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A Professional Development Presentation For Code-Switching

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A Professional Development Presentation for Code-Switching

By

Patsy Lor Lee

A capstone project submitted in partial fulfillment of the requirements for the degree of

Master of TESOL

Hamline University

Saint Paul, Minnesota

August 2019

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Peer reviewer: Derek Swart

Capstone Project Artifact Paper

My research questions for this Capstone Project are; *What do educators need to know about code-switching in a bilingual classroom? What can educators do to support their students with this knowledge?* As my Capstone project, I have created a professional development (PD) opportunities for educators and staff members. Staff includes paraprofessionals, special education staff, content teachers, English language teachers, and administrators who are working in the school systems.

To help create this PD, Knowles (1992) method for adult learning was applied. Knowles (1991) acknowledges that adult learners learn best when what is taught can be applied to the learner's daily lives. Also, when they are working in a group, team or pair, adult learners are able to retain and internalize the content for a longer period of time. This too also maximized group interactions and encourages collaborations. Therefore, ensuring a PD with rich interaction and learning.

The professional development focuses on code-switching (CS), and is necessary because of the increase in linguistic diversity within schools and classrooms along with the increase in numbers of English Language Learners (ELL). Code-switching is becoming more and more popular within many communities because it can make it easier to convey meaning.

Dulm and Rose (2006) state that code-switching is "alternations of language within a single conversation, often involving switches within a single

speaker's turn or a single sentence" (p. 1). CS is an occurrence when a speaker is using intermixing their native language (L1) and their second language (L2), or vice versa to form a sentence that is understood. When CS occurs, the speaker using phrases of another language which is considered as "code" that is used to act as a system of signals that conveys meaning (Berstrain, 1971; Riehl, 2005; Shay, 2015). The code can be used to refer to any language system that is used to convey meaning via communication (Wardhaugh, 2010; Shay, 2015). It changes can be in the beginning, middle or end of one's sentences (Klein & Kracht, 2014).

According to the United States Census Bureau American Community Survey, 1 out of 5 Americans speak another language other than English (LanguageLine Solutions Team, 2017). Data shows that 13.3 percent of the population in the United States speaks Spanish at home in 2016. As a result, code-switching is a worldwide linguistics phenomenon in societies many (Dulm & Rose, 2006).

The framework used to build this professional development is the Markedness Model, Culturally Responsive Teaching and the Transfer Theory. In Scott-Meyers's Markedness model, he asserts that the purpose of CS among bilinguals and multilinguals is to convey the meaning and purpose to their listener (Scott-Meyers, 2002). Most of the time, this purpose note from Scott Meyer, (2002) is to create a relationship with the listener. The model allows the speakers take in information from their listener's personality and behavior in order to make choices that are most favorable to their outcome in the future (Myers-Scotton,

2002). This means that speakers are "goal-oriented." (Myers - Scotton, 2002). As a result, all these frameworks helped to explain why CS occurred in which is mostly task oriented.

Along with building relationships using language as a tool, Culturally Responsive Teaching encourages educators to reflect on their behavior and attitudes. As a result of this, it can maximize the inclusion of students as an individual and culturally. It empowers students to make personal connections, take charge and engage in activities and content that is taught in the classroom (Ford, Stuart, Vakil, 2014). On the other hand, the transfer theory acknowledges the cognitive process of the transfer one's native language (L1 to their second language (L2). The Transfer theory is important in understanding the development of one's interlanguage (Nassaji & Karmin, 2013). These three frameworks are used because they support students' reason for using CS within their classrooms. It assists them in their educational goals. In addition, it will encourage educators to further perspectives of their students holistically and make content more meaningful in reaching the needs of their students.

Welcome to the very first CS PD. This PD will be 2 hours long with a 10-minute break. We will begin with an activity.



PD: CODE SWITCHING (CS)

Patsy Lee (2019)

I will open with a question, “How many languages do you speak?” Then, I will ask educators to share. “How many languages do you speak fluently, or is able to hold a conversation with someone on the street? Please share it with your partner. I will give you one minute to discuss this. “(1-minute passes by)
“Please stand if you only speak one language. Two? Three? Four? More than four?”
“Now for the activity!”

**HOW MANY LANGUAGES DO YOU
SPEAK?
Share with your partner**

I will open with a question, “How many languages do you speak?” Then, I will ask educators to share. “How many languages do you speak fluently, or is able to hold a conversation with someone on the street? Please share it with your partner. I will give you one minute to discuss this. “(1-minute passes by)
“Please stand if you only speak one language. Two? Three? Four? More than four?”

PARTNER ACTIVITY

“Now for the activity!”

During this ice breaker, there will be two parts.

You will find a partner. The partner can be anyone you like. As the speaker, you will be speaking in a language that is hopefully not English for about 2 minutes. But, if you only know one, then English is okay. But I really want you to use a different language if possible. I will call time and let you know when to start and stop. The listener will try to guess what you are saying. You will be given a minute to talk about any subject that you choose as your partner listens. Listeners, you will be tasked with the challenge of trying to understand what your partner is saying to you. After the two minutes, we will switch!

Listeners will become the speakers, and the speakers will be listeners.

GROUP DISCUSSION

How was the experience?

There will be a 4 minutes group discussion; how do staff members feel about the activity and what are the struggles they had. I will go over the questions and ask for volunteers.

How was your experience when participating in the activity? What was hard and what was easy about being the speaker and the listener? Did the speaker do anything to help you understand what they were saying?

PARTNER ACTIVITY

Now, using the same language that you've picked;

- Add either words or phrases in English to form a sentence
- Partner guesses what you said
- Switch roles



There will be a 4 minutes group discussion; how do staff members feel about the activity and what are the struggles they had. I will go over the questions and ask for volunteers.

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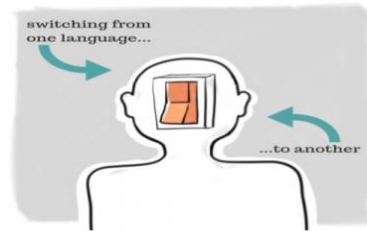
OBJECTIVES



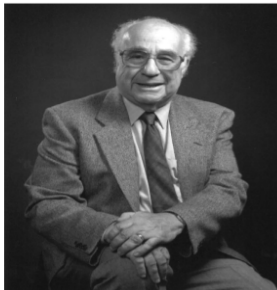
- ❖ Participants will be able to.....
 - define code-switching (CS).
 - explain how and when CS is used in the classroom or around the school.

This will be our objective for next 1 hour and half. There will be a 10 minutes break. (3 Minutes)

WHAT IS CODE-SWITCHING (CS)?



Ask: "What do you think, or know of about CS?" If you do not know, take an educated guess by looking at the picture.



"...juxtaposition of the passage of speech belonging to two different grammatical systems of a subsystem, within the same exchange"

Gumperz (1997)

This is Gumperz's definition of CS. He was the first scholar to express the idea of CS as a linguistic means to include or exclude someone in a social context and grouping. He noted the "we" vs. "they" code is associated with formal and informal interactions. The "we" is built on the perceptions of informalities and is associated with one's social group. The "they" is perceived to be those who are outside of the social group from within.



“alternations of language within a single conversation, often involving switches within a single speaker’s turn or a single sentence.”

Dulm and Rose, 2006

Here is another definition of CS. This comes from Dulm and Rose who also wrote and researched in-depth about CS.



Code-switching (CS) occurs when a speaker uses their native language (L1) and their second language (L2) together in a sentence to form a meaning.

This is my definition. Question: Now, what is the reason for the two activities in which one was full foreign language and the other one uses CS? Answer: to see the difference and be in the perspective of an ELL learner, or a learner who is in a bilingual/multilingual class.

BREAK



Break time! You have 10 minutes. Please be back on time. We will start the next half of PD.

Here, I will ask educators about a situation in which they engaged in CS in their own personal life. Code-switching is important in the education field and system because:

- Everyone does it!

I'll ask staff members to discuss and share when they CS in their daily lives. This can be anytime, anywhere and with anyone. Think of when you CS. This does not have to be L1 to L2.

- Share

CODE-SWITCHING

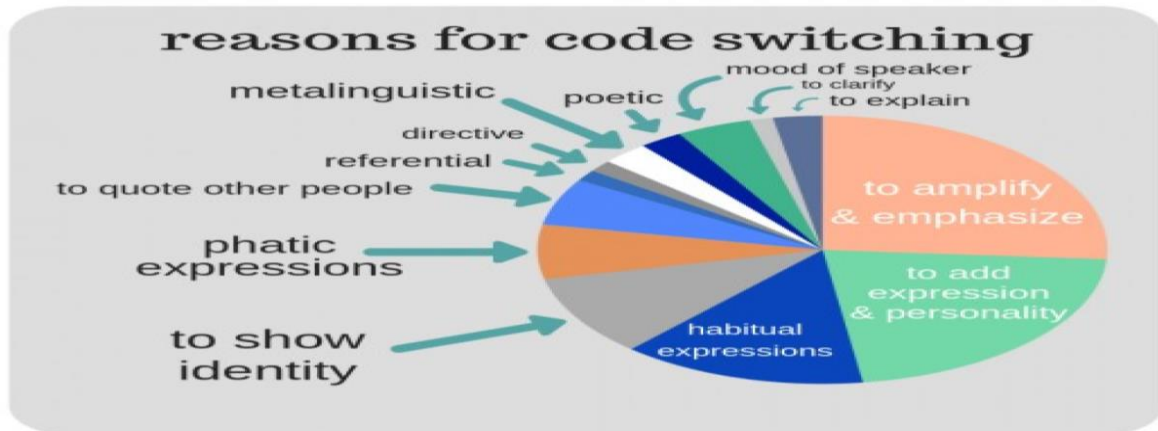


Identify when and how CS is used. The words are animated, therefore will only show when I want to show them. Why do you think CS occurs? Who uses CS the most? Patterns that may occur. We tend to use CS to reaffirm and redirect what we are saying to our listener. This means restating and making things clear to our listener. CS can also be used to convey oneness, meaning as Gumperz states, "We" code. Or the opposite: "They" code. Those who are outside of the group. (Ask the participants) Can you think of when this happens? During class to you or to others?

WHEN & WHY

- **Make an educated guess. Why might CS may occur?**
 - To reaffirm**
 - To redirect**
 - To restate**
 - To communicate solidarity/deny it**
 - To avoid/change subject**
 - To hold a conversation**

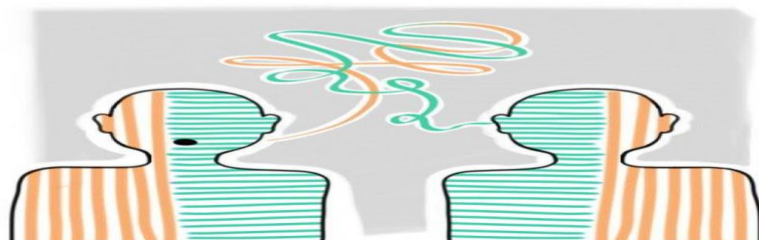
When looking at this graph, I want to show you visually how one may use CS, and for what reasons. Are you surprised about anything? Do you see some of these patterns in the classroom? Have you done it yourself? Phatic expression means to communicate in everyday terms, socializing. For example, small talk.



Note: Reasons for code switching graph was taken from Seckin (2019).

Now that we have looked at the reasons of when and why CS happens, I will show you a short clip from YouTube. I want you to observe and think about some reasons for these individuals to use CS. What do you understand from their conversations? These individuals CS between English and Japanese.

Example of CS of L1 and L2 (English to Japanese)



NOTE: VIDEO WAS TAKEN FROM TAKEN FROM C. (2012).

After watching,

“What did you notice when CS occurred?”

“Was there a shift in attitude that changed when it happened? Why do you think the CS happened in the conversations?”

- Explain:
 - Educators, you will travel with a partner from table to table to make an educated guess of what is happening when the CS occurs in the conversations. There will



be 6 printed articles on the table. you will have 5 minutes per article to guess why CS is used for.

- When 15 minutes is up, there will be a 10 minutes discussion about your conclusion as a large group.
- 10 minutes questions and homework assigned/data collection with a due date

ACTIVITY PAIR GROUP

- ❖ Read the conversations:
 - Determine what methods the students are using to hold conversations when code switching.
 - 15 minutes total



Do you

have any questions?

QUESTIONS?



For the next PD, I would like you to observe your classroom interactions in how often CS occurs. The means, I want you to be mindful, very mindful in observing when students switch from L1 to L2, or L2 to L1 when it happens and why it happens. When and why this happens, for which part of the activity in your lesson as well. You should also include yourself. It would be fun to see much you do it as well.

For example, students are usually good at telling me why they switch. when I ask them, if they need help? It can be discussion base, or brainstorming. In my classroom, I noticed most of time is to explain something or so off topic conversations.

YOUR HOMEWORK

Observation

**For the next two months,
observe what happens
regarding to CS.**

Welcome to our second PD. This time we look at CS and CRT. We will look at what CRT is, and why it is important. We will also look at what is the link between the two.

For this PD, these will be our objectives. Are there any questions before we start?

For this PD, these will be our objectives. Are there any questions before we start?

OBJECTIVES



- Participants will be able.....
 - to discuss their observations and why
 - Define Culturally Responsive Teaching.
 - Self assess their personal perspectives about culture.
 - Affect your classroom?
 - Create a Culturally Responsive Teaching classroom.

For this PD, these will be our objectives. Are there any questions before we start?

What do you remember from the last PD? Why do you remember that?



These questions will be discussed in the PD. You will pair up and share your observations with each other. Then we will have a large group discussion. You will have about 5 minutes to talk about these questions listed on the slide.

- In large group discussion, I will be recording what you say onto this big white paper.

DISCUSSION

Pair share about your observations:

- (1) How often did code-switching (CS) occur in the classroom?
- (2) What was CS used for?
- (3) Did you code-switch and for what purpose?
- (4) What was your overall experience with CS?

From the graph and notes that I have taken down on the large white paper. We will begin to talk about patterns that may have been notice. Now looking at the graph, what do you notice from

students and teachers? Why do think that is? What was the most difficult for you and your peers? What was the easiest?

DISCUSSION:

1. What patterns did you notice from students?
2. What patterns did you notice from teachers?

5 MINUTE BREAK



Okay, everyone. We have a 5-minute break.

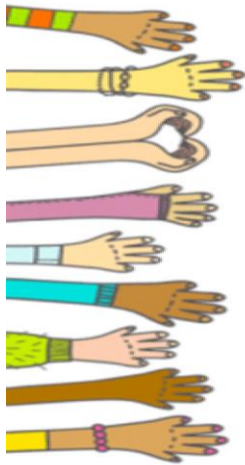
Here, I will ask:

Are you familiar with CRT? What do you know about it? Are you using some part of CRT in the classroom, if you do know of it?

CULTURALLY RESPONSIVE TEACHING (CRT)



Culturally Responsive Teaching is what we should strive for in every lesson that we teach. This means that our lessons should be able to tap into students' culture and personal experiences and prior knowledge that can enable relatedness to the content. This can be an everyday experience, like Snapchat, text, Facebook, having cultural names in the text instead of names like, Dan, Mary or Anne so, that they can recognize culturally. I know I have many students who as me is Jim was a boy of girl, or even a person. What is obvious to us is not obvious to them.



WHAT IS CRT?

Educators support diversity, knowledge and skills in which they incorporate into the content with relevance in relations to the student's culture.

- Bennet (2012)

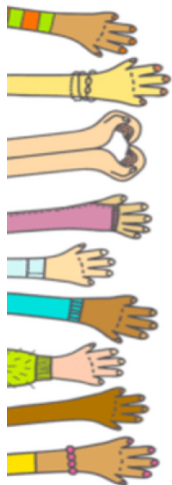
The next three slides will explain what CRT is and how it affects staff members, parents and students alike.

- Promotes and encourages **educators & staff members** to look at their ...
 - Biases & Perspectives about their students and culture.
 - Attitudes & Behaviors displayed and acted upon at school.
 - How do these impact their students and the classroom environment?

In this slide, staff members and educators will engage in a self-assessment of “What is culture? What are my perspectives of it? What do I think about race and ethnicities? I will read off a list of nationalities and have you write the first three or four words you think of about each particular group.

- Chinese - China
- African-Americans
- Canadian
- Somali
- Indian/Hindi
- Karen
- Mexicans

Once done with the activity, we will pair up and share what they discover. After that, there will be a large group discussion about their findings. The large group discussion continues with the question of, how can this impact their teaching in the classroom.



CULTURALLY RESPONSIVE TEACHING (STAFF & EDUCATORS)

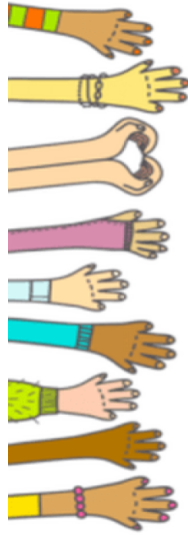
- ❑ Promotes and encourages **educators & staff members** to look at their ...
 - ❑ Biases & Perspectives
 - ❑ Attitudes & Behaviors
 - ❑ Impact



CRT support students by having an inclusive classroom. This means that students feel that their voices are heard and that their environment is safe. It implements their cultural aspects into their learning that can enrich and motivate them to learn in the classroom and in school. Also, students are able to use their personal experiences and relate to the content that is taught.

- Promotes and encourages a(n)
 - Inclusive classrooms
 - In depth conversations about culture and diversity.
 - Student’s ability to relate personal experiences to content.
 - Is motivated to learn

- Increased engagement in class



CULTURALLY RESPONSIVE TEACHING (STUDENTS & ENVIRONMENT)

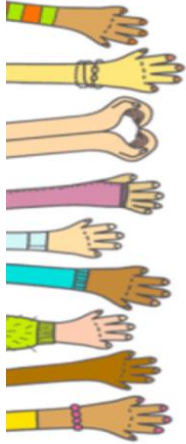
- Promotes and encourages a(n)
 - Inclusion
 - In depth conversations
 - Relatable personal experiences to content
 - Motivation



Parents and Family.

This is what many schools strive to have, which is to have a strong parent and community engagement. CRT will help family become more involved in schools' activities. It shows that family members are appreciative and respected regardless of their culture, beliefs, values and ethnicities. It also places emphasis that the school embraces parents' and the communities' therefore, building a strong rapport. As a result, CRT can build a strong learning support foundation for students.

- Promotes and encourages a(n)
 - Family involvement in school
 - Family members are valued and respected
 - Encourages family members' value of their student's education
 - Build a strong learning foundation & rapport for students



CULTURALLY RESPONSIVE TEACHING (FAMILY)

- Promotes and encourages a(n)
- Family involvement
- Valued and respected of child's education
- Strong Foundation & rapport

Why do you think that CRT is important?

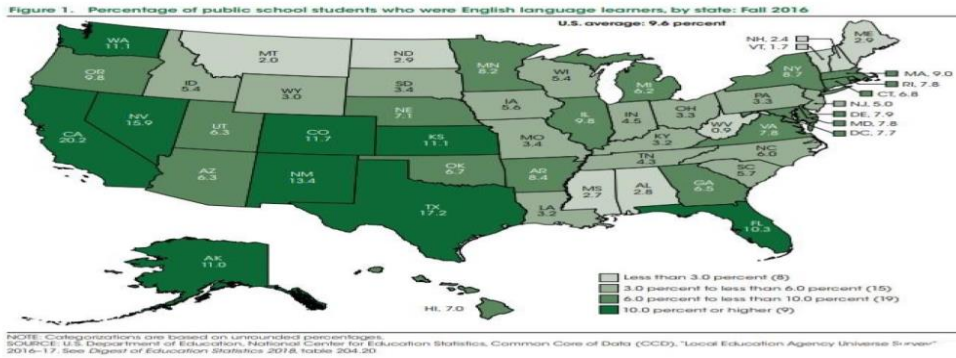
It is important because it acknowledges and incorporates who students are into our lesson. It empowers them in their learning. Instead of looking at them as misshapen pieces of the puzzle that don't fit, we as educators will create the space that is needed for them to fit within the puzzle that is given to us!

CULTURALLY RESPONSIVE TEACHING (CRT)



This graph is important because it shows the diversity of languages and the growth of ELL. By understanding the population of ELL learners, we as a school can better adjust to these changes and support students in their learning goals. Also, we are able to be mindful of our actions when interacting with students. (Hence, we work students who are ESL, Bi and multilingual. Therefore, learning the facts and being able to use CRT in our classroom is very important.) In 2016 - 9.6 percent students are ELL, about 6-10% via the map that is shown on the slide. Census 2020, more than 1/2 of the children are expected to part of the minority race or ethnic group.

ENGLISH LANGUAGE

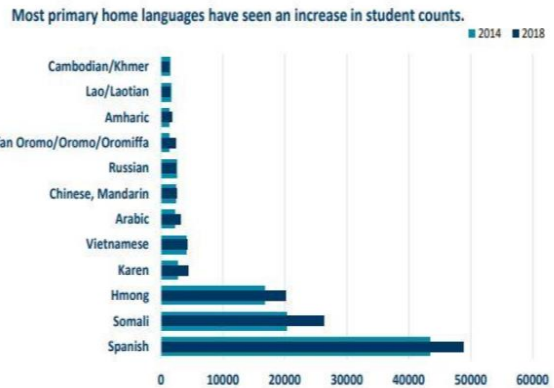


There will be a 2-minute discussion about this graph and if staff members are surprised by the data shown above. On the next two slides; slides 41 and 42 will be a comparison between 2017 to 2019 growth in diversity. What do you see and notice from this slide? (There will a print out this for those who like them.) Are you surprise about anything?

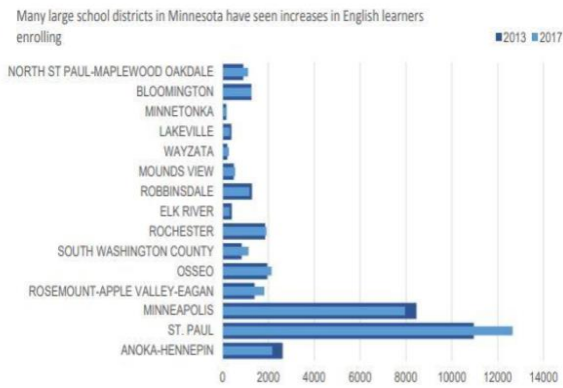
Figure 10. Minnesota's Top 12 Languages Other than English



Figure 10. Minnesota's Top 12 Languages Other than English

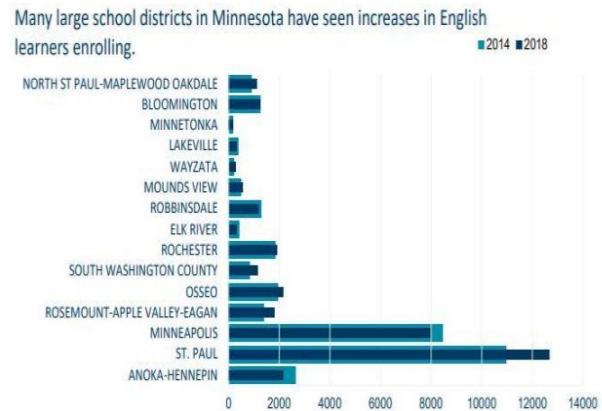


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Source: Minnesota Department of Education 2013-2014 and 2016-2017 EL Enrollment

Figure 8. English Learner Enrollment in the Largest 15 Minnesota Public School Districts



Source: Minnesota Department of Education 2014-2015 and 2017-2018 EL Enrollment

What is the link between the CRT and CS?

- have a quick discussion.

Our classrooms have become more diverse each year. Each year we have seen an increase of ELL students. As a result, we cannot teach and perform like we used to. We have to adopt and utilize the strengths of our students. This can be parents, community members, culture, personal experiences and if I may heavily emphasize: their home languages. This will be a huge asset to teachers, schools, educators and staff members.

- Data shows that schools are quickly becoming more bi-multilingual focused.
- The number of ELL students in schools is increasing.
- Language is one common way to communicate.
- Students can use L1 to relate their educational goals. CRT is linked to CS because.....
 - Data shows that schools are quickly becoming more bi-multilingual focused.
 - The number of ELL students in schools is increasing.
 - Language is one common way to communicate.
 - Students can use L1 to relate their educational goals.

CRT & CS

- ❖ **CRT is linked to CS because.....**
 - **Increase of bi-multilingual and ELLs**
 - **Language = communication**
 - **Use of L1**

There are four main components of CRT.

The first component is being *Cultural Proficiency*. What do you think this means? Any one wants to take a guess about it? (Conversation among the staff members). This means that to be able to understand who are student are, their way to thinking and learning, we as staff members must look within ourselves, and understand our identities, biases, values, and influences that we exert upon others. Once we understand our own identities, we can be a better educator by improving our teaching and way of thinking. (Thus, out activity from earlier)

The second component is *developing and maintaining students' relationships* through their identities, meaning culture that acknowledges who and where they are from. Since this PD is all about languages, also accepting their languages into the classroom. This includes accents and dialects.

The third component is *Knowledge Construction*. To explain this, here is an example:
I am going to teach a quick mini lesson to you all:

- Today we will learn about how to write and say things in order by using sequencing words. These words, are First, second, next, then and finally.
- You use it every day! When you talk to friends, and family. When you tell a story, or gossip about a friend.
- Which of these words, do recognize? Is there a word that you know that maybe the same that you know of?

Ask staff members: What am I am doing? And when I am you this mini lesson, what are you doing? Tapping into their prior knowledge is very important as well culturally. This will help them form a relationship with the words and the idea. This will help educators to use cultural aspects to scaffold students learning.

The four components are *Differentiated Assessments*. This, I believe we as staff members, educators do not do enough. This will enable educators to assessment the gaps that student have,

and gain the ability to various methods to teach. In addition, this will challenge students in the classroom.

Four Main Components of CRT

1. Cultural Proficiency
2. Developing and maintaining students relationship
3. Knowledge Construction
4. Differentiated Assessments



Share with educators' strategies to apply CRT via CS. I know many of you use to help support students. CRT goal is to meet students at **where** they are in their learning, and **not** where they “*should*” be. Of course, where they “should” be is where we, as educators and staff members, are working towards. That is our goal!

- **Tap into student's prior knowledge**
 - Ask open-ended questions
 - What does this remind you of when x happens? What do you know about X, have you heard of X?
- **Prediction:**
 - Ask for student's prediction about x
 - Use real life problems/situations/models
 - Students can and may apply it directly to their own experiences or at least try to.

- Differentiate assignments for students and groups (Needs)
- Diversify materials:
 - Books
 - Literature
 - Grade level/ vocabulary/assignments

Here are some CRT Strategies that you may have been using or not. Anything that we can add onto?

CRT STRATEGIES

- ❖ **Infuse student's personal experiences, culture into instructions when possible:**
 - **Everyday routines**
 - **Social media**
 - **Student's First Languages**
 - **Pictures and models**



Share with educators strategies to apply CRT via CS.

In this slide, it is essential that we, as educators and staff members, provide routines that students are familiar with and know.

ACTIVITY CREATE YOUR CRT CLASSROOM.

- ❖ **Groups of 4-5**
- ❖ **Draw your CRT classroom with CS**
- ❖ **12 minutes to plan**
- ❖ **Explain**



Share what the group did to make the classroom more culturally responsive.

- Include the four components that was shown you. It will serve as a guide, and may help you think of what you have already done.
- I will put the slide up again in case you need to references it.

- Please include how you would include CS.

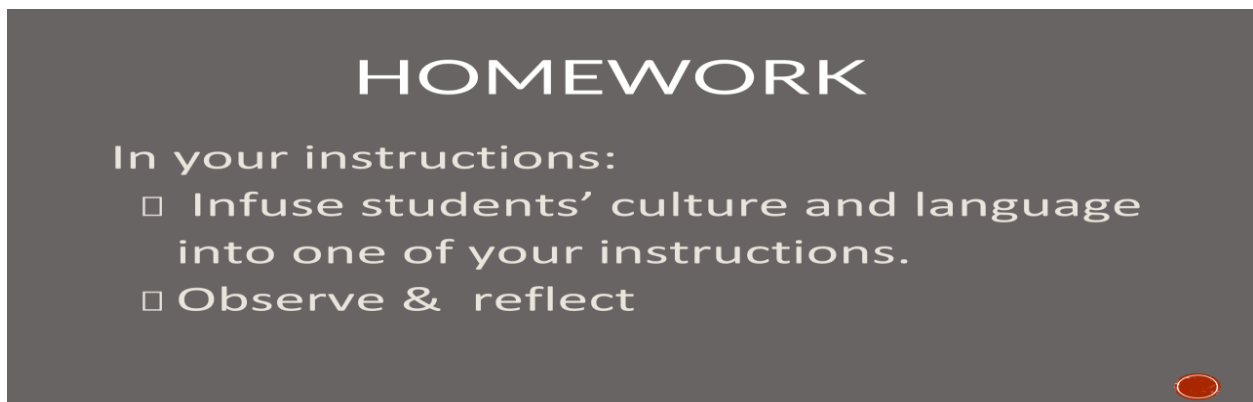
After 12 minutes, groups will go a share out.

Share out about your CRT Classroom

Time to share! What did you and your table partner talked about? How you and your partner create your CRT with CS lesson? Who would like to share their drawing and explain, how CRT and CS are embedded within it?



Are there any questions about the CRT classrooms? Are there any questions that you have in general?



Next PD, we will talk about your experiences. I would like you to apply CRT into your lesson or lessons when possible and observe how it goes. I know that you have done many of these steps.

When performing these lessons, I would like to challenge to incorporate into the lesson when possible. This can be when students are working in pairs or teams.

PD: CODE-SWITCHING AD CRT APPLICATION IN THE CLASSROOM



Patsy Lee (2019)

Welcome everyone. This will be our last PD for CS. During this PD, you will do a lot of talking, and I will be doing very little. This PD will be discussion and reflection based.

OBJECTIVES



- ❖ Participants will be able to have a discussion about what was observed in their classroom when using CRT.
 - "... will be able to give each other advice and suggestions in using CRT to support students
 - "... Reflect if they used CS when they used CRT in their lessons



I will talk about the objectives, and what our goal is for this PD.

Our target objectives:

1. What are my observations when applying CRT in the classroom?
2. How did I apply CRT into my classroom?
3. How did the students respond to CRT?
4. How did I respond to CRT?

Are there any questions before we move on? Here are some more PD objectives that we will be working on.

OBJECTIVES



- ❖ Participants will be able reflect on how CRT went for them and their students.
- ❖ Participants will be to give feedback via email based on what they learned to make the next PD more effective.



What do you remember from the last two PD? What were two takeaways from the last two PD?

REVIEW

This PD will be a discussion and reflective based PD. Therefore, you get to share your thoughts, feelings and experiences with everyone. You will also share what you have seen, learned and felt about CRT with the conjunction of CS. Here are the first two questions. Please take a few minutes and talk about it with your table friend.

DISCUSSION TIME

1. What are my observations when applying CRT in the classroom?
2. How did I apply CRT into my classroom?

You will also share what you have seen, learned and felt about CRT with the conjunction of CS. Here are the first two questions. Please take a few minutes and talk about it with your table

DISCUSSION

1. How did students respond to CRT? Why do you think so? What are some of your evidences?

friend.

You will also share what you have seen, learned and felt about CRT with the conjunction of CS. Here are the first two questions. Please take a few minutes and talk about it with your table friend. Also, think about what could have I done better/differently.

DISCUSSION

- 1. Did I incorporate CS into CRT when teaching?**
- 2. How was CS and CRT used to support students' learning?**
- 3. What resource(s) did I use to help in making my classroom more culturally responsive?**

You will also share what you have seen, learned and felt about CRT with the conjunction of CS. Share what worked when using CRT and CS? Share what did not work so well, or how was it difficult to implement CRT and CS into the lesson?

DISCUSSION

- 1. How helpful was CRT in the classroom? Why?**
- 2. What was difficult?**
- 3. What was easy?**

Now that you have learned and performed the task. Also, you now have a better understanding of CRT and CS, I would like you to draw what you would do differently in your classroom. What would you include and not include in your lesson? What would you do you differently? You will have 10 minutes and we will share! GO!

ROUND TWO: DRAW YOUR CRT CLASS!

QUESTIONS?

Do you have any questions and concerns?



THANK YOU.

Thank you. If you still have any burning question and would like to give me feedback please email me. If you would like more information about CS, or CRT, feel free to contact me! I am happy to help in any way that I can. Also, if you would for me to bring in, or add into future PD, please do let me know as well!

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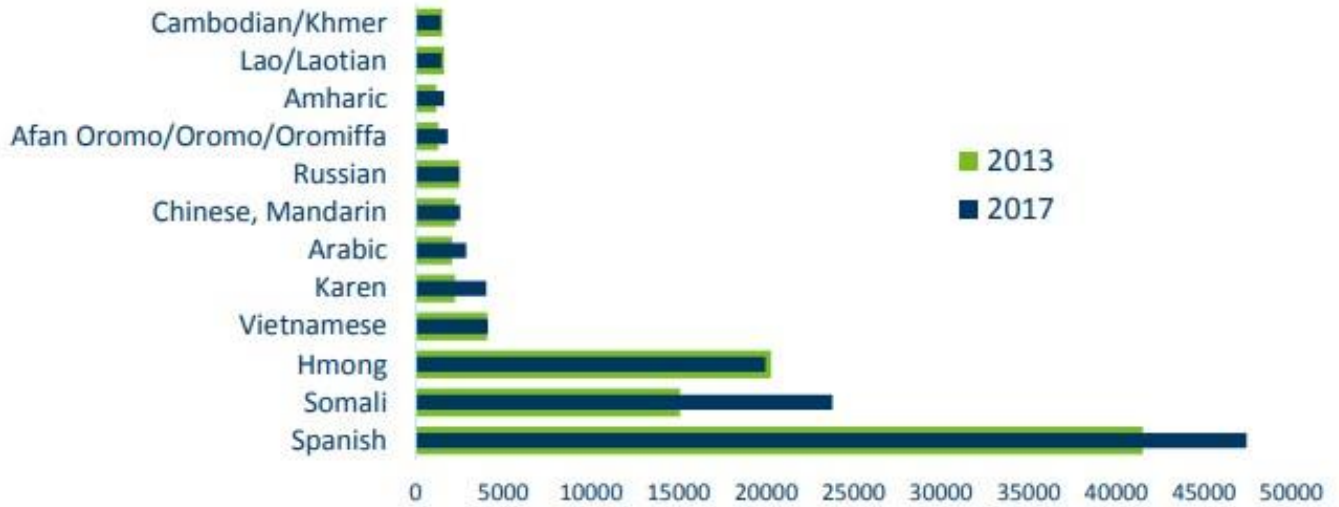
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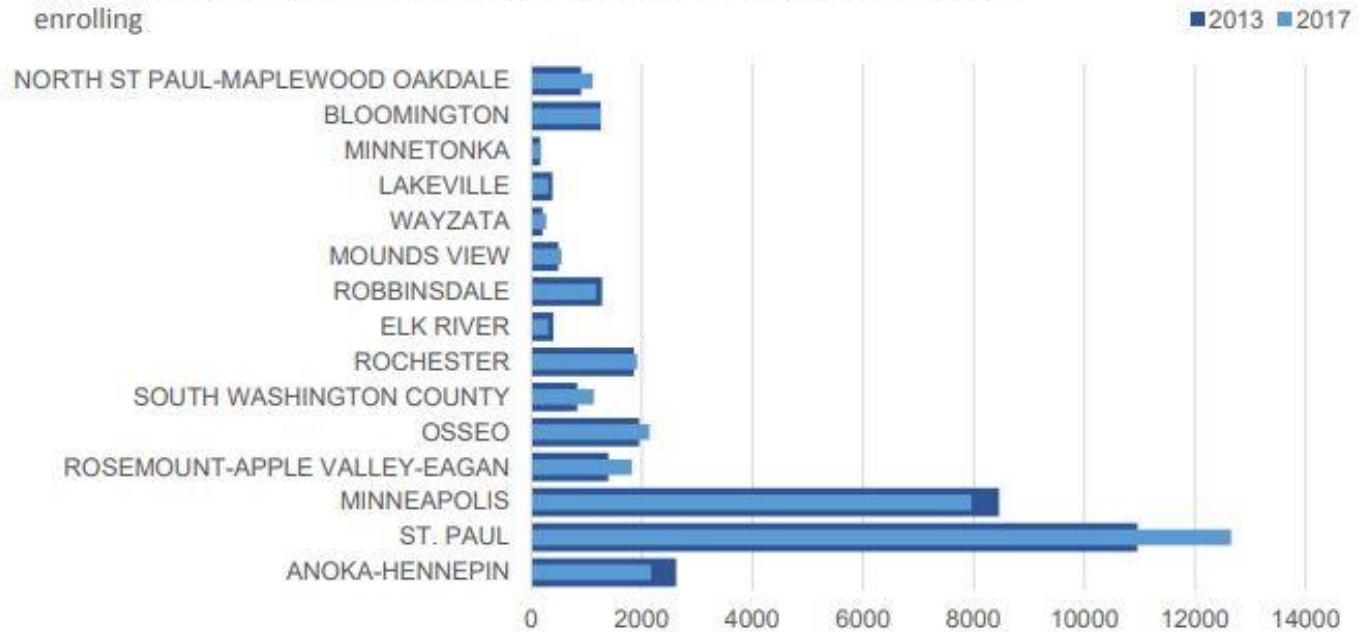
Figure 10. Minnesota's Top 12 Languages Other than English

Most primary home languages have seen an increase in student counts



Source: Minnesota Department of Education, [Data Reports and Analytics](#)

Many large school districts in Minnesota have seen increases in English learners enrolling



Source: Minnesota Department of Education 2013-2014 and 2016-2017 EL Enrollment

T: Moaning, moaning.

S: And groaning.

T: So *kla-kla* is manner.

(Dulm and Rose, 2006 p. 9)

They are trying to define meaning to the word using CS.

S1 = Student 1, S2 = Student 2

Example (two):

S1: Guess what Tammy and I are eating now at break - pizza slices! Ha, look at your face.

S2: Will you give me a *hap* (*bite*).

S1: Yes man, I will give you a *hap* (*bite*).

(p. 6).

In this conversation, they are building a social relationship in which they are using the word to convey humor. This is seen from S1 asserting "I will give you a *hap* (*bite*)" (Dulm & Rose, 2006).

Example (three):

"You know what? You need to leave a space, "*un espacio, aqui vas a poner la respuesta*, (space where you are going to put that answer)."

An example from Brice, & Rivero, (2013)

In example (three); it shows that the speaker reiterates the direction to their audience in spacing.

An example (four) of CS equivalence is shown below. The conversation is in Spanish taken from Sampson (2012, p. 297).

S1 = Student 1, S2 = Student 2, S3= Student 3

Example (four):

S1: So how do you say *Frontera*?

[border/boundary/frontier]

S2: Er....

S3 It's like a border, or a boundary.

S1: (to S3) I thought *frontera* was frontier?

S3: (to S1) Yes, I think frontier and boundary are the same.

In this example, the students use their L1 equivalent to assist them in transferring and discover the meaning of the word, *frontera*. Using their L1 equivalent vocabulary to clarify and solidify the meaning.

S1 = Student 1, S2 = Student 2, S3= Student 3, S4 = Student 4

From Sampson (2012, p. 299).

Example (five):

S1: An what about drinking?

S2: So-so, some drinking is not so bad, you can relax very much if you, er,

Drink a beer.

S3: *Ay, este borracho.* [Oh, what a drunk.]

S4: (laughing) But not too much, if it's too much it's bad for you.

Example (five) shows that these students are engaging in inappropriate conversations. They solidify their identity in engaging and responding to CS.

S1 = Student 1, S2 = Student 2

This conversation is held in isiZulu.

Example (six):

S2: Can I use you koki pens?

S1: No, they dry quickly.

S2: Oh! Please, *ngizowavala mangiqeda ukuwa-user* (isiZulu).

[I will close them after using them.]

S1: No, I don't want you to use them.

S2: *Nqiyakucela, toe* (isiZulu) [Oh, please, I beg you.]

S1: No.

S2: *Kulungile* (isiZulu) [It's fine], I am not going to let you use my wax crayons.

S1: Who cares

From the conversation above, student A used English in asking permission to use the student B's wax crayon in school. When student B gave student A negative answer, (Ncoko et al., 2000).

B = Bowen (Son in the conversation)

M = Mother

This excerpt is from Wang (2017, p. 9).

Example (Seven):

B: Xiaci buneng zai nali, bushi budao nali, buneng zai nali.

(Next time you cannot be there. It does not mean you are not going there, but not be there.)

M: Budao nali gen bunengzai nali you sha qubie?

(Are there any difference?)

B: You a.

(Yes.)

M: You sha qubie?

(What are the differences?)

B: Can you tape these papers?

M: Gan shenme?

(What?)

B: Tape this one. Right in the middle here.

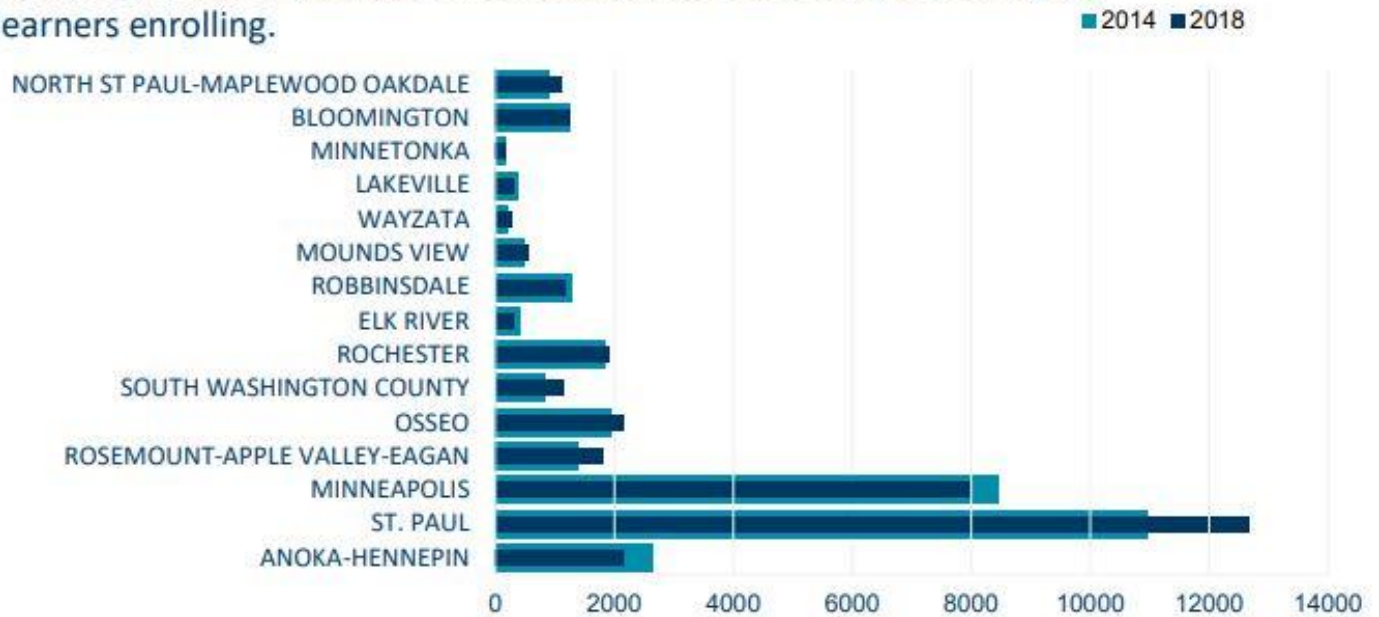
M: Hm, Zhege jiaoshi haixiang ye buhai.

(Hm, this glue doesn't look good, either.)

In this engagement with Bowen, the young boy in the conversation has a conversation with his mother in his L1 than later switches to L2 to avoid answering his mother question about the differences between 'not going there' and 'not be there.'

Figure 8. English Learner Enrollment in the Largest 15 Minnesota Public School Districts

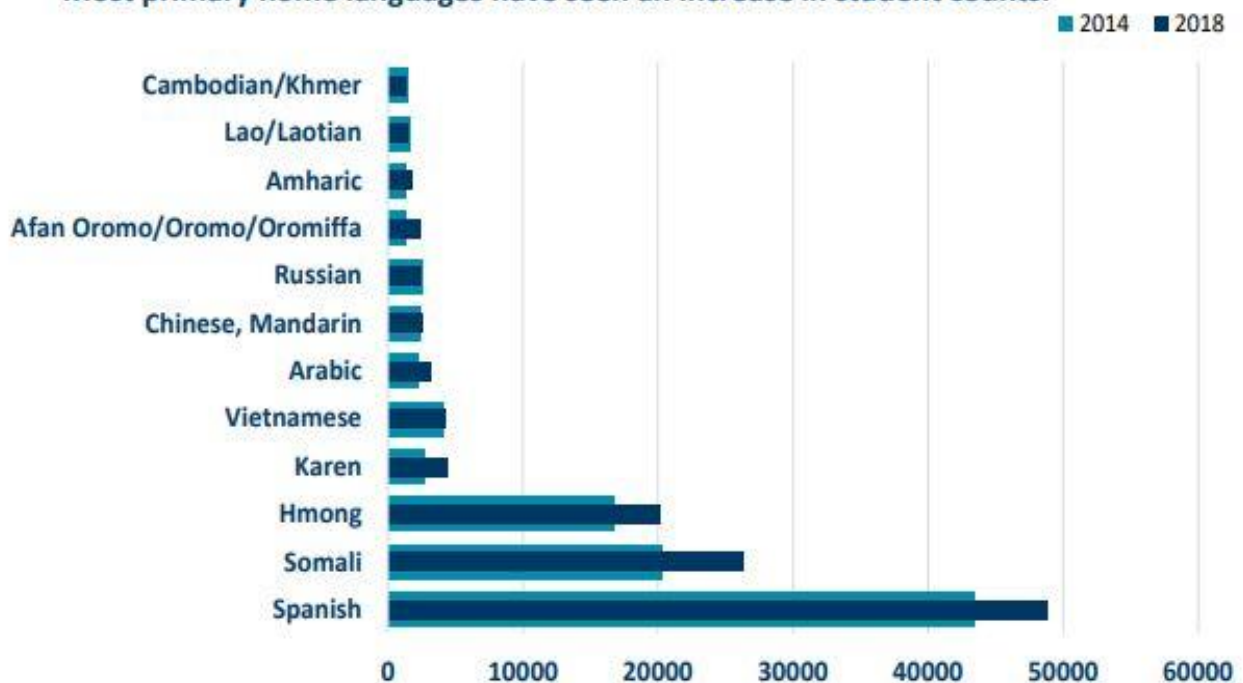
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