. Demà vaig a classe d'anglès, a l'escola de Vic. T: You go to Vic and you study English? You learn English in Vic? Child: (nods) T: Ok!</p>
	Demonstrate empathy or show solidarity with the learners	
	Encourage and comfort students	
	Express personal concern and sympathy	

OBSERVATION GRID: Use of L1 and TL in teaching in EFL preschool classes

Session: 2

Date: 06/02/2020

Number of students: 9 (3 of P3, 3 of P4 and 3 of P5)

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
CORE GOALS	Explain aspects of the TL								
	Introduce and explain vocabulary	1		X			X		Do not understand what the teacher is saying and do not pay attention to her.
		2		X			X	Understand the vocabulary and repeat it, thanks to the flashcards and gestures.	
		3		X	X			Understands the vocabulary thanks to the gestures and imitates them.	
		4		X	X				Do not understand what the teacher is saying and do not pay attention to her.
		5		X			X	Listen to the teacher, understand the vocabulary thanks to the realia, and participate in the conversation.	
		6		X	X			Understands the vocabulary and answers the questions.	
		7		X	X			Understands the vocabulary thanks to the gestures and realia.	
		8		X	X			Understands the vocabulary thanks to the gestures and realia.	

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
	9		X		X		Understand the vocabulary thanks to the gestures and realia.	
	10		X	X			Understand the vocabulary thanks to the gestures and realia.	
	11		X	X				Does not understand what the teacher is saying and does not answer appropriately.
Grammar instruction	1		X	X				Do not understand what the teacher is saying and do not pay attention to her.
	2		X			X	Understand the questions and answer them appropriately.	
	3		X	X			Understands the question and repeats it.	
	4		X	X			Understands the question and answers it appropriately.	
	5		X	X			Understands the question and answers it appropriately.	
	6	X		X			Understands the question and answers it, when it is translated.	
	7	X		X			Understand the information.	
Talk about culture								
Comment on FL culture								

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
Contrast FL cultural practices with L1 cultural practices								
Elicit language								
Elicit vocabulary	1		X	X			Understands the question and answers it appropriately.	
	2		X	X			Understands the question and answers it appropriately.	
	3		X			X	Understand the questions, follow the conversation appropriately and elicit vocabulary.	
	4		X		X		Understand the questions, answer them appropriately and elicit vocabulary.	
	5		X	X				Does not understand what the teacher is asking him, so he does not elicit vocabulary.
	6		X			X	Understand the question, answer it appropriately and elicit vocabulary.	
	7		X	X				Do not understand what the teacher is asking him, so he does not elicit vocabulary.
Elicit grammar								
Elicit own-language equivalents to prevent misunderstandings								

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
Check and help understanding (of concept, talk, text, instructions)								
Give feedback (of linguistic items)	1		X	X			Understands it is a positive feedback, he smiles.	
	2		X	X			Understands it is a positive feedback, he smiles.	
Motivate students to speak	1		X		X		Understand the instruction and do it.	
	2		X	X			Understand the first question and answers it.	Do not understand what the teacher says him to say in English, so he does not do it.
	3		X			X	Understand the question and answer it appropriately.	
	4		X	X			Understands the questions and answers them.	
	5		X			X	Some students understand the question and answer it using the L1.	
	6		X	X				Does not answer the questions because he does not understand them.
	7		X	X				Does not answer the questions because he does not understand them.
	8		X	X			Understands the questions and answers them.	
	9		X	X			Understands the question and answers it appropriately.	

	Language functions	Observation	Language used		Addressee			Effect on learners		
			L1	TL	PI	LG	WC	Positive	Negative	
		10	X		X			Understands the question and answers it, when it is translated.		
FRAMEWORK GOALS	Give instructions	1		X			X		Only some students understand and follow the instructions.	
		2		X			X	Understand and follow the instruction, thanks to the gestures and also because they have heard it other times (routine).		
		3		X	X			Understands and follows the instruction. He knows what it means because he has heard it other times (routine).		
		4		X			X	Understand and follow the instruction. They know what it means because they have heard it other times (routine).		
		5		X	X				Does not understand the instruction, he does not follow it.	
		6		X			X		Understand and follow the instruction, with the help of realia.	
		7		X				X	Understand and follow the instruction. They know what it means because they have heard it other times (routine).	

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
							Some start singing the song to tidy up.	
	8		X		X		Understand the instruction.	
	9		X	X			Understands and follows the instruction.	
	10		X	X			Understands and follows the instruction.	
Discipline and control	1		X			X	The student of the conversation understands the information and translates it. The rest also understand and react to it.	
	2	X		X			Does not pay attention to the teacher until she turns to L1.	
	3	X		X			Understands the information.	Does not react to the information.
	4	X		X			Understands the information.	Does not react to the information.
	5	X		X			Understands the information and reacts to it.	
	6	X				X	Understand the information and react to it.	
Give feedback								
Focus pupils' attention	1		X	X				Does not pay attention.

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
		2		X		X		Pay attention to the teacher.	
		3		X			X		Do not pay attention, they keep talking.
SOCIAL GOALS	Informal, friendly talk with pupils	1		X	X				
		2		X			X		Do not understand the questions, and do not answer them appropriately.
		3		X			X	Understand and repeat the sentence.	
		4		X	X			Understands and answers.	
		5		X	X			Understands and answers appropriately.	
		6		X			X	Understand and answer. Others start singing the song of "good bye".	
	Demonstrate empathy or show solidarity with the learners								
	Encourage and comfort students								
	Express personal concern and sympathy								

Comments:

The teacher uses **gestures**, **mimes** and **realia** (objects of the different corners of the environment) during the session and sings two **songs** at the end to make children realize it is time to tidy up and to finish the class. The songs are always the same. She uses **gestures** and **flashcards** to introduce and explain vocabulary. Moreover, the teacher uses simple language.

OBSERVATION GRID: Use of L1 and TL in teaching in EFL preschool classes

Session: 2	Date: 06/02/2020	Number of students: 9 (3 of P3, 3 of P4 and 3 of P5)
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	Language functions	Observation
CORE GOALS	Explain aspects of the TL	
	Introduce and explain vocabulary	<p>1. Child: En L està malalt. T: Oh... he is <u>ill</u>. He is <u>ill</u>. He needs a <u>doctor</u> now.</p> <p>2. T: This is a <u>stethoscope</u>. Children: Stethoscope. T: The stethoscope is from the... Children: Doctor T: The <u>doctor's</u>! And this? <u>Biscuits</u>. Biscuits go to the super... Children: <u>Supermarket</u>. T: Supermarket! And what's that? Children: <u>Onion</u>. T: Onion! Very good L. Onion to the... Children: <u>Supermarket</u> T: <u>Orange</u>. Orange to the... Children: <u>Supermarket</u>. T: Supermarket. <u>Bananas</u>. Bananas from the... Children: <u>Supermarket</u>. T: This is a <u>bandage</u>. Children: Bandage. T: Bandage to the... Children: Doctor. T: <u>Doctor's</u>. And what's that? Injec... Children: ...tion T: <u>Injection</u>. And this? <u>Pills</u>. Children: Pills T: And this? Children: <u>Doctor</u>. T: Doctor. Very good C! And this are... <u>scissors</u>. Children: Scissors. T: Scissors to the... <u>school</u>. Children: School. T: And this? Children: <u>Pencil</u> T: Pencil. And... <u>lettuce</u>. Children: lettuce. T: And what's that? Children: Cotxe T: In English. C... Children: <u>Car</u> T: Car. And? Tools, <u>mechanic tools</u>. Children: Mechanic tools.</p> <p>3. T: Are you <u>ill</u> C?</p>

Language functions	Observation
	<p>Child: (nods) T: <u>Yes?</u> What's the matter? Do you have <u>stomachache</u>? Do you have <u>headache</u>? Child: Yes.</p> <p>4. Child: Mira què he trobat. T: Oh! What's that? An <u>overall</u> to <u>operate</u>.</p> <p>5. T: Do you know what's that? Ba... Child 1: ...nana. T: <u>Banana!</u> And this? A <u>to... mato!</u> What is this? Child 2: <u>Pizza</u> T: And this? Child 1: Taronja T: <u>Orange!</u></p> <p>6. T: E! <u>One, two, three babies?</u> Child: És que són germanes. T: Oh! Are they <u>sisters?</u> Child: Sí, totes tres són germanes.</p> <p>7. T: Do you need a <u>bandage</u> for your <u>arm</u>? Child: (nods) T: Yes, because it <u>hurts</u>. It <u>hurts</u>. Au, au, au... Child: Fa mal. T: Yes, it <u>hurts</u>.</p> <p>8. T: You are the <u>doctor</u>. Child: (nods) T: Look, there's another <u>bandage</u>. There, the <u>bandage</u>. Child: (takes the bandage)</p> <p>9. T: Have you got a <u>headache</u>? Child 1: (nods) T: She's got a <u>headache</u>. She needs <u>pills</u>. Child 2: Té molta febre, està a 40. T: Maybe she needs some <u>pills</u>. Look. Maybe she needs these <u>pills</u>.</p> <p>10. T: Can I take this <u>sausage</u>? Child: (gives the sausage) T: Can I take these <u>cereals</u>? Can I take these <u>cereals</u>, G? Child: Cereals. T: <u>Cereals!</u> Now a <u>cucumber, grapes, tomato, yogurt, potato, carrot and milk</u>.</p> <p>11. Child: Es que nosaltres tenim un cotxet i tenim moltes nenes. T: Wow! Lots of <u>babies!</u> Are they <u>girls?</u> <u>Boys or girls?</u> Are they <u>girls?</u> Child: Tenim moltes coses nosaltres.</p>
Grammar instruction	<p>1. T: <u>How are you today, B? How are you today?</u> Child: (tries to imitate the sentence)</p>

Language functions	Observation
	<p>T: <u>How are you today? Are you happy?</u></p> <p>2. T: <u>Is B here?</u> Child 1: Sí. T: Yes. <u>Is E here?</u> Child 2: Yes. T: Hello E. <u>Is C here?</u> Child 3: Yes.</p> <p>3. Child: Vaig a fer pipí. T: <u>Can I go to the toilet?</u> Child: Can I go to the toilet? T: Yes.</p> <p>4. T: <u>How are you today E?</u> Child: Happy!</p> <p>5. T: L, <u>who is your teacher?</u> Child: M.</p> <p>6. Child: S'han trencat el braç totes tres. T: Wow! Why? <u>They were playing? They were playing? Estaven jugant?</u> Child: Sí, i han caigut.</p> <p>7. T: B, "tidy up" què és? "Tidy up" és endreçar.</p>
Talk about culture	
Comment on FL culture	
Contrast FL cultural practices with L1 cultural practices	
Elicit language	
Elicit vocabulary	<p>1. T: <u>How are you today E?</u> Child: Happy!</p> <p>2. T: L, <u>who is your teacher?</u> Child: M.</p> <p>3. T: <u>The stethoscope is from the...</u> Children: Doctor T: The doctor's! <u>And this? Biscuits. Biscuits go to the super...</u> Children: Supermarket. T: Supermarket! <u>And what's that?</u> Children: Onion. T: Onion! Very good L. <u>Onion to the...</u> Children: Supermarket T: Orange. <u>Orange to the...</u> Children: Supermarket.</p>

Language functions	Observation
	<p>T: Supermarket. Bananas. <u>Bananas from the...</u> Children: Supermarket. T: This is a bandage. Children: Bandage. T: <u>Bandage to the...</u> Children: Doctor. T: Doctor's. <u>And what's that? Injec...</u> Children: ...tion T: Injection. <u>And this? Pills.</u> Children: Pills T: <u>And this?</u> Children: Doctor. T: Doctor. Very good C! <u>And this are...</u> scissors. Children: Scissors. T: <u>Scissors to the...</u> school. Children: School. T: <u>And this?</u> Children: Pencil T: Pencil. <u>And...</u> lettuce. Children: lettuce. T: <u>And what's that?</u> Children: Cotxe T: In English. <u>C...</u> Children: Car T: Car. <u>And?</u> Tools, mechanic tools. Children: Mechanic tools.</p> <p>4. T: <u>Do you know what's that? Ba...</u> Child 1: ...nana. T: Banana! <u>And this? A to... mato! What is this?</u> Child 2: Pizza T: <u>And this?</u> Child 1: Taronja T: Orange!</p> <p>5. T: How are you today, B? How are you today? Child: (tries to imitate the sentence) T: How are you today? <u>Are you happy?</u></p> <p>6. T: <u>And what's that?</u> Children: Cotxe T: In English. <u>C...</u> Children: Car</p> <p>7. Child: Es que nosaltres tenim un cotxet i tenim moltes nenes. T: Wow! Lots of babies! <u>Are they girls? Boys or girls? Are they girls?</u> Child: Tenim moltes coses nosaltres.</p>
Elicit grammar	

Language functions	Observation
Elicit own-language equivalents to prevent misunderstandings	
Check and help understanding (of concept, talk, text, instructions)	
Give feedback (of linguistic items)	<p>1. T: <u>What's that?</u> Child: Onion. T: Onion! <u>Very good L.</u> Child: (smiles)</p> <p>2. T: <u>And this?</u> Child: Doctor. T: Doctor. <u>Very good C!</u> Child: (smiles)</p>
Motivate students to speak	<p>1. Child: És vermell. T: <u>Say it in English.</u> Children: Red.</p> <p>2. T: <u>Is G in the class?</u> Child: Yes. T: Yes, here. <u>Say: here.</u></p> <p>3. T: <u>And what's that?</u> Children: Cotxe T: <u>In English. C...</u> Children: Car</p> <p>4. T: <u>Are you ill C?</u> Child: (nods) T: Yes? <u>What's the matter? Do you have stomachache? Do you have headache?</u> Child: Yes.</p> <p>5. T: <u>Is A ill?</u> Child 1: No, està a una altra classe. Child 2: O potser s'ha barrejat.</p> <p>6. T: <u>Do you go to the doctor?</u> Child: Sí, perquè m'he trencat el braç. T: <u>What were you doing? Were you jumping? Or playing basketball? You fell down on the floor and broke your arm? Oh... what a pity...</u></p>

	Language functions	Observation
		<p>7. T: <u>Who's that baby? Is it your baby? What's her name? Susan? Her name?</u> No? <u>What's her name? Mary?</u> Ok, when you decide you tell me what's her name. She's very nice! <u>Is she sleeping? Are you sleeping?</u></p> <p>8. T: E! <u>One, two, three babies?</u> Child: <u>És que són germanes.</u> T: Oh! <u>Are they sisters?</u> Child: <u>Sí, totes tres són germanes.</u></p> <p>9. T: <u>What's your name?</u> Child: E.</p> <p>10. Child: <u>S'han trencat el braç totes tres.</u> T: <u>Wow! Why? They were playing? They were playing? Estaven jugant?</u> Child: <u>Sí, i han caigut.</u></p>
FRAMEWORK GOALS	Give instructions	<p>1. T: Come here! B, come here! Ok, come here and make a row. Yes, first, second, third, fourth... Here. G! Wait here, don't run. Ok. B, here, follow me, don't run.</p> <p>2. T: Now, let's sit down and make a circle. Sit down and make a circle.</p> <p>3. T: B, don't sit down here. On the floor, on the floor.</p> <p>4. T: Ok, now it's time to play.</p> <p>5. T: B, write the names.</p> <p>6. T: <u>We can bring all the food to the shop. Yes, with these bags. Can you help me? Who can help me? Can you help me?</u></p> <p>7. T: Now it's time to tidy up. Children: (start singing the song to tidy up)</p> <p>8. T: Give it to M. Child: <u>Li hem de donar a la M.</u></p> <p>9. T: E, look here. Help everybody, help.</p> <p>10. T: E, stand up please.</p>
	Discipline and control	<p>1. Child: No cal cridar tant. T: <u>Yes, we don't have to shout. Speak, speak but don't shout.</u> Child: <u>Només cal... Tenim de parlar més normal.</u></p> <p>2. T: B, sit down please. Sit down. <u>B, si no fas cas no tindrem temps de jugar. No play, yes?</u></p> <p>3. T: B, look, it's time to tidy up. <u>Has d'endreçar com tothom. Escolta'm bé, tots els nens aquesta estona hem d'endreçar, no pot haver-hi cap joguina.</u></p>

	Language functions	Observation
		<p>4. T: Si no endreces li diré a la M que et quedis a la classe, no podras sortir al pati.</p> <p>5. T: Si no endreces no jugaràs, perquè mira com ajuden els altres nens.</p> <p>6. T: No, a veure, no. No anirem cap al pati. Si no està tot endreçat no anem al pati. No, perquè ara esteu fent una mica el burro en comptes d'endreçar. Doncs mira, ens quedarem aquí fins que estigui tot endreçat. Child: No podem anar al pati.</p>
	Give feedback	
	Focus pupils' attention	<p>1. T: Oh, look!</p> <p>2. T: <u>Oh my god! Look!</u> All the supermarket food is on the bed.</p> <p>3. T: Ready, steady... silence.</p>
SOCIAL GOALS	Informal, friendly talk with pupils	<p>1. Child: Falten els de P3. T: Yes? Ok. Thank you.</p> <p>2. T: Is S in another space? Child 1: Està als blancs. T: But she must be in this group... Child 1: No, perquè va a l'altre classe. Child 2: Està amb els blancs.</p> <p>3. T: Good afternoon! Children: Good afternoon!</p> <p>4. T: I will come back! Child: Vale, vale.</p> <p>5. T: Is this yours B? Child: Sí, es meva.</p> <p>6. T: Bye bye. Children: Bye bye! (Some start singing the song of "good bye")</p>
	Demonstrate empathy or show solidarity with the learners	
	Encourage and comfort students	
	Express personal concern and sympathy	

OBSERVATION GRID: Use of L1 and TL in teaching in EFL preschool classes

Session: 3

Date: 10/02/2020

Number of students: 11 (P5)

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
CORE GOALS	Explain aspects of the TL								
	Introduce and explain vocabulary	1		X	X				Although the teacher's gestures, he does not understand the vocabulary.
		2		X			X	Understand the vocabulary thanks to the translation of a child.	
		3		X			X	Understand the vocabulary thanks to the flashcards.	
		4		X	X			Understand the vocabulary thanks to the gestures and realia.	
		5		X	X				Does not understand what the teacher is asking him.
		6		X	X			Understands the vocabulary thanks to the gestures and realia.	
		7		X	X			Understands the vocabulary thanks to the gestures and realia.	
		8		X			X		Understand the vocabulary thanks to the gestures and realia.

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
Grammar instruction	1		X	X				Does not understand the questions, so he does not answer them appropriately.
	2		X	X			Understands the questions and answers them appropriately.	
	3		X		X			Do not understand what the teacher is saying.
Talk about culture								
Comment on FL culture								
Contrast FL cultural practices with L1 cultural practices								
Elicit language								
Elicit vocabulary	1		X	X				Does not understand the questions, so he does not answer them appropriately.
	2		X	X			Understands the questions and answers them appropriately, eliciting the expected vocabulary.	
Elicit grammar								
Elicit own-language equivalents to prevent misunderstandings								
Check and help understanding (of concept, talk, text, instructions)								
Give feedback (of linguistic items)	1		X	X				

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
	Motivate students to speak	1		X	X			Understands the questions, answers them and participates in the conversation.	
		2		X		X			Do not answer the questions because they do not understand them.
		3		X		X		Understand the questions, answer them and participate in the conversation.	
		4		X		X			Do not understand exactly what the teacher is asking them.
		5	X	X	X			Understand some questions and answer them. In other questions he does not answer until they are translated.	
FRAMEWORK GOALS	Give instructions	1		X			X		Do not follow the instruction.
		2		X			X	Understand and follow the instruction. They know what it means because they have heard it other times (routine).	
		3		X	X			Understands and follows the instruction.	
		4		X	X			Understands and follows the instruction.	
		5	X					X	Understand and follow the instructions when it is translated.

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
	6		X			X	Understand and follow the instruction.	
	7		X			X	Understand and follow the instruction. They know what it means because they have heard it other times (routine).	
	8		X	X			Understands and follows the instruction, thanks to the gestures of the teacher.	
	9		X		X		Understand and follow the instruction.	
	10		X			X	Understand and follow the instruction. They know what it means because they have heard it other times (routine). Some start singing the song to tidy up.	
	11		X	X			Understand and follow the instruction.	
	12		X			X	Understand and follow the instruction.	
Discipline and control	1		X	X			Understand he has to stop speaking and reacts to it.	
	2	X				X	Understand the information and some react to it.	
	3	X		X			Understand the information and react to it.	
	4	X				X	Understand the information and some react to it.	

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
		5	X				X	Understand the information and some react to it.	
		6		X			X	Understand the information, answer and react to it.	
		7	X				X	Understand the information.	
		8	X				X	Understand the information and react to it.	
	Give feedback								
	Focus pupils' attention	1		X			X	Pay attention. Silence in the class.	
		2	X				X	Pay attention to the teacher.	
	SOCIAL GOALS	Informal, friendly talk with pupils	1		X			X	Understand and repeat the sentence.
2				X			X		
Demonstrate empathy or show solidarity with the learners									
Encourage and comfort students									
Express personal concern and sympathy									

Comments:

The teacher uses **gestures**, **mimes** and **realia** (objects of the different corners of the environment) during the session and sings two **songs** at the end to make children realize it is time to tidy up and to finish the class. The songs are always the same. She uses **gestures** and **flashcards** to introduce and explain vocabulary. Moreover, the teacher uses simple language.

OBSERVATION GRID: Use of L1 and TL in teaching in EFL preschool classes

Session: 3	Date: 10/02/2020	Number of students: 11 (P5)
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Language functions	Observation	
CORE GOALS	Explain aspects of the TL	
	<table border="1"> <tr> <td data-bbox="228 459 456 2004">Introduce and explain vocabulary</td> <td data-bbox="456 459 1444 2004"> <p>1. T: <u>What's your name?</u> Child 1: <u>L.</u> T: <u>How are you today?</u> Child 1: <u>M.</u> T: <u>Oh, who is your teacher? M. How are you today?</u> Child 1: <u>Yes.</u> T: <u>How are you today? Are you <u>fine</u>? Are you <u>happy</u>? Are you <u>surprised</u>? How are you today? Are you <u>angry</u>?</u> Child 2: <u>Hungry.</u> T: <u>Hungry or angry? How are you today?</u> Child 1: <u>Angry</u> T: <u>Angry? Why? Mmm... I don't think so. You look <u>happy</u>.</u></p> <p>2. T: <u>Who's your teacher?</u> Child 1: <u>Estem dient els noms de les mares?</u> T: <u>No, <u>teacher</u>.</u> Child 2: <u>De la mestra.</u> T: <u>This, <u>teacher</u>.</u></p> <p>3. T: <u>Look, an <u>stethoscope</u>.</u> Children: <u>Stethoscope.</u> T: <u><u>Biscuits</u>.</u> Children: <u>Biscuits.</u> T: <u><u>Onion</u>.</u> Children: <u>Onion.</u> T: <u><u>Bed</u>.</u> Children: <u>Bed.</u> T: <u><u>Orange</u>.</u> Children: <u>Orange.</u> T: <u><u>Peppers</u>.</u> Children: <u>Peppers.</u> T: <u><u>Bananas</u>.</u> Children: <u>Bananas.</u> T: <u><u>Bandage</u>.</u> Children: <u>Bandage.</u> T: <u><u>Injection</u>.</u> Children: <u>Injection.</u> T: <u><u>Pills</u>.</u> Children: <u>Pills.</u> T: <u><u>Doctor</u>.</u> Children: <u>Doctor.</u> T: <u><u>Pencil</u>.</u> Children: <u>Pencil.</u></p> </td> </tr> </table>	Introduce and explain vocabulary
Introduce and explain vocabulary	<p>1. T: <u>What's your name?</u> Child 1: <u>L.</u> T: <u>How are you today?</u> Child 1: <u>M.</u> T: <u>Oh, who is your teacher? M. How are you today?</u> Child 1: <u>Yes.</u> T: <u>How are you today? Are you <u>fine</u>? Are you <u>happy</u>? Are you <u>surprised</u>? How are you today? Are you <u>angry</u>?</u> Child 2: <u>Hungry.</u> T: <u>Hungry or angry? How are you today?</u> Child 1: <u>Angry</u> T: <u>Angry? Why? Mmm... I don't think so. You look <u>happy</u>.</u></p> <p>2. T: <u>Who's your teacher?</u> Child 1: <u>Estem dient els noms de les mares?</u> T: <u>No, <u>teacher</u>.</u> Child 2: <u>De la mestra.</u> T: <u>This, <u>teacher</u>.</u></p> <p>3. T: <u>Look, an <u>stethoscope</u>.</u> Children: <u>Stethoscope.</u> T: <u><u>Biscuits</u>.</u> Children: <u>Biscuits.</u> T: <u><u>Onion</u>.</u> Children: <u>Onion.</u> T: <u><u>Bed</u>.</u> Children: <u>Bed.</u> T: <u><u>Orange</u>.</u> Children: <u>Orange.</u> T: <u><u>Peppers</u>.</u> Children: <u>Peppers.</u> T: <u><u>Bananas</u>.</u> Children: <u>Bananas.</u> T: <u><u>Bandage</u>.</u> Children: <u>Bandage.</u> T: <u><u>Injection</u>.</u> Children: <u>Injection.</u> T: <u><u>Pills</u>.</u> Children: <u>Pills.</u> T: <u><u>Doctor</u>.</u> Children: <u>Doctor.</u> T: <u><u>Pencil</u>.</u> Children: <u>Pencil.</u></p>	

Language functions	Observation
	<p>4. T: Are you <u>ill</u>? Maybe you need a <u>bandage</u>. A <u>bandage</u> for your <u>arm</u>. Oh, and this is the <u>stethoscope</u>. <u>Breathe out, breathe in, breathe out, breathe in...</u> I think that you need an <u>injection</u>, here, in your <u>stomach</u>. Now we can put here a <u>cream</u>, this <u>cream</u>. And now <u>pills</u>. Now do you feel better A? Do you feel better? Child: (nods) T: Yes? Do you feel better? And now, let's see the <u>temperature</u>, the temperature.</p> <p>5. T: Are you the <u>doctor</u>, A?</p> <p>6. T: Hello! What's happening here? Are you preparing the <u>dinner</u>? Child: Yes. T: What are you bringing here? <u>Coffee...</u> Oh, no, <u>coffee</u> no, <u>biscuits!</u> Nyam, nyam. <u>Biscuits!</u> <u>Chocolate biscuits!</u> I love them! I love <u>chocolate biscuits</u>. What time is it now? Now it's time to have <u>dinner</u>? It's time to have dinner M? Child: Yes. T: And is the <u>dinner</u> ready? Child: Yes. T: What can I <u>eat</u>? Can I <u>eat</u> something? Child: Nyam, nyam! T: Yes, <u>eat</u>. I want to <u>eat</u> something. Where's the <u>food</u>? Eat. M, can I <u>sit down</u> there? I <u>sit down</u> there, come, come. Child: Sit down. T: I <u>sit down</u> here, and I wait for the <u>dinner</u>. Thank you! Delicious! Child: Té, una salsitxa. T: <u>Sausage!</u> Brilliant! Thank you. Child: Otra sausage. T: Two <u>sausages</u> for me! Child: Y ahora todo esto. T: Oh my god! Mmm... delicious! What can I <u>eat</u> first? Maybe first I <u>eat</u> the <u>sausages</u>? Child: Sí. T: Ok, and this is for <u>dessert</u>.</p> <p>7. T: Can I have some <u>tomatoes</u>? I want <u>tomatoes</u>, yes. Can you give me some <u>tomatoes</u> please? <u>Tomatoes</u>. There are <u>tomatoes</u>, there. Child: (gives something to the teacher) T: No... this is for <u>dessert</u>, the <u>biscuits</u>. Child: (gives another thing to the teacher) T: Very good now! Now I take the <u>fried egg</u>, and two <u>sausages</u>. Mmm... delicious! I like these <u>sausages!</u> Also the <u>tomato sauce</u>. Child: Has acabat? T: Yes, now. I'm very <u>full</u>. I think that you need a <u>trolley</u>, you need this, M, a <u>trolley</u>. If you want to move this to the <u>house</u> or to the <u>supermarket</u> you need a <u>trolley</u>.</p> <p>8. T: Are you <u>ill</u>? Are you <u>ill</u>? Child 1: No.</p>

Language functions	Observation
	<p>T: Is everybody <u>ill</u>? Children: No. T: Oh, no... two <u>doctors</u> and two <u>ill</u> boys. What happened to you? What happened? Do you have <u>stomachache</u>? Or <u>headache</u>? Child 2: M'he fet mal al peu. T: Ah, your <u>foot</u>! Do you want me to cover your <u>foot</u>? It's better if you cover the <u>foot</u> with a <u>bandage</u>.</p>
Grammar instruction	<p>1. T: <u>What's your name?</u> Child 1: L. T: <u>How are you today?</u> Child 1: M. T: Oh, <u>who is your teacher?</u> M. <u>How are you today?</u> Child 1: Yes. T: <u>How are you today? Are you fine? Are you happy? Are you surprised? How are you today? Are you angry?</u> Child 2: Hungry. T: Hungry or angry? <u>How are you today?</u> Child 1: Angry T: Angry? Why? Mmm... I don't think so. You look happy.</p> <p>2. T: <u>What's your name?</u> Child: P. T: <u>Who's your teacher?</u> M... Child: M. T: <u>How are you today, P?</u> Ha... C: ...ppy. T: Happy? Yes.</p> <p>3. Child 1: Puc anar a fer pipí? T: <u>Can I go to the toilet, please?</u> Child 2: Jo també tinc pipí. T: <u>Can I go to the toilet, please?</u></p>
Talk about culture	
Comment on FL culture	
Contrast FL cultural practices with L1 cultural practices	
Elicit language	
Elicit vocabulary	<p>1. T: <u>What's your name?</u> Child 1: L. T: <u>How are you today?</u> Child 1: M. T: Oh, <u>who is your teacher?</u> M. <u>How are you today?</u> Child 1: Yes. T: <u>How are you today? Are you fine? Are you happy? Are you surprised? How are you today? Are you angry?</u> Child 2: Hungry.</p>

Language functions	Observation
	<p>T: Hungry or angry? How are you today? Child 1: Angry T: Angry? Why? Mmm... I don't think so. You look happy.</p> <p>2. T: What's your name? Child: P. T: Who's your teacher? <u>M...</u> Child: M. T: How are you today, P? <u>Ha...</u> C: ...ppy. T: Happy? Yes.</p>
Elicit grammar	
Elicit own-language equivalents to prevent misunderstandings	
Check and help understanding (of concept, talk, text, instructions)	
Give feedback (of linguistic items)	<p>1. T: Can I have some tomatoes? I want tomatoes, yes. Can you give me some tomatoes please? Tomatoes. There are tomatoes, there. Child: (gives something to the teacher) T: No... this is for dessert, the biscuits. Child: (gives another thing to the teacher) T: <u>Very good now!</u> Now I take the fried egg, and two sausages. Mmm... delicious! I like these sausages! Also the tomato sauce. Child: Has acabat? T: Yes, now. I'm very full. I think that you need a trolley, you need this, M, a trolley. If you want to move this to the house or to the supermarket you need a trolley.</p>
Motivate students to speak	<p>1. T: Hello! <u>What's happening here? Are you preparing the dinner?</u> Child: Yes. T: <u>What are you bringing here?</u> Coffee... Oh, no, coffee no, biscuits! Nyam, nyam. Biscuits! Chocolate biscuits! I love them! I love chocolate biscuits. <u>What time is it now? Now it's time to have dinner? It's time to have dinner M?</u> Child: Yes. T: <u>And is the dinner ready?</u> Child: Yes. T: <u>What can I eat? Can I eat something?</u> Child: Nyam, nyam! T: Yes, eat. I want to eat something. <u>Where's the food? Eat. M, can I sit down there? I sit down there, come, come.</u> Child: Sit down. T: I sit down here, and I wait for the dinner. Thank you! Delicious!</p>

	Language functions	Observation
		<p>Child: Té, una salsitxa. T: Sausage! Brilliant! Thank you. Child: Otra sausage. T: Two sausages for me! Child: Y ahora todo esto. T: Oh my god! Mmm... delicious! <u>What can I eat first? Maybe first I eat the sausages?</u> Child: Sí. T: Ok, and this is for dessert.</p> <p>2. Child: Anem d'excursió. T: <u>Where do you go? To the mountains?</u></p> <p>3. T: <u>What are you doing here?</u> Child: Hem fet un supermercat. T: <u>It is a new supermarket?</u> Child: Yes.</p> <p>4. T: <u>Who are repairing the cars? Are you in the mechanics'? Are you repairing the cars? Or other transports?</u> Child: És un helicópter. T: <u>Are you repairing an helicopter? Is the helicopter ok or not ok?</u></p> <p>5. T: M, <u>what happened? What happened?</u> Child: M'he fet mal. T: <u>In your head?</u> Child: Al crani. T: <u>In your head?</u> Child: No, al crani. T: Ok, the skull. And now you are in the doctors. <u>Did you fall down? M, did you fall down? Did you fall down on the floor? What happened to your skull? What is the problem? M, què t'ha passat al cap?</u> Child: Em vaig fer mal. T: <u>But you fell down on the floor? Vas caure?</u> Child: Sí. T: Ok.</p>
FRAMEWORK GOALS	Give instructions	<p>1. T: Let's make a circle, a circle on the floor.</p> <p>2. T: <u>Sit down on the floor.</u> Child: Sit down on the floor. T: A, on the floor. <u>Sit down on the floor everybody.</u></p> <p>3. T: Here, sit down.</p> <p>4. T: Sit down, N.</p> <p>5. T: Repeat after me. A veure, mireu, després de mi haureu de repetir la paraula. Qui no la digui bé no podrà jugar als ambients, al joc simbòlic, d'acord?</p>

	Language functions	Observation
		<p>6. T: Repeat in English.</p> <p>7. T: Ok, now it's time to play.</p> <p>8. T: Take off your trainers.</p> <p>9. Child: Ens podem treure les sabates? T: No, because it's time.</p> <p>10. T: Now it's time to tidy up. Children: (start singing the song to tidy up)</p> <p>11. T: This to the supermarket.</p> <p>12. T: Let's go to the class.</p>
	Discipline and control	<p>1. T: K, do you listen what are we saying?</p> <p>2. T: A veure! It's time to tidy up. <u>Que està endreçat tot això?</u></p> <p>3. T: B, no, escolta, hi ha tot això per ordenar.</p> <p>4. T: A veure, hi ha tot això per ordenar! Tot això.</p> <p>5. T: Falten coses per endreçar encara. Mireu el doctors' com està. Mireu com està.</p> <p>6. T: Please, look at the doctors'. The doctors' is ok? Child: Yes. T: No. The overall is in its place?</p> <p>7. T: Mireu, a partir d'ara... B! L, què fas amb la sabata? A partir d'ara m'apuntaré els nens que es posen a la fila i no endrecen i diré: Aquest no pot jugar, aquest tampoc... perquè no endreça. No s'hi val a que tots els altres vagin endreçant tota l'estona i uns estiguin aquí esperant per marxar. No! Heu d'endreçar. Child: Jo he endreçat. T: Però no endreçar una mica, endreçar tota l'estona. Això em sembla que no queda clar.</p> <p>8. A veure, que no sabeu fer una fila?</p>
	Give feedback	
	Focus pupils' attention	<p>1. T: Ready, steady...</p> <p>2. T: A veure! It's time to tidy up. <u>Que està endreçat tot això?</u></p>
SOCIAL GOALS	Informal, friendly talk with pupils	<p>1. T: Good afternoon! Children: Good afternoon!</p> <p>2. T: Bye bye!</p>

Language functions	Observation
Demonstrate empathy or show solidarity with the learners	
Encourage and comfort students	
Express personal concern and sympathy	

OBSERVATION GRID: Use of L1 and TL in teaching in EFL preschool classes

Session: 4

Date: 12/03/2020

Number of students: 11 (4 of P3, 4 of P4 and 3 of P5).

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
CORE GOALS	Explain aspects of the TL								
	Introduce and explain vocabulary	1		X			X	Understand the vocabulary thanks to the gestures and translation of a child.	
		2		X	X			Understands the vocabulary thanks to the gestures and translation of a child.	
		3		X			X	Understands the vocabulary thanks to the gestures of the teacher.	
		4		X	X			Understands the vocabulary thanks to the gestures of the teacher.	
		5		X			X	Understand the vocabulary and repeat it, thanks to the flashcards.	
		6		X	X			Understands the vocabulary.	
		7		X			X		Do not understand what the teacher is saying.
		8		X	X				
		9		X	X				

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
	10		X	X			Understands the vocabulary thanks to the realia.	
	11		X		X		Understand the vocabulary with help of gestures.	
	12		X	X				Does not understand what the teacher is saying.
	13		X	X			Understands the vocabulary thanks to the gestures and realia.	
	14		X	X			Understands the vocabulary thanks to the realia.	
	Grammar instruction	1		X	X			Understands the questions and answers them appropriately.
	2		X	X			Understands the questions and answers them appropriately, with help of the translation of a child.	
	3		X	X				Does not understand the questions, so he does not answer them appropriately.
Talk about culture								
Comment on FL culture								
Contrast FL cultural practices with L1 cultural practices								
Elicit language								

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
Elicit vocabulary	1		X	X			Understands the questions and answers them appropriately.	
	2		X	X			Understands the questions answers them appropriately, with help of the translation of a child.	
	3		X	X			Understands the questions and answers them.	
	4		X			X	Understand the questions, answer them appropriately and elicit vocabulary.	
	5		X	X				Does not elicit vocabulary.
Elicit grammar	1		X	X				Does not elicit grammar.
Elicit own-language equivalents to prevent misunderstandings								
Check and help understanding (of concept, talk, text, instructions)	1		X	X			Understands thanks to the gestures.	
Give feedback (of linguistic items)	1		X	X				
	2		X			X		
	3		X		X			
	4		X	X				

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
Motivate students to speak	1		X	X				Does not understand exactly what the teacher is asking him.
	2		X	X				Does not understand exactly what the teacher is asking him.
	3		X	X			Understands the questions and participates in the conversation.	
	4		X			X		Do not answer the questions because they do not understand them.
	5		X	X				Does not answer the question because he does not understand it.
	6		X			X		Do not answer the question because they do not understand it.
	7		X	X			Understands the questions and answers, thanks to the gestures.	
	8		X	X				Does not answer the question because he does not understand it.
	9		X	X				Does not answer the question because he does not understand it.
	10		X	X			Understands the questions and answers them.	
	11		X	X				Does not answer the questions because he does not understand them.

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
		12		X	X				Does not answer the questions because he does not understand them.
		13		X	X				Does not answer the questions because he does not understand them.
		14		X	X			Understands the questions and answers, thanks to the realia.	
		15		X	X				Does not produce language.
FRAMEWORK GOALS	Give instructions	1		X			X	Understand and follow the instruction, thanks to the gestures of the teacher. Some know what it means because they have heard it other times (routine).	
		2		X	X			Understands and follows the instruction.	
		3		X	X			Understands and follows the instruction.	
		4		X			X	Understand and follow the instruction.	
		5		X			X	Understand and follow the instruction.	
		6		X	X			Understands and follows the instructions, thanks to the gestures.	

	Language functions	Observation	Language used		Addressee			Effect on learners	
			L1	TL	PI	LG	WC	Positive	Negative
		7		X	X			Understands and follows the instruction.	
		8		X		X		Understand and follow the instruction.	
		9		X			X	Understand and follow the instruction.	
		10		X			X	Understand and follow the instruction, with the help of the translation of a child.	
		11		X		X		Understand and follow the instruction.	
		12		X			X		
	Discipline and control	1		X	X			Understands the information and reacts to it.	
		2	X		X			Understands the information and reacts to it.	
	Give feedback								
	Focus pupils' attention	1		X			X		
		2		X		X		Pay attention to the teacher.	
		3		X			X	Pay attention to the teacher.	
SO CI	Informal, friendly talk with pupils	1		X		X			

Language functions	Observation	Language used		Addressee			Effect on learners	
		L1	TL	PI	LG	WC	Positive	Negative
	2		X			X	Understand and answer. Others start singing the song of "good bye".	
Demonstrate empathy or show solidarity with the learners								
Encourage and comfort students								
Express personal concern and sympathy	1		X		X		Understand and answer to the questions. Solve the problem.	

Comments:

The teacher uses **gestures**, **mimes** and **realia** (objects of the different corners of the environment) during the session and sings two **songs** at the end to make children realize it is time to tidy up and to finish the class. The songs are always the same, but in this session, she introduced a third new song. She uses **gestures** and **flashcards** to introduce and explain vocabulary. Moreover, the teacher uses simple language.

OBSERVATION GRID: Use of L1 and TL in teaching in EFL preschool classes

Session: 4	Date: 12/03/2020	Number of students: 11 (4 of P3, 4 of P4 and 3 of P5).
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	Language functions	Observation
CORE GOALS	Explain aspects of the TL	
	Introduce and explain vocabulary	<p>1. T: Today is <u>Thursday</u>. Child 1: Xursday? T: Today is <u>Thursday</u>. Child 2: És hola? Child 1: Bona tarda? T: Today is <u>Thursday</u>. Child 1: Bona tarda. T: Good afternoon. <u>Monday, Tuesday, Wednesday, Thursday!</u> Child 3: Dijous. T: Yes! Today is <u>Thursday</u>.</p> <p>2. T: What's your name? Child 1: G. T: G, who is your teacher? Is X, E, M? Child: L'A i la M. T: Ok, A and M. How are you today G? Are you <u>happy</u> today? Child 2: Et pregunta com estas, si estas bé, si estàs malament... T: Yes, how are you today? <u>Happy?</u> <u>Good?</u> Child 1: (nods) T: Ok.</p> <p>3. Child: Saps que jo vaig descobrir una paraula en Anglès sense que faci Anglès? T: Ok, N. Child: Vaig descobrir <i>please</i>. T: <u>Please, please. This: please.</u></p> <p>4. T: Hello, what's your name? Child: A. T: And how are you today? Child: La M i l'A. T: Your name is A. How are you today? Are you <u>happy?</u> <u>Sad?</u> <u>Angry?</u> Child: Happy. T: Happy! And who is your teacher? Child: Happy. T: No, your teacher, is M and A? Child: (nods) T: Yes? Ok.</p> <p>5. T: <u>Pepper</u>. Children: <u>Pepper</u>. T: <u>Biscuits</u>. Children: <u>Biscuits</u>.</p>

Language functions	Observation
	<p>T: What is this? O... <u>orange</u>. Children: Orange. T: <u>Orange!</u> And this? A <u>car</u>. Children: Car. T: Pen...cil. <u>Pencil</u>. Children: Pencil. T: <u>Bed</u>. Child 1: A doctor. T: Yes, a <u>hospital bed</u>. <u>Tools</u>. Children: Tools. T: <u>Mechanic tools</u>. Who is this? The do... Children: Doctor! T: Very good! The <u>doctor</u>. And this is an <u>injection</u>. Child 2: A mi m'ho faràn. Child 3: A mi ja m'ho han fet. T: Yes? And this? Children: Banana! T: <u>Banana!</u></p> <p>6. T: Hello! Where are you? You are in the <u>supermarket</u>. And what are you buying? Child: Espera que tenim moltes coses. T: Oh, let me see. I want to buy... I want to buy... Child: M, no hi ha diners. T: The <u>money</u>? You have to find the <u>money</u> in... look, come please. Maybe the <u>money</u> is here. Is there <u>money</u>? Yes. But there is more money. Maybe in this <u>drawer</u> or this other <u>drawer</u>. Maybe in the <u>house</u>. N, come into the <u>house</u>.</p> <p>7. T: Are you the <u>doctor</u>? A <u>doctor</u> and another <u>doctor</u>. Who is <u>ill</u>? Y, do you want to be a <u>doctor</u> also?</p> <p>8. What color is it? It's <u>yellow!</u> <u>Yellow!</u> And this is <u>green</u>, like your <u>jumper</u>. <u>Green</u> and <u>green</u>, <u>jumper</u>.</p> <p>9. T: What's that? A <u>helicopter</u>. Wow! It's a <u>helicopter</u>.</p> <p>10. T: Have you got <u>onions</u> please? Child: (gives something to the teacher) T: Yes! Thank you. Have you got <u>bananas</u>? I want <u>bananas</u>. I would like some <u>bananas</u>. Have you got <u>bananas</u> in the <u>supermarket</u>? Child: No T: No? Can you find <u>bananas</u>? Where are the <u>bananas</u>? And <u>peppers</u>? Have you got <u>peppers</u>? I would like <u>peppers</u>. Child: (gives something to the teacher) T: <u>Peppers!</u> Delicious! And <u>pears</u>? Have you got <u>fruit</u>? <u>Pears</u>? Please. Child: (gives something to the teacher) T: This is an <u>onion</u>. And <u>pears</u>? Have you got <u>pears</u>? Have you got a <u>pear</u>? No? No <u>pears</u>? Have you got <u>biscuits</u>? Can you find the <u>biscuits</u>? No?</p>

Language functions	Observation
	<p>Child: (gives something to the teacher) T: That's not <u>biscuits</u>. Where are the <u>biscuits</u>? And <u>orange</u>? Child: (gives something to the teacher) T: Yes! Thank you. And what is this? Child: Banana. T: <u>Banana</u>! Thank you.</p> <p>11. T: Who is the <u>doctor</u>? Hello? Who is the <u>doctor</u>? Child 1: Jo. Child 2: No, jo també. Child 3: Jo també. T: Oh! <u>One, two, three doctors</u>. And where is the <u>bandage</u>? The <u>bandage</u>. Child 1: Es que hem de cuidar a la nina. T: Yes? But I need some <u>bandage</u>. Child 1: (gives something to the teacher) T: Thank you! Wow, this is a big <u>injection</u>. And the <u>stethoscope</u>? Child 2: (gives something to the teacher) T: The <u>stethoscope</u>, very good!</p> <p>12. T: And you, doctor? What are you doing? What are you doing? Has she broken her arm? <u>Broken</u>.</p> <p>13. T: Have you got <u>peppers</u>? Where are the <u>peppers</u>? Have you got <u>peppers</u>? No... Oh, yes? Child: (gives something to the teacher) T: Have you got <u>onions</u>? <u>Onions</u>? Child: (gives something to the teacher) T: Thank you! Have you got a <u>pear</u>? Child: (gives something to the teacher) T: <u>Pear</u>. Have you got <u>biscuits</u>? <u>Biscuits</u>? Where are the <u>biscuits</u>? Maybe in the <u>trolley</u>, have you seen them? Child: (gives something to the teacher) T: <u>Orange</u>!</p> <p>14. T: Do you like <u>bananas</u>? Child: (nods) T: Yes? And <u>oranges</u>? Do you like? Child: (nods) T: Yes? And <u>pears</u>? Do you like <u>pears</u>? Child: (nods) T: Yes! <u>Pears, pears</u>. Delicious! Do you like <u>biscuits</u>? Child: (nods) T: Yes, ok.</p>
Grammar instruction	<p>1. T: Ok, let's see who is in the class. <u>What's your name</u>? Child: My name is N, what's your name? T: <u>My name is N. Who is your teacher? Your teacher is M, E, X? Who is your teacher</u>? Child: Tu. T: Yes, but in the class? <u>Who is your teacher</u>, is M? Child: Ah, de la nostra classe?</p>

Language functions	Observation
	<p>T: Yes. Child: M. T: Ok, M. <u>How are you today, N? How are you?</u> Child: Happy! T: Happy! Very good!</p> <p>2. T: <u>What's your name?</u> Child 1: G. T: G, <u>who is your teacher?</u> Is X, E, M? Child: L'A i la M. T: Ok, A and M. <u>How are you today G? Are you happy today?</u> Child 2: Et pregunta com estas, si estas bé, si estàs malament... T: Yes, <u>how are you today?</u> Happy? Good? Child 1: (nods) T: Ok.</p> <p>3. T: Hello, <u>what's your name?</u> Child: A. T: And <u>how are you today?</u> Child: La M i l'A. T: <u>Your name is A. How are you today? Are you happy? Sad? Angry?</u> Child: Happy. T: Happy! And <u>who is your teacher?</u> Child: Happy. T: No, your teacher, is M and A? Child: (nods) T: Yes? Ok.</p>
Talk about culture	
Comment on FL culture	
Contrast FL cultural practices with L1 cultural practices	
Elicit language	
Elicit vocabulary	<p>1. T: Ok, let's see who is in the class. What's your name? Child: My name is N, what's your name? T: My name is N. Who is your teacher? <u>Your teacher is M, E, X? Who is your teacher?</u> Child: Tu. T: Yes, but in the class? <u>Who is your teacher, is M?</u> Child: Ah, de la nostra classe? T: Yes. Child: M. T: Ok, M. How are you today, N? How are you? Child: Happy! T: Happy! Very good!</p> <p>2. T: <u>What's your name?</u></p>

Language functions	Observation
	<p>Child 1: G. T: G, who is your teacher? <u>Is X, E, M?</u> Child: L'A i la M. T: Ok, A and M. How are you today G? Are you happy today? Child 2: Et pregunta com estas, si estas bé, si estàs malament... T: Yes, how are you today? <u>Happy? Good?</u> Child 1: (nods) T: Ok.</p> <p>3. T: Hello, what's your name? Child: A. T: And how are you today? Child: La M i l'A. T: Your name is A. How are you today? <u>Are you happy? Sad? Angry?</u> Child: Happy. T: Happy! And who is your teacher? Child: Happy. T: No, your teacher, <u>is M and A?</u> Child: (nods) T: Yes? Ok.</p> <p>4. T: Pepper. Children: Pepper. T: Biscuits. Children: Biscuits. T: What is this? <u>O... orange.</u> Children: Orange. T: Orange! <u>And this? A car.</u> Children: Car. T: <u>Pen...cil.</u> Pencil. Children: Pencil. T: Bed. Child 1: A doctor. T: Yes, a hospital bed. Tools. Children: Tools. T: Mechanic tools. <u>Who is this? The do...</u> Children: Doctor! T: Very good! The doctor. And this is an injection. Child 2: A mi m'ho faràn. Child 3: A mi ja m'ho han fet. T: Yes? <u>And this?</u> Children: Banana! T: Banana!</p> <p>5. T: How many? One, two, three, four, five?</p>
Elicit grammar	<p>1. T: It's time to tidy up. Child: És hora de recollir. T: Very good N! N, <u>it's time to...</u> Say, it's time to tidy up.</p>
Elicit own-language	

Language functions	Observation
equivalents to prevent misunderstandings	
Check and help understanding (of concept, talk, text, instructions)	<p>1. T: Ok, let's see who is in the class. What's your name? Child: My name is N, what's your name? T: My name is N. Who is your teacher? Your teacher is M, E, X? Who is your teacher? Child: Tu. T: <u>Yes, but in the class?</u> Who is your teacher, is M? Child: Ah, de la nostra classe? T: Yes. Child: M. T: Ok, M. How are you today, N? How are you? Child: Happy! T: Happy! Very good!</p>
Give feedback (of linguistic items)	<p>1. T: Ok, let's see who is in the class. What's your name? Child: My name is N, what's your name? T: My name is N. Who is your teacher? Your teacher is M, E, X? Who is your teacher? Child: Tu. T: Yes, but in the class? Who is your teacher, is M? Child: Ah, de la nostra classe? T: Yes. Child: M. T: Ok, M. How are you today, N? How are you? Child: Happy! T: Happy! <u>Very good!</u></p> <p>2. T: Pepper. Children: Pepper. T: Biscuits. Children: Biscuits. T: What is this? O... orange. Children: Orange. T: Orange! And this? A car. Children: Car. T: Pen...cil. Pencil. Children: Pencil. T: Bed. Child 1: A doctor. T: Yes, a hospital bed. Tools. Children: Tools. T: Mechanic tools. Who is this? The do... Children: Doctor! T: <u>Very good!</u> The doctor. And this is an injection. Child 2: A mi m'ho faràn. Child 3: A mi ja m'ho han fet. T: Yes? And this? Children: Banana!</p>

Language functions	Observation
	<p>T: Banana!</p> <p>3. T: Who is the doctor? Hello? Who is the doctor? Child 1: Jo. Child 2: No, jo també. Child 3: Jo també. T: Oh! One, two, three doctors. And where is the bandage? The bandage. Child 1: Es que hem de cuidar a la nina. T: Yes? But I need some bandage. Child 1: (gives something to the teacher) T: Thank you! Wow, this is a big injection. And the stethoscope? Child 2: (gives something to the teacher) T: The stethoscope, <u>very good!</u></p> <p>4. T: It's time to tidy up. Child: És hora de recollir. T: <u>Very good N! N, it's time to... Say, it's time to tidy up.</u></p>
<p>Motivate students to speak</p>	<p>1. T: How are you today? Child: Happy i angry. T: Happy? And angry? <u>Why? Why?</u> Child: Poma i... T: <u>But why are you angry? Why are you happy and angry?</u> Child: Sí, angry i happy.</p> <p>2. T: Hello! <u>Where are you? You are in the supermarket. And what are you buying?</u> Child: Espera que tenim moltes coses. T: Oh, let me see. I want to buy... I want to buy... Child: M, no hi ha diners. T: The money? You have to find the money in... look, come please. Maybe the money is here. <u>Is there money?</u> Yes. But there is more money. Maybe in this drawer or this other drawer. Maybe in the house. N, come into the house.</p> <p>3. T: Hello, <u>do you know where is the money from the supermarket? Where is the money?</u> The money. Child: Ja ho sé el money. T: <u>Yes? It's in the house?</u> Ok.</p> <p>4. T: <u>Are you the doctor? A doctor and another doctor. Who is ill? Y, do you want to be a doctor also?</u></p> <p>5. T: Are you playing with the cars?</p> <p>6. <u>Who is ill? Who is ill?</u> We need an ill person.</p> <p>7. T: Ok, <u>what's the matter? Have you got stomachache? Or headache? Or earache? What's the matter? What have you got? Have you got stomachache?</u> Child: (nods)</p>

	Language functions	Observation
FRAMEWORK GOALS		<p>T: Yes? Wow... stomachache.</p> <p>8. T: And you, doctor? <u>What are you doing? What are you doing? Has she broken her arm? Broken.</u></p> <p>9. T: What's the matter? What's the matter?</p> <p>10. T: Oh, <u>are these your babies? Where is your baby?</u> Child: Allà.</p> <p>11. T: Oh, are you repairing a car? What's wrong with this car?</p> <p>12. T: Who wants an apron for the house? Do you want an apron? Do you want it?</p> <p>13. T: Ok, <u>do you want to go to the supermarket?</u></p> <p>14. T: <u>Do you like bananas?</u> Child: (nods) T: Yes? <u>And oranges? Do you like?</u> Child: (nods) T: Yes? <u>And pears? Do you like pears?</u> Child: (nods) T: Yes! Pears, pears. Delicious! <u>Do you like biscuits?</u> Child: (nods) T: Yes, ok.</p> <p>15. T: <u>It's time to tidy up.</u> Child: És hora de recollir. T: <u>Very good N! N, it's time to... Say, it's time to tidy up.</u></p>
	Give instructions	<p>1. T: Ok, let's make a circle. Let's sit down and make a circle. A big circle.</p> <p>2. T: N, sit down.</p> <p>3. T: No, G. Don't do this, don't do this.</p> <p>4. T: Repeat.</p> <p>5. T: <u>Now it's time to play, you can play.</u> Child 1: Podem jugar? T: Yes. Child 2: Ah, vale.</p> <p>6. T: Hello! Where are you? You are in the supermarket. And what are you buying? Child: Espera que tenim moltes coses. T: Oh, let me see. I want to buy... I want to buy... Child: M, no hi ha diners. T: The money? You have to find the money in... look, <u>come please.</u> Maybe the money is here. Is there money? Yes. But there is more money.</p>

Language functions	Observation
	<p>Maybe in this drawer or this other drawer. Maybe in the house. <u>N, come into the house.</u></p> <p>7. Child: Tinc pipí. T: You have to go to the toilet? <u>Go, go.</u></p> <p>8. T: N, why are you angry? What is the problem? What is the problem? Child 1: Que jo en tenia un i en N diu jo l'he agafat dels seus però no, jo l'he agafat de alla on estaven. Child 2: No, era meu. T: Ok, <u>come with me and we find more money. Let's find more money. We can find a wallet with money, come, come.</u></p> <p>9. T: Ok, now <u>it's time to pick up toys. It's time to pick up toys.</u></p> <p>10. T: <u>It's time to tidy up.</u> Child: És hora de recollir. T: Very good N! N, it's time to... Say, it's time to tidy up.</p> <p>11. T: Stand up, please.</p> <p>12. T: Yes, <u>leave it all in their place.</u></p>
Discipline and control	<p>1. T: N, relax, relax.</p> <p>2. T: Estem endreçant, hem d'endreçar les joguines.</p>
Give feedback	
Focus pupils' attention	<p>1. T: <u>Ok, let's see who is in the class. What's your name?</u> Child: My name is N, what's your name? T: My name is N. Who is your teacher? Your teacher is M, E, X? Who is your teacher? Child: Tu. T: Yes, but in the class? Who is your teacher, is M? Child: Ah, de la nostra classe? T: Yes. Child: M. T: Ok, M. How are you today, N? How are you? Child: Happy! T: Happy! Very good!</p> <p>2. T: Who is the doctor? <u>Hello?</u> Who is the doctor? Child 1: Jo. Child 2: No, jo també. Child 3: Jo també. T: Oh! One, two, three doctors. And where is the bandage? The bandage. Child 1: Es que hem de cuidar a la nina. T: Yes? But I need some bandage. Child 1: (gives something to the teacher) T: Thank you! Wow, this is a big injection. And the stethoscope? Child 2: (gives something to the teacher)</p>

	Language functions	Observation
		T: The stethoscope, very good!
		3. T: Ok. Ready, steady, go!
SOCIAL GOALS	Informal, friendly talk with pupils	1. T: Hello! Good afternoon! 2. T: Bye bye. Children: Bye bye! (Some start singing the song of “good bye”)
	Demonstrate empathy or show solidarity with the learners	
	Encourage and comfort students	
	Express personal concern and sympathy	1. T: N, <u>why are you angry? What is the problem? What is the problem?</u> Child 1: Que jo en tenia un i en N diu jo l'he agafat dels seus però no, jo l'he agafat de alla on estaven. Child 2: No, era meu. T: Ok, come with me and we find more money. Let's find more money. <u>We can find a wallet with money, come, come.</u>

6.3. Appendix 3: Interview

En aquesta entrevista, quan parlem de la primera llengua o llengua inicial dels alumnes ens referim al català. A més, tota l'entrevista fa referència a l'ensenyament d'anglès a infants, principalment d'educació infantil.

In this interview, when we talk about the students' L1 we refer to Catalan, and when we talk about the TL we refer to English. In addition, the whole interview is about EFL teaching to infants, mainly of preschool.

PERSONAL INFORMATION

1. Quina és la teva llengua inicial?

Which is your mother tongue?

2. Quina és la teva formació en l'àmbit de llengua anglesa?

What kind of training do you have as an English teacher?

3. Quina és la teva experiència pel que fa a l'ensenyament de llengua anglesa?

What is your English-language teaching experience?

BELIEFS AND OPINIONS

4. Penses que l'ús de la L1 dels alumnes en l'ensenyament de l'anglès és un avantatge o un inconvenient? Per què?

Do you think that the use of the students' L1 in teaching in the EFL classroom is an advantage or a disadvantage? Why?

4.1. En cas que consideris que és necessari o útil utilitzar la primera llengua dels infants a les classes d'anglès, quan i amb quines finalitats penses que pot ser útil?

In case you believe that it is necessary or useful to use the students' L1 in EFL classes, when and for what purposes do you think that it can be useful?

To teach linguistic items (vocabulary, grammar)	
To teach cultural items of the TL	
To make students produce language	
To check and help understanding	

To give feedback on linguistic items	
To motivate students to speak	
To organize and manage the class (give instructions, discipline and control, give feedback, focus pupils' attention)	
To socialize with students (informal talk, express personal concern and sympathy)	

5. Es diu que quan la mestra i la classe comparteixen la mateixa llengua inicial, no és natural el fet de no utilitzar-la, especialment amb infants d'edats primerenques. Què en penses d'aquesta idea?

It is said that when teacher and students share a common mother tongue, it is unnatural not to use that first language, especially with young learners. What do you think about this idea?

6. Què en penses de la idea que utilitzar l'anglès tota l'estona pot distanciar el mestre o la mestra dels seus alumnes? Si hi estàs d'acord, penses que l'ús de la L1 pot ajudar a crear un vincle entre ells?

What do you think about the idea that using English at all times can distance the teachers from their students? If you agree, do you think that the use of the L1 can help to create a bond between them?

7. Així doncs, creus que la primera llengua dels alumnes en l'ensenyament de l'anglès a classes d'educació infantil s'hauria d'utilitzar o evitar? Per què?

So, do you think that the students' L1 in teaching in EFL preschool classes should be used or avoided? Why?

8. Què fa que tinguis aquesta opinió respecte a l'ús de la L1 dels alumnes en l'ensenyament de l'anglès? La teva opinió ha canviat amb el temps?

Why do you have this opinion about the use of the students' L1 in teaching in EFL classes? Has your opinion changed with time?

CLASSROOM PRACTICES

9. La política de l'escola t'obliga a utilitzar només l'anglès a les teves classes, o tu sents que ho has de fer? Per què?

Are you required by the school policy or do you feel that you ought to use only the TL in your EFL lessons? Why?

9.1. En qualsevol dels casos, ho fas sempre? Per què?

If so, do you always do it? Why?

9.2. En cas que no, quines llengües utilitzes a les teves classes d'anglès?

If not, what languages do you use in your EFL classes?

10. El fet que l'anglès és una llengua estrangera pels alumnes, i per tant que en la majoria de casos la seva exposició a aquesta es limita a la teva parla a l'aula, et fa sentir pressionada per utilitzar només l'anglès?

The fact that English is a FL for the students, and that in most of the cases their exposure to the language is limited to your talk in the classroom, makes you feel pressured to use only the TL?

11. En cas que utilitzis la L1 dels alumnes a les teves classes d'ensenyament de l'anglès, com et sents quan ho fas?

In case you use the students' L1 in teaching in your EFL lessons, how do you feel when you use it?

12. En quina quantitat utilitzes les diferents llengües en les classes d'ensenyament de l'anglès a educació infantil?

To what extent do you use the different languages when teaching in your EFL preschool classes?

	TL	L1
All the time (Sempre)		
Frequently (Freqüentment)		
Sometimes (A vegades)		
A little (Poc)		
Not at all (Mai)		

13. Què fas quan els teus alumnes no entenen el que estàs dient en anglès? Passes a utilitzar la L1 directament o primer proves altres estratègies?

What do you do when your students do not understand what you are saying in English? Do you directly turn to the L1 or do you first try to use other strategies?

13.1. En cas que primer provis d'assegurar la seva comprensió amb altres estratègies, quines són aquestes?

In case you first try to ensure their comprehension with other strategies, which are these strategies?

14. En quina quantitat utilitzes la L1 dels alumnes per les següents funcions o raons?

To what extent do you use the students' L1 for the following functions or reasons?

	Always	Often	Sometimes	Rarely	Never
To teach linguistic items (vocabulary, grammar)					
To teach cultural items of the TL					
To make students produce language					
To check and help understanding					
To give feedback on linguistic items					
To motivate students to speak					
To organize and manage the class (give instructions, discipline and control, give feedback, focus pupils' attention)					
To socialize with students (informal talk, express personal concern and sympathy)					
To ease your work on communication and fasten the pupils' understanding of the message ("laziness")					
Lack of proficiency or confidence to use the TL for its wide range of functions					

15. La quantitat de L1 que utilitzes quan ensenyes anglès varia en funció de l'edat dels infants, o de l'activitat que es realitza? I les funcions per les que l'utilitzes? Per què?

Does the amount of L1 that you use when teaching EFL vary according to the students' age, or according to the type of classroom activity? What about the functions of its use? Why?

16. Com decideixes en quin moment utilitzar la L1 dels alumnes o l'anglès?

How do you decide when to use the L1 of the students and when to use the TL?

- 17. He observat que quan utilitzes la L1 dels alumnes en les sessions d'anglès d'educació infantil és principalment per organitzar i gestionar la classe. Per què?**

I have observed that when you use the students' L1 in the preschool EFL sessions is mainly to organize and manage the class. Why?

- 18. Quins consells donaries a un docent novell sobre l'ús de la L1 dels alumnes en classes d'ensenyament de l'anglès?**

Which advice would you give to a novice teacher about the use of the students' L1 in teaching in EFL classes?

6.4. Appendix 4: Data from the interview

En aquesta entrevista, quan parlem de la primera llengua o llengua inicial dels alumnes ens referim al català. A més, tota l'entrevista fa referència a l'ensenyament d'anglès a infants, principalment d'educació infantil.

In this interview, when we talk about the students' L1 we refer to Catalan, and when we talk about the TL we refer to English. In addition, the whole interview is about EFL teaching to infants, mainly of preschool.

PERSONAL INFORMATION

1. Quina és la teva llengua inicial?

Which is your mother tongue?

La llengua catalana.

2. Quina és la teva formació en l'àmbit de llengua anglesa?

What kind of training do you have as an English teacher?

He realitzat cursos de metodologia de la llengua anglesa a primària a l'estranger, a Anglaterra, Escòcia, Irlanda i Malta. També he realitzat cursos de nivell d'anglès a l'Escola Oficial d'Idiomes, cursos per internet, i he assistit a jornades pedagògiques per l'ensenyament de la llengua anglesa, com per exemple l'APAC (Associació de Professors i Professores d'Anglès de Catalunya), i també altres formacions.

L'últim nivell que vaig fer de l'Escola Oficial d'Idiomes és el C1+, i el vaig fer l'any passat.

3. Quina és la teva experiència pel que fa a l'ensenyament de llengua anglesa?

What is your English-language teaching experience?

Vaig treballar durant 7 anys en una acadèmia d'anglès per nens de 3 a 12 anys, després vaig treballar també en altres acadèmies i més endavant vaig entrar a treballar a l'escola pública, i ara ja fa uns anys que hi treballo.

Dins l'escola pública he estat tutora de cicle mitjà, tant de 3r com 4t curs, i fent anglès he estat des de P3 fins a 6è. He tocat tots els cursos.

BELIEFS AND OPINIONS

4. Penses que l'ús de la L1 dels alumnes en l'ensenyament de l'anglès és un avantatge o un inconvenient? Per què?

Do you think that the use of the students' L1 in teaching in the EFL classroom is an advantage or a disadvantage? Why?

En la majoria de casos crec que és un inconvenient, ja que crec que a l'aula s'hauria d'utilitzar el màxim que es pugui la llengua anglesa, però crec que pot ser útil en alguns moments, com per exemple quan cal solucionar un conflicte i cal que s'entengui bé el que es vol comunicar, per tal que quedi ben gestionat i solucionat, ja que penso que el món afectiu dels alumnes és important treballar-lo bé. Un altre exemple seria quan algun alumne es troba molt estancat en l'aprenentatge de la llengua, és a dir que li costa molt, per exemple les estructures gramaticals, i cal que se l'ajudi una mica a entendre-ho. Per últim, un altre exemple és quan un alumne no es troba bé o veus que té algun problema i que necessites parlar amb ell, en aquest cas penso que aquesta atenció és necessària. Però són moments concrets els que es necessita l'ús del català.

4.1. En cas que consideris que és necessari o útil utilitzar la primera llengua dels infants a les classes d'anglès, quan i amb quines finalitats penses que pot ser útil?

In case you believe that it is necessary or useful to use the students' L1 in EFL classes, when and for what purposes do you think that it can be useful?

To teach linguistic items (vocabulary, grammar)	ÚTIL en alguns moments concrets per ensenyar estructures gramaticals a cicle mitjà o superior, que és quan pot ser més complicat. NO ÚTIL pel vocabulari, ja que pots ajudar-te de "flashcards" o imatges d'internet per ensenyar-lo.
To teach cultural items of the TL	NO ÚTIL, ja que també et pots ajudar d'imatges, mapes, cançons d'internet per ensenyar-ho.
To make students produce language	NO ÚTIL, perquè quan els infants senten l'anglès és més fàcil que per assimilació també utilitzin l'anglès. Això no passa si s'utilitza el català.
To check and help understanding	ÚTIL, però només com a últim recurs si cap infant ha entès el que jo estic explicant i, per tant, no ho pot traduir o transmetre a la resta.
To give feedback on linguistic items	NO ÚTIL, millor fer-ho en anglès.

To motivate students to speak	NO ÚTIL, millor fer-ho en anglès utilitzant expressions com “very good”, “excellent”, “well done”, que això els motiva a parlar.
To organize and manage the class (give instructions, discipline and control, give feedback, focus pupils' attention)	ÚTIL, sobretot per temes de conducta i resolució de conflictes quan els infants no t'entenen en anglès.
To socialize with students (informal talk, express personal concern and sympathy)	ÚTIL, per exemple quan hi ha un nen o nena que no es troba bé i has d'intervenir per saber què li passa.

- 5. Es diu que quan la mestra i la classe comparteixen la mateixa llengua inicial, no és natural el fet de no utilitzar-la, especialment amb infants d'edats primerenques. Què en penses d'aquesta idea?**

It is said that when teacher and students share a common mother tongue, it is unnatural not to use that first language, especially with young learners. What do you think about this idea?

Quan vaig treballar a l'acadèmia d'anglès per nens, les mestres havíem de parlar només la llengua anglesa i els alumnes s'hi adaptaven i acostumaven. Tot i així recordo que, encara que nosaltres parléssim sempre en aquesta llengua, als infants els costava bastant fer l'esforç de parlar anglès i no el parlaven sempre. Se'ls hi havia de donar incentius com adhesius si havien parlat en anglès.

A l'escola pública, si ets especialista ho tens millor per parlar més en anglès que si ets tutora i especialista, ja que en aquest segon cas els alumnes et senten parlar també en català o castellà i no s'esforcen tant per parlar en anglès. És diferent en una acadèmia, com per exemple en el meu cas en què em feien canviar el nom i fer-me passar per estrangera, i així els infants es veien més forçats a utilitzar l'anglès perquè és l'única llengua que jo utilitzava. D'altra banda, això de canviar la personalitat fa que no creïs un vincle amb els infants com el que hi ha a l'escola pública, perquè per exemple quan et trobes els nens fora de l'acadèmia has de pretendre seguir sent estrangera, quan tu estàs a la teva vida normal. En aquest sentit era una mica artificial.

- 6. Què en penses de la idea que utilitzar l'anglès tota l'estona pot distanciar el mestre o la mestra dels seus alumnes? Si hi estàs d'acord, penses que l'ús de la L1 pot ajudar a crear un vincle entre ells?**

What do you think about the idea that using English at all times can distance the teachers from their students? If you agree, do you think that the use of the L1 can help to create a bond between them?

Penso que l'ús reduït de la primera llengua pot ajudar a establir millors vincles, ja que en l'aspecte emocional els alumnes a vegades necessiten que se'ls compregui. A vegades la llengua catalana, utilitzada de forma reduïda i només a certs moments, pot ajudar al nen a millorar l'anglès perquè, per exemple, li has dit que ho està fent molt bé.

7. Així doncs, creus que la primera llengua dels alumnes en l'ensenyament de l'anglès a classes d'educació infantil s'hauria d'utilitzar o evitar? Per què?

So, do you think that the students' L1 in teaching in EFL preschool classes should be used or avoided? Why?

Crec que a les classes d'educació infantil s'hauria d'utilitzar el màxim que es pugui la llengua anglesa, perquè els nens a aquesta edat tenen un cervell que és com una esponja, és a dir, que tot el que els hi dius ho integren i s'hi acostumen. Però a moments es pot utilitzar el català, com quan veus un nen que està patint o que li ha passat alguna cosa. Així doncs, penso que l'aproximació en català es pot fer, fent-ne un ús molt reduït.

8. Què fa que tinguis aquesta opinió respecte a l'ús de la L1 dels alumnes en l'ensenyament de l'anglès? La teva opinió ha canviat amb el temps?

Why do you have this opinion about the use of the students' L1 in teaching in EFL classes? Has your opinion changed with time?

El fet d'haver treballat en una acadèmia on les mestres ens havíem de fer passar per estrangeres i no parlar mai en la llengua inicial, em vaig adonar que no s'establia prou un vincle amb els alumnes, ja que quan te'ls trobaves fora de l'acadèmia havies de seguir fingint que eres estrangera. A més, dins l'aula tampoc hi havia un diàleg en què se li pogués expressar una cosa més profunda a l'infant que ajudés a crear aquest vincle.

Parlant amb altres mestres de la llengua estrangera que conec, i preguntant-los quin ús fan de les llengües a la seva classe, em diuen que utilitzen majoritàriament l'anglès, i que el català l'utilitzen per resoldre conflictes, remarcar o explicar coses que no s'han entès...

Per això jo crec que hem d'utilitzar al màxim la llengua estrangera, però això no vol dir que en casos concrets com la resolució de conflictes, no es pugui utilitzar la llengua inicial. Sobretot això és en el cas de l'escola pública, ja que els grups

d'infants són més nombrosos i es creen més situacions conflictives que en l'acadèmia, on els grups són més reduïts.

L'experiència a l'acadèmia em va permetre veure que utilitzant l'anglès tota l'estona els infants aprenien, perquè sentien aquesta llengua durant una hora constantment, però que a vegades això també dificultava la resolució de conflictes si ells no m'acabaven d'entendre.

CLASSROOM PRACTICES

9. La política de l'escola t'obliga a utilitzar només l'anglès a les teves classes, o tu sents que ho has de fer? Per què?

Are you required by the school policy or do you feel that you ought to use only the TL in your EFL lessons? Why?

En principi l'anglès és la llengua majoritària, però jo penso que hi ha certs moments en què no em serveix i necessito utilitzar el català, com en el cas de resoldre conflictes entre infants quan hi ha algun problema o qüestió "enquistada" que s'ha d'aclarir, remarcar alguns deures que s'han de fer i que no s'han entès, o explicar una instrucció d'un examen, per exemple. Però majoritàriament penso que els infants han d'anar sentint l'anglès.

9.1. En qualsevol dels casos, ho fas sempre? Per què?

If so, do you always do it? Why?

Procuro utilitzar al màxim l'anglès, però hi ha moments en què veig necessari utilitzar el català, com els que t'he comentat abans.

9.2. En cas que no, quines llengües utilitzes a les teves classes d'anglès?

If not, what languages do you use in your EFL classes?

Utilitzo l'anglès, i en ocasions el català.

10. El fet que l'anglès és una llengua estrangera pels alumnes, i per tant que en la majoria de casos la seva exposició a aquesta es limita a la teva parla a l'aula, et fa sentir pressionada per utilitzar només l'anglès?

The fact that English is a FL for the students, and that in most of the cases their exposure to the language is limited to your talk in the classroom, makes you feel pressured to use only the TL?

Avui dia els nens comencen a sentir l'anglès a partir de P3 i molts també fan classes extraescolars, per tant jo no sento que quan parlo aquesta llengua no m'entenguin

gens. Considero que és natural que per ensenyar anglès jo parli en anglès, igual que passaria si ensenyés castellà, amb la diferència que en aquest cas tots els infants entenen la llengua. Amb l'anglès, els infants que van a extraescolars en anglès els hi és més fàcil, però els altres van més perduts. Jo penso que si els nens s'han d'estressar i passar-ho malament se'ls ha d'ajudar.

No em sento pressionada, sento que forma part del que jo ensenyo. Com més utilitzi l'anglès per les instruccions i el llenguatge de l'aula ("sit down", "stand up", "open your books") més llengua aprendran els alumnes.

11. En cas que utilitzis la L1 dels alumnes a les teves classes d'ensenyament de l'anglès, com et sents quan ho fas?

In case you use the students' L1 in teaching in your EFL lessons, how do you feel when you use it?

Quan acabo la classe, sempre intento reflexionar quins motius m'han portat a parlar la llengua inicial. Per exemple, si he volgut resoldre un conflicte, si se m'han esgotat les estratègies per explicar un tema en la llengua anglesa o si no he sabut com transmetre una idea... Procuro reflexionar com ho podria haver fet d'una altra manera, utilitzant una altra estratègia, o si podria haver tingut més paciència a l'hora d'explicar una paraula o esperar que un infant ho entengui, ja que l'espera a vegades és molt important.

En cas que utilitzi el català no em sento culpable, perquè ja intento no fer-ne ús i no és molt necessari. Però penso que fer aquesta reflexió és molt important.

12. En quina quantitat utilitzes les diferents llengües en les classes d'ensenyament de l'anglès a educació infantil?

To what extent do you use the different languages when teaching in your EFL preschool classes?

Dins l'aula, intento utilitzar l'anglès en un 80-90% i un 10-20% el català.

	TL	L1
All the time (Sempre)		
Frequently (Freqüentment)	X	
Sometimes (A vegades)		
A little (Poc)		X
Not at all (Mai)		

13. Què fas quan els teus alumnes no entenen el que estàs dient en anglès? Passes a utilitzar la L1 directament o primer proves altres estratègies?

What do you do when your students do not understand what you are saying in English? Do you directly turn to the L1 or do you first try to use other strategies?

Primer provo altres estratègies.

13.1. En cas que primer provis d'assegurar la seva comprensió amb altres estratègies, quines són aquestes?

In case you first try to ensure their comprehension with other strategies, which are these strategies?

A vegades busco alguna imatge a *Google*. Per exemple a 4t, que estem estudiant els llocs de la ciutat, si els infants em demanen algun lloc que no apareix a les imatges del llibre digital els hi busco per internet o deixo que ells mateixos la busquin. També els hi deixo fer servir el traductor a vegades. També faig ús de les "flashcards", que són les mateixes imatges que surten al llibre digital, i també intento que algun alumne entengui i digui en la llengua inicial el que jo intento explicar en anglès, així aquest alumne fa de traductor, perquè hi ha infants que tenen molt vocabulari, i d'aquesta manera jo no he de fer servir el català.

14. En quina quantitat utilitzes la L1 dels alumnes per les següents funcions o raons?

To what extent do you use the students' L1 for the following functions or reasons?

	Always	Often	Sometimes	Rarely	Never
To teach linguistic items (vocabulary, grammar)			X		
To teach cultural items of the TL			X		
To make students produce language			X		
To check and help understanding			X		
To give feedback on linguistic items				X	
To motivate students to speak				X	
To organize and manage the class (give instructions, discipline and control, give feedback, focus pupils' attention)			X		
To socialize with students				X	

(informal talk, express personal concern and sympathy)					
To ease your work on communication and fasten the pupils' understanding of the message ("laziness")				X	
Lack of proficiency or confidence to use the TL for its wide range of functions					X

15. La quantitat de L1 que utilitzes quan ensenyes anglès varia en funció de l'edat dels infants, o de l'activitat que es realitza? I les funcions per les que l'utilitzes? Per què?

Does the amount of L1 that you use when teaching EFL vary according to the students' age, or according to the type of classroom activity? What about the functions of its use? Why?

Jo no hi veig variació. Potser la diferència està a cicle superior, quan es vol explicar l'ús d'algunes estructures gramaticals. Però jo actualment estic a infantil, cicle inicial i cicle mitjà, i més o menys l'utilitzo en la mateixa quantitat a tot arreu.

Pel que fa a les funcions per les que s'utilitza, penso que a infantil potser s'utilitza més l'anglès perquè en el cas de l'ambient de joc simbòlic, que és com faig l'anglès a infantil aquí a l'escola, fas conversa amb els infants en anglès, i les instruccions i tot es fa en anglès, així van adquirint la llengua i el vocabulari a través del joc. En aquest context penso que és més fàcil utilitzar la llengua anglesa. En canvi, a cicle mitjà o sobretot cicle superior, hi ha nens que els costa molt d'entendre algunes estructures gramaticals, i potser se'ls hi ha de donar una petita empenta utilitzant el català.

Jo intento utilitzar un 90% l'anglès i un 10% el català, tot i que quan són a cicle mitjà potser utilitzo un 80% l'anglès i un 20% el català. Tot i així, depèn de la dificultat de la classe, ja que hi ha classes que tiren més i altres en què hi ha més infants amb necessitats educatives especials i els costa més.

16. Com decideixes en quin moment utilitzar la L1 dels alumnes o l'anglès?

How do you decide when to use the L1 of the students and when to use the TL?

Segons els motius que he esmentat abans, a la pregunta 4. També depenent de les necessitats educatives especials dels infants i de si els hi costa, perquè quan els hi costa molt a vegades necessiten una ajuda.

- 17. He observat que quan utilitzes la L1 dels alumnes en les sessions d'anglès d'educació infantil és principalment per organitzar i gestionar la classe. Per què?**

I have observed that when you use the students' L1 in the preschool EFL sessions is mainly to organize and manage the class. Why?

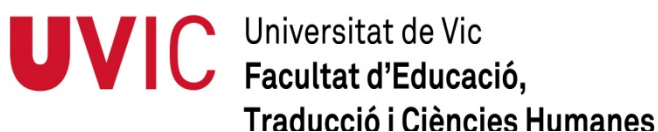
Crec que és molt important que els alumnes entenguin l'organització de l'activitat, ja que hi ha alumnes amb necessitats educatives especials que així ho requereixen. Per exemple, han de saber que cal tractar bé les joguines i el material que hi ha en l'ambient de joc simbòlic, i han d'entendre que cal endreçar. Si després de dir-los-hi varis cops en anglès no ho fan, els hi dic en català, utilitzant una consigna clara i després tornant altra vegada a l'anglès.

- 18. Quins consells donaries a un docent novell sobre l'ús de la L1 dels alumnes en classes d'ensenyament de l'anglès?**

Which advice would you give to a novice teacher about the use of the students' L1 in teaching in EFL classes?

Que utilitzi el màxim la llengua anglesa, però que si creu que en un moment concret utilitzar la llengua inicial pot ajudar l'alumne, que l'utilitzi, en poca mesura. Per exemple en la resolució de conflictes o quan no s'ha entès alguna feina...

6.5. Appendix 5: Permission document for the centre



AUTORITZACIÓ

En/ Na com director/a o responsable del centre/ entitat
.....autoritza que es pugui realitzar la següent activitat:

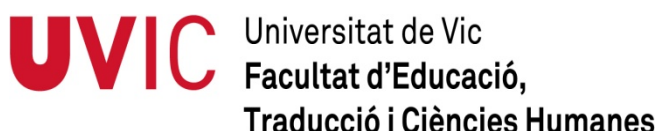
.....
.....
amb la finalitat exclusiva de recollir dades per a la realització d'un Treball de Final de Grau de l'estudiant de la Facultat d'Educació, Traducció i Ciències Humanes de la Universitat de Vic.

Per la seva part, l'estudiant s'ha compromès a: "respectar els drets fonamentals de les persones, siguin infants o persones adultes; demanar el consentiment de les persones que col·laborin o participin en el treball; respectar l'esfera privada de totes les persones, grups o institucions que participin o estiguin relacionades amb el treball; utilitzar la informació obtinguda només amb finalitats científiques i donar compte dels resultats del treball a les persones, grups o institucions col·laboradores".

.....
Signatura

....., de de 2020

6.6. Appendix 6: Permission document for the families



AUTORITZACIÓ

En/ Na com a pare/ mare/
tutor/a deautoritza que es pugui
realitzar la següent activitat:

.....
.....

amb la finalitat exclusiva de realitzar el Treball de Final de Grau de l'estudiant
..... de la Facultat d'Educació, Traducció i Ciències
Humanes de la Universitat de Vic.

Per la seva part, l'estudiant s'ha compromès a: "respectar els drets fonamentals de les
persones, siguin infants o persones adultes; demanar el consentiment de les persones
que col·laborin o participin en el treball; respectar l'esfera privada de totes les persones,
grups o institucions que participin o estiguin relacionades amb el treball; utilitzar la
informació obtinguda només amb finalitats científiques i donar compte dels resultats del
treball a les persones, grups o institucions col·laboradores".

.....

Signatura

..... , de de 2020

6.7. Appendix 7: Introduction letter

Benvolgudes famílies,

Sóc una estudiant de 4t del Doble Grau en Mestre d'Educació Infantil i Educació Primària a la Universitat de Vic, que actualment estic fent pràctiques a l'escola. En aquests moments estic realitzant el meu Treball de Fi de Grau, centrat en l'ús del català a les classes d'anglès a Educació Infantil. Per fer-lo necessito observar i enregistrar en veu algunes classes, i és per això que necessito la vostra autorització. De tota manera, tota la informació que aparegui referent a aquestes classes serà de forma anònima, és a dir, en el treball no hi apareixerà el nom de cap infant.

Moltes gràcies,

Alba Viñas.

6.8. Appendix 8: Global table of data collected

Table 4. Total L1 and TL interactions.

FUNCTION	L1									TOTAL	TL									TOTAL	TOTAL (L1 + TL)
	PI			LG			WC				PI			LG			WC				
	Positive	Negative	Unclear	Positive	Negative	Unclear	Positive	Negative	Unclear		L1	Positive	Negative	Unclear	Positive	Negative	Unclear	Positive	Negative		
Introduce and explain vocabulary	1	0	0	0	0	0	0	0	0	1	23	6	3	4	2	0	6	1	0	45	46
Grammar instruction	3	0	0	0	0	0	0	0	0	3	7	3	0	0	1	0	1	0	0	12	15
Comment on FL culture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Contrast FL cultural practices with L1 cultural practices	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elicit vocabulary	0	0	0	0	0	0	0	0	0	0	10	6	0	1	0	0	4	0	0	21	21
Elicit grammar	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1
Elicit own-language equivalents to prevent misunderstandings	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Check and help understanding (of concept, talk, text, instructions)	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1
Give feedback (of linguistic items)	0	0	0	0	0	0	0	0	0	0	2	0	5	0	0	1	0	0	3	11	11
Motivate students to speak	2	0	0	0	0	0	0	0	0	2	12	17	0	2	4	0	3	0	0	38	40
Give instructions	0	0	0	1	0	0	4	0	0	5	14	1	0	6	0	0	17	2	1	41	46
Discipline and control	12	2	0	3	0	0	8	0	0	25	4	0	0	1	0	0	2	1	0	8	33
Give feedback	0	0	0	0	0	0	1	0	1	2	1	0	0	0	0	0	0	0	0	1	3
Focus pupils' attention	0	0	0	0	0	0	2	1	0	3	0	1	0	2	0	0	3	3	1	10	13
Informal, friendly talk with pupils	0	0	0	0	0	0	0	0	0	0	3	0	1	0	0	1	4	1	1	11	11
Demonstrate empathy or show solidarity with the learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Encourage and comfort students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Express personal concern and sympathy	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
										41										201	242

Note. This table groups and classifies all the interactions of the four observed sessions depending on its function, the language used, the addressee and the effect on learners. This table comprehends the interactions of the four sessions because it was made from grouping the information of four other equal tables (as first there was one table per session).