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Code-switching in the Foreign Language Classroom.

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ABSTRACT

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It is a frequently observed phenomenon that language learners often turn to their native language in the foreign language classroom, i.e. they code-switch, but why is it so? In order to investigate this, this study had two aims; the first aim was about trying to see if the frequency of code-switching differed depending on the questions' levels of difficulty. This study was conducted on three different upper-secondary schools and involved 24 pupils. The pupils' age varied from 16 to 19. The hypotheses were that pupils code-switch less when answering basic level questions and more when answering advanced level questions. Small groups were observed and they read a text and answered eight questions. The results showed that the pupils did code-switch more on the advanced level questions and less on the basic level questions. They code-switched 15 times on the basic level-questions and 21 times on the advanced level-questions. However, this is not a big difference since there were only six instances that differed between them. The second aim was about trying to see if one could categorize code-switching. It was based on Sert's (2005) three categories; *Equivalence*, *Reiteration* and *Floor-holding* and four other categories invented by the researcher of this study; *Student-student code-switching*, *Student-researcher code-switching*, *Comfort code-switching* and *Sorry code-switching*, thus, seven categories in total. The results showed that the pupils did code-switch differently and that Sert's categories did exist, but they were not enough that is why the researcher added the four other categories.

Search words: Code-switching, equivalence, reiteration, floor-holding, student-student, student-researcher, comfort, sorry, categories, level-questions.

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1. Introduction

When I have been on different school placements during my study time at the University there has always been one thing I have paid attention to and noticed in every school. This phenomenon is a very common thing among pupils in Sweden and also occurs among people who regularly use more than one language. This phenomenon is called code-switching.

Some believe that code-switching only occurs in bilingual societies, but research within this field has expanded a lot in recent years and researchers consider code-switching not only as something bilinguals use but also as something that occurs every day in our foreign language classrooms. As I am studying to become a teacher in a foreign language, this will be something I will come across in every class. Therefore I find this phenomenon very interesting. I decided I wanted to write about why pupils code-switch and about different types of code-switching.

2. Aim

My overall aim with this essay is to examine when and why students code-switch in the foreign language classroom. I have separated my aim into two parts but both of them are about code-switching between English and Swedish in the foreign language classroom among pupils at upper secondary schools

The first aim is about trying to see if the frequency of code-switching changes depending on the difficulty of the situation. It is assumed that pupils will probably code-switch more when they answer the more complicated questions. In other words, when pupils feel it is getting hard to speak and explain something in the target language they will switch back to their native language. This paper attempts to examine the following hypotheses:

- Pupils code-switch less when they answer basic questions.
- Pupils code-switch more when they answer advanced questions.

The study's second aim is about trying to see if there is a possibility to categorize code-switching into categories like Sert (2005, p.1) did. It will therefore be based on his three code-switching categories and also four other code-switching categories invented by the researcher of this study, thus, seven categories in total. These categories show us how code-switching can occur in different situations. It is suggested that code-switching does not only occur when

students feel they lack competence in the target language but that there are other situations that can cause code-switching in the foreign language classroom. That is what the second aim is about, trying to investigate code-switching with the purpose of categorizing the phenomenon. The hypotheses for this aim will therefore be based on the already existing hypotheses from Sert's theory about the different code-switching categories; Equivalence, Reiteration and Floor-holding. But also four other categories invented by the researcher; student-student code-switching, student-researcher code-switching, comfort code-switching and sorry code-switching.

3. Background

3.1 Definitions and examples

What is code-switching? According to Heller (1988, p. 1) code-switching is when a person mixes two languages in a single sentence or a conversation. Valdes-Fallis (1978, p. 6) claims that people can mix words, phrases and clauses. When one person switches between two languages, the person is bilingual. According to Baker (2006, p. 3) a bilingual person can use two different languages, but one of these is often the dominant one. She suggests that some bilinguals are active in both languages whereas other bilinguals are passive, and their skills in one or both languages are less developed. Baker (p. 4) also suggests that there are many dimensions of bilingualism. One of the dimensions is called *Elective bilingualism*, which means that a person can choose to learn a new language, such as Swedish students learning English in the classroom. In his work, Klintborg (1999, p. 6) gives an example of how a bilingual person alternates between Swedish, her mother tongue and English, her adopted language:

“Ja för han hade tatt en get – som inte *be* ^{@1} som inte *belonga* te honom @ - *and nobody* slakta den or nånting – *we just kept it and he told him it was there – I don't know if they let him out afterwards or what – I can't remember that*”.

¹ Laughter.

Mesthrie, Swann, Deumert and Leap (2010, p. 163) state that code-switching has not always been a field of serious study. The type of conversation that we call code-switching today was previously known as a bilingual's way to choose when s/he wanted to use a certain language. S/he could use one language on a certain occasion and another language on another occasion. According to Gumperz and Hernandez-Chavez (1974, p. 581) other terms can be used for code-switching, related terms are for instance: code shifting and code mixing.

3.2 Code-switching in the foreign language classroom

Although code-switching research is mostly associated with the field of bilingual environments and communities, code-switching in the foreign language classroom is, according to Sert an extensively observed phenomenon. In their work on code-switching, Milroy and Muysken (1995, p. 90) state that research on code-switching in the classroom has been conducted for almost two decades. Simon (2001, p. 313) claims that there has been a development in the research of code-switching in foreign language learning. The language classroom has become interesting for researchers. According to Milroy and Muysken (p. 90) code-switching in the foreign language classroom is international; there has been research on this in the United States, South America, Canada, Europe and South East Asia.

What happens when pupils code-switch in the foreign language classroom? Liebscher and Dailey-O'Cain (2005, p. 234) suggest that foreign language learners switch back to their native language when they feel they meet obstacles in the target language conversation. Sert came up with some categories of code-switching in a foreign language classroom. The first category is called *Equivalence*, which occurs when the student lacks competence in the target language, such as when s/he feels that s/he is not competent enough to explain something in the target language. The student therefore instead uses lexical items from the native language. This process is, according to Sert a sort of defensive mechanism. The second category is called *Floor-holding*. Here the students use native language words to fill gaps in the conversation in order to avoid breaks or open spaces in the conversation. Sert claims that this process may have a negative outcome on language learning if students continue with this type of code-switching for a long period of time. They may lose the competence of fluency in a conversation. The third category is called *Reiteration*. Pupils use this function in order to reinforce and clarify a message. Sert claims that students may repeat words and phrases in their native language because they feel they did not clarify a message in the target language

but also to show the teacher that s/he has understood the task or content in the situation. Heredia and Brown (2005, p. 214) state that people often do it in order to be understood better. According to Yule (2010, p.194) there is one thing called *Communicative competence*, which means that L2 learners try to use the foreign language correctly. Rababah (2002, p. 6) states that there are other strategies within communicative competence. One of them is called interlanguage communication strategies, which means that L2 learners use different types of strategies to get their message through. The learners want to organize their message quickly in order to avoid communication problems. Typical behaviors would be: use words from their native language, mumble, repeat sentences and words, try to avoid certain words which they may find difficult, rephrase words and sentences, ask someone else for the correct word or sentence, and correct themselves by using self-correction as Rababah calls it.

Simon (p. 314) suggests that code-switching in foreign language classrooms is much more complex to scrutinize than code-switching in social settings. The pupils in the foreign language classroom often have vague knowledge of the target language compared to bilinguals in a social setting. There is indeed a difference between code-switching in educational settings and in social settings. According to Wei and Martin (2009, p. 117) code-switching in educational settings is often seen as unsuitable and wrong, while code-switching in social contexts is seen as something natural and a part of bilingual speech.

3.3 Code-switching in the foreign language classroom – positive or negative?

There has been some research on positive and negative aspects of code-switching in foreign language classrooms. Some researchers claim that code-switching can be an advantage in L2 (second language) learning while others think that code-switching only has disadvantages. Gumperz and Hernandez-Chavez (1972, p. 586) claim that people think that those who code-switch make a mess out of the conversation and cannot speak the language properly. Thomas (2001, p.137) maintains that in some communities code-switching is even seen as something unacceptable. However, there are researchers who see code-switching in a positive light. Sert suggests that code-switching can have a positive effect. When we code-switch we build a bridge from the known, our native language to the unknown, target language. He claims that this may have a vital and positive effect on foreign language learning. Sert thinks that code-switching in foreign language classrooms is useful. He states that “it is a tool for creating linguistic solidarity, especially between individuals who share the same ethno-cultural

identity”. Moreover, Liebscher and Dailey-O’Cain (p. 235) think that teachers should encourage code-switching instead of forbidding it in foreign language classrooms. They also suggest that teachers should see code-switching as an advantage and that the use of L1 (first language) is good and meaningful in order to encourage L2 acquisition. Liebscher and Dailey-O’Cain (p. 236) see this sort of classroom as “a community of practice”.

There is still a lot of code-switching occurring in foreign language classrooms today, although it is still, according to Liebscher and Dailey-O’Cain very uncommon to find L2 classrooms that allow their pupils to use L1. Moreover, they argue that there is a sort of principle that tells us that the use of the native language in the L2 classroom must be avoided. Simon (p. 318) claims that code-switching in foreign language classrooms has been forbidden for a long period of time. It was at the end of 19th century that the use of native language in foreign language classrooms was seen as taboo. The goal was to let pupils be surrounded by only the target language so that they would be as much involved with the target language as possible.

4. Method

An investigation was made in three different upper-secondary schools in a medium-sized town in Sweden. The data for this study was collected through observations. This type of research method was seen as most appropriate for this study since the pupils would be observed when answering and discussing the various questions of this study. Like Goodwin (2010, p. 452) states, the pupils will be observed in a natural environment. In such an environment, the pupils often have a natural behavior, which is very important for this study.

4.1 The first aim

The first aim of this study was to challenge the pupils linguistically and try to detect when code-switching occurred. The pupils read a text (see appendix 1) and answered eight questions (see appendix 2) regarding the text; four of the questions were on a basic level, such as “Who are the main characters”? “Where is this story taking place”? The other four questions were on an advanced level that required critical thinking and a broader discussion. Examples of questions were: “Does the princess realize something at the end of the story”? “Can you relate the saying: what goes around comes around to this story”? All of the

questions were asked by the researcher of this study. The data for this study is not suitable for significance testing, therefore one cannot say if the result is significance or not. This study has a validity problem, the data for this study is not suitable because the sample size is too small and there are varying factors influencing the pupils.

4.2 The second aim

The second aim was about categorizing code-switching, like Sert did. Here I needed to sort the different types of code-switching into different categories. I realised Sert's three categories were not enough for this study since the types of code-switching appeared to vary quite extensively, so I added some new categories. Thus, this aim was based on seven categories. Three of them were based on Sert's categories; *Equivalence*, *Floor-holding* and *Reiteration*, which are discussed in the background section and the other four categories were invented by the researcher of this study; *Student-student code-switching*, *Student-researcher code-switching*, *Comfort code-switching* and *Sorry code-switching*. The student-student code-switching was formulated because code-switching occurred among the students, i.e. there were situations when the students switched back to their native language while speaking to each other in the group. The same thing goes for the category student-researcher. It was applied because the students sometimes turned to the researcher of this study to ask questions or to simply talk to the researcher in their native language. Comfort code-switching was applied when I noticed that the pupils code-switched when turning to their friend/classmate/person sitting next to them in order to get help to explain something. The last category, sorry code-switching was seen as appropriate to my study because there were some situations when the students felt they had spoken their native language when they were supposed to speak the target language. The pupils either apologized or corrected themselves. You can often categorize the type of code-switching taking place, thus try to sort it in a special code-switching category. Since the participants' code-switching appeared to vary in this study, I had to add some new categories in order to sort the different types of code-switching. In other studies one might add more categories, or even different ones.

4.3 Participants

This study involved 24 pupils in total, including 10 women and 14 men. Six groups were observed and all the observations were made at upper secondary schools, which mean that the pupils' age varied from 16 to 19. The students' age was not an issue then but I realized after collecting the data that there is a possibility that their age might affect the results. The participants were recruited from three different high schools and academic programs in Sweden. The students' academic programs were not seen as an issue then. In order to avoid shyness and stress, which can also affect the result of this study, the students were observed in small groups of three, four, five or a maximum of six participants in each group. I did not decide which participants or classes to include in my study. I went in the class and asked who were interested in participating in my study. The students who were interested and wanted to participate became part of my study.

4.4 Ethical considerations

Since this study required recording of all the conversations taking place during the observations, the principals in each school were contacted and informed about the study. They were told that the study would not require any personal information from them, e.g. names. They were also told that I would be the only person listening to the recordings. I got every principal's approval before going further with my investigation. Teachers of English were then contacted and asked if they were interested in participating. The teachers informed their pupils about the study before I visited them. They were informed about the recording, anonymity, the amount of time required and about the purpose of this study. They were also told that they could leave the study at any time.

4.5 Procedure and material

In every school, small study rooms were available. The participants were observed in small groups and sat around a small table. A text (see appendix 1) taken from a short story website was given to all the participants. This text was chosen because it was not too long and not too short. The language in the text was seen as basic and suitable for pupils at upper-secondary schools. The text also had a purpose, which made it easy for the researcher to come up with

questions. They were then told that they would answer a few questions about the text. They were also told that they had to try to speak English as much as possible and that they should not feel any pressure or stress because it was not a test. They were again told about the purpose of this study, that the researcher was writing an essay and collecting data from different upper-secondary schools in the city. They were also told about the recording of the conversation, the time the whole process would take and about their rights to leave the study whenever they wanted to. The students got the time to read the text; it took approximately five minutes for the groups to finish reading the text. The participants were told when the recording would start. The conversations were recorded with a cellular phone. The researcher started to ask questions about the story and there were eight questions in total. The first four questions were on a basic level and the last four questions were on a more advanced level. The advanced level questions became more advanced since they required critical thinking and longer answers while the basic level questions only required short answers. The participants were not informed about the level of the questions. During the observations the researcher only asked the questions and other follow-up questions to keep the conversation going when the students remained silent. Otherwise, the researcher did not participate in the conversations whatsoever. The different conversations varied in length and the shortest conversation lasted for four minutes and 28 seconds. The longest conversation lasted for eight minutes and ten seconds. There were six conversations recorded. In total, 41 minutes and five seconds.

5. Results and analysis

In this section I will start by discussing the first aim, which was about students code-switching in the foreign language classroom when it comes to code-switching and the difficulty of the questions. The results will show how students code-switched depending on the levels of the various questions. This information will also be given in a diagram. I will then continue to the second aim, which was about students' code-switching in the foreign language classroom according to Sert's and my own categories, i.e. trying to categorize code-switching. This information will also be available in a table that shows which category occurred the most and which category occurred the least.

5.1 Code-switching and difficulty

Regarding this study's first aim, which is about code-switching and the two different levels of the questions we want to find out if the students code-switched more or less depending on the levels of the questions: basic and advanced. Figure 1 below shows us that the pupils did indeed code-switch more on the advanced level questions and switched less on the basic level questions. The students code-switched 15 times on the basic level-questions and 21 times on the advanced level-questions. This means that the students code-switched less when answering the basic level questions and more when answering the advanced level questions. However, there was no big difference of occurrence of code-switching between the levels; there were only six instances that differed between them, which is not a big difference. Like mentioned in the method section, one cannot say if the result is significant or not since the data is not suitable for significance testing. However it does show a tendency for the pupils to code-switch more when the questions get more difficult and require more complex thinking and less when the questions are on a basic level. Even if there was a difference between the two levels, the results showed that there was not a big difference, which means that we cannot say with certainty that this study's hypotheses were supported.

The diagram below shows the occurrence of code-switching depending on the levels of the questions.

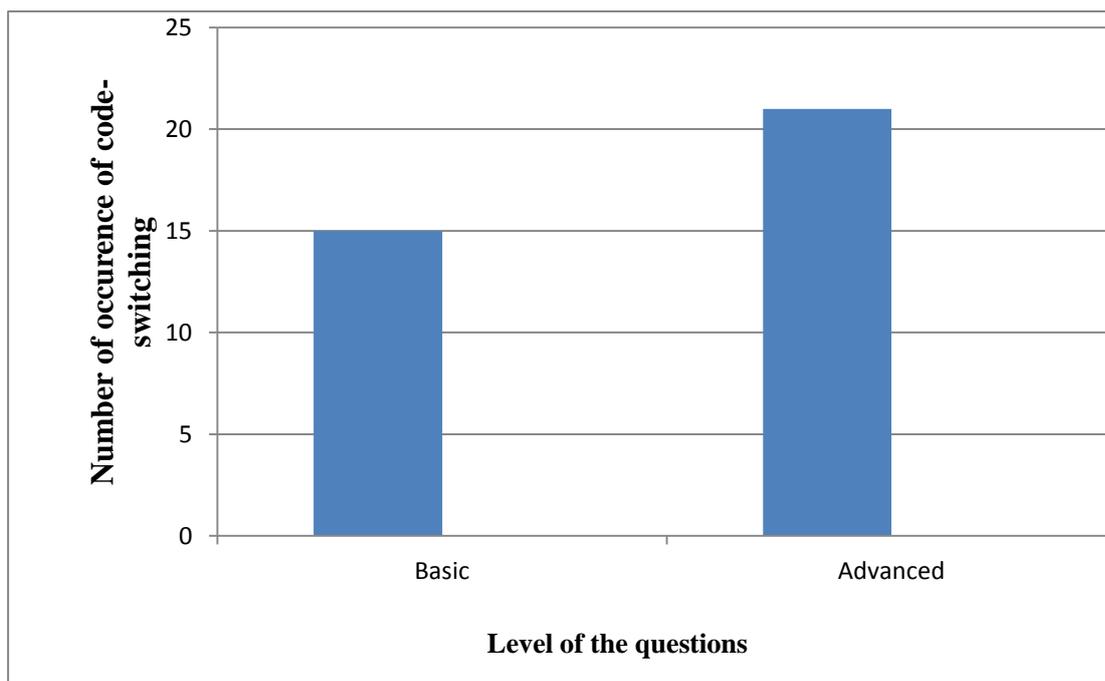


Figure 1: instances of students' code-switching.

Figure 1 illustrates number of occurrence of code-switching among the pupils. It shows that the pupils code-switched more when they answered the advanced level questions compared to the basic level questions.

5.2 Categorized code-switching

The results showed that there were some specific situations that made some of the pupils switch back to their native language. These situations were categorized according to the different code-switching categories outlined below that both contain Sert's three categories and the other four categories that I came up with. Many of the categories below are part of what Yule calls *Communicative competence*, which means that L2 learners try to use the foreign language correctly. But also like Rababah states that L2 learners use different types of strategies to get their message through and avoid communication problems.

5.3 Equivalence

The first category is Equivalence; this category was one of the most outstanding categories, which made most of the pupils code-switch back to their native language. Thus, this was the situation when code-switching was most likely to occur. It occurred eleven times in total. This type of code-switching is exemplified in (1) and (2). It shows us when students felt they lacked competence in the target language, i.e. Equivalence.

All of the following examples have been transcribed and written out just as the participants pronounced them. The grammar has not been adjusted. Some parts of the sentences have been cut, because of their non-relevance. You can find the whole transcription in appendix 3.

(1):

“Make other people feel bad about themselves, like make jokes about them and so...yeah..it's like *så som du vill bli behandlad ska du behandla andra liksom*”.

(2):

“Ehm, maybe that you *inte ska döma, som man* when the first time you met the guy, yeah, that you have to *lära känna* the person first and before you can judge someone and say he is like that, and he is like that”.

(3):

“I think the whole theme is that we wanna learn that ehm, *dom* just look for the money or stuff...look at the person”

(4):

“17th century *eller nåt*, I don't know”

In all four examples above it appears that the students did not know how to express themselves in the target language. Probably because they felt they lacked the ability to express themselves in the target language so they chose to switch back to their native language, Swedish. A typical situation for this kind of code-switching is when the student cannot find the word or simply do not know what that certain word means in the target language.

5.4 Floor-holding

The second category is floor-holding. Floor-holding, like student-student code-switching and student-researcher code-switching occurred three times. Since floor-holding occurred three times, this means that on three occasions the students wanted fluency in their conversation so they inserted a word from their native language in order to avoid gaps in the conversation. Since they inserted words such as *och* and *ja* the students wanted to continue speaking but could not recall the right word or sentence at that moment. So they filled the gap with a word from their native language. The characteristic of this type of code-switching is that the students actually do know what these words mean but since they prefer to have fluency and maybe find it difficult to have gaps in their conversation, they insert a word from their native language. In (5) and (6) we can see examples of floor-holding code-switching:

(5):

“Grisly-beard re-, re- reveals that he has been all the characters along the way...*och*...the fiddler and the drunken soldier...yeah...he learned her a lesson so that she would marry him, which she does in the end”.

In (5) the student tried to keep the conversation going so he added the Swedish conjunction *och* in the sentence in order to avoid gaps in the conversation. He probably knew how to say the word *och* in English but since he lacked the competence in that situation he decided to use the Swedish word instead of having a gap in the conversation.

(6):

“In the end...in the beginning of the story she makes fun of...*ja*...a lot of people...”

In (6) we also notice floor-holding code-switching. Here the student did not want a gap in her sentence so she inserted the Swedish word *ja* in order to continue without a gap. This sort of behavior, is what Yule (2006, p. 135) calls the use of discourse markers. The pupils use these markers because they think that the conversation will sound more logical than instead of having gaps in the discourse.

5.5 Reiteration

The third category of code-switching is Reiteration. Reiteration was the category that occurred almost as much as the category equivalence. Reiteration occurred ten times in total. Examples of how students behave when they feel they need to clarify a message and show that they have understood the question can look like this:

(7):

“The princess had to work in the kitchen, yeah...the king Grisly-beard told her that he was...*eller* the fiddler was king Grisly-beard...so she, so they have their real marriage feast and they dress her up in the finest clothes and fix her and they lived happily after”.

(8):

“Which years or...country...in a land far away @² ehm, probably England. I don't know why but it's a lot of kings and *eller* the history and in England there is always kings and dukes...”

(9):

“The king was someone who wanted to marry the princess, ehm, so the king *eller* the princess father”

(10):

“Ehm, the themes I think you can't behave yourself...*eller*...you can't behave yourself as you want you have to consider all your people in your surroundings, you cannot feel other people, *eller*, make other people feel bad about themselves, like make jokes about them”

Like Heredia and Brown claim, students code-switch in order to be understood better. This is what the students did in all four examples above. The students used the Swedish word *eller* to make their message clearer. In most of the examples from reiteration code-switching, the students used the Swedish word *eller*, which seems rather common word to use when you want to make your sentence or thoughts clearer. The students code-switch in this context probably because they feel they have not made it clear enough for the researcher and their classmates, so they rephrase their sentence to make sure they have said the right thing.

5.6 Student-student code-switching

The fourth category, which is not part of Sert's categories, is what I call Student-student code-switching, which means that code-switching occurs when the students speak to each other, thus, code-switching among the students. This category, like student-researcher code-switching, comfort code-switching and sorry code-switching was added when I realized that Sert's three categories were not enough. This happened when students talked to their friend or classmate in their native language. The characteristics of this type of code-switching is that the students probably code-switch because they feel some sort of affinity among them, that they are sitting in the same boat. They may ask a friend or classmate a question in their native language because they feel it is odd to communicate with a friend in a different language.

² Laughter.

Student-student code-switching occurred three times. In (11) the students communicate with each other, student to student. This is a clear example of a student-student code-switching.

(11):

”säg på svenska”

In (11) one of the students tells her classmate to explain his thoughts in Swedish since she noticed that he lacked competence in the target language.

The student who lacked competence in the target language answered his classmate back by saying:

(12):

”You know...i medeltiden, någonting i alla fall...eller...whatever @”

5.7 Student-researcher code-switching

The fifth category, which I have termed Student-researcher code-switching was about when the students asked or talked to the researcher in their native language. In other words, they switched from the target language, English back to their native language, Swedish while addressing to the researcher. A typical situation for student-researcher code-switching would be that the student is unsure of a particular word and then turns to the researcher to get his or her answer. It is possible that this type of code-switching would occur with the English teachers too. Thus, although the pupils saw me as a researcher in this study, this sort of behavior can still occur with the teachers. This type of code-switching also occurred three times. This means that, on three occasions the students asked me or just simply talked to me in their native language. These types of switching are exemplified in (13) and (14):

(13):

“She learns her lesson and...vad heter det?...king Grisly-beard re-, re- reveals that he has been all the characters along the way”

In (13) the student felt unsure about his answer so he turned to me, the researcher and asked for help. This is a typical student-researcher code-switching.

Also in (14) the student turned to me and asked me what he should do or say.

(14):

“Vad ska man hitta på @”?

(15):

”Va”?

In (15) the student just simply asks me to repeat what I said.

5.8 Comfort code-switching

The sixth category can be called Comfort code-switching, which also occurs among the students, but in this category the students turn to their friend/classmate/person sitting next to them in order to get help to explain something, or in order to ask them for information/ an English word. It is called comfort code-switching because the students make it comfortable for themselves by asking their friends or classmates instead of trying to find the English word on their own. The characteristic for comfort code-switching is that the students probably know how to say a particular word in the target language, but instead they use Swedish words due to laziness. In this type of code-switching, the students always turn to friend/classmate/person sitting next to them when s/he cannot recall a certain word or sentence in the target language. Comfort code-switching was the third most common code-switching category. On four occasions the students turned to their classmates or the person sitting next to them to help them explain something, or in order to ask them for an English word. This type of code-switching is in (16), (17) and (18):

(16):

“Ja, eller vad blir det”?

Here the student was not sure of her answer so she turned to the person sitting next to her to get help to answer the question.

(17):

”Dark ages brukar man väl annars säga”?

Also in (17) the student turned to his classmates to get help and explain something.

(18):

“*när fan är dom riddare*”?

In (18) the student turned to his classmate in order to help him remember when people were knights.

5.9 Sorry code-switching

The last category is Sorry code-switching, which is used when the students feel and know they have spoken their native language when they are supposed to speak the target language. Here the pupils must always go from the native language to the target language when switching. In the other categories the switching goes from English to Swedish and back again sometimes. Here it only goes from Swedish to English. This kind of code-switching only occurred twice. This category was the least common code-switching category. There were only two students who felt they had spoken their native language when they were supposed to speak the target language. In this study the pupils either apologized or corrected themselves when they realized they had spoken the native language. In (19) the student answers a question by using the Swedish word *nej* instead of “no” and then apologizes by saying “sorry” in the target language. This is typical sorry code-switching.

(19):

“*Nej*, sorry”

In (20) the pupil notice he used the native language when he is supposed to speak the target language so he correct himself directly afterwards by adding the target language word.

(20):

“Yeah, she looks down *till allihopa*...to everyone she thinks she’s bigger than the guys that want to marry her”.

The table below shows the six groups of students that were observed and the instances of code-switching within the different categories.

	Equivalence	Floor-holding	Reiteration	Student-student	Student-researcher	Comfort	Sorry
Group. 1	2						
Group. 2	4	1	4			1	1
Group. 3	2						
Group. 4	1	2			2		1
Group. 5			3		1		
Group. 6	2		3	3		3	
Total	11	3	10	3	3	4	2

Table 1: The instances of code-switching within the different categories.

The table above shows that the category equivalence was the most common code-switching category, it occurred eleven times. The second most common category was reiteration, which occurred ten times. The category comfort code-switching occurred four times. The three categories floor-holding, student-student code-switching and student-researcher code-switching occurred three times. The least common code-switching category was sorry code-switching, which occurred only two times.

5.10 Summary of the analysis

All the results above show us when and why code-switching occurred. More precisely, the results show tendencies about contexts in which the pupils at the upper-secondary schools switch back to their native language when speaking the target language in the foreign language classroom. When looking at the results and the different code-switching categories, we can see that the pupils did indeed code-switch differently and that the categories did indeed exist. The results also showed that it is most common for pupils to code-switch back to their native language when they feel they lack competence in the target language (equivalence, which occurred eleven times) and when they want to clarify a message (reiteration, which occurred ten times) to their classmates or to the researcher, but also to show the classmates and the researcher that s/he has understood the question. The results also

showed that sorry code-switching, which occurred only twice is less common, which means that it is less common to code-switch when you know you have spoken the target language and correct yourself by adding an item from the target language or apologize.

5.11 Reliability and validity

What is reliability and validity? Professor Roland S Persson stated in his lecture on 28th January 2011 that reliability is about the degree to which a measurement in a study is consistent; this means that different independent measurements of the same phenomenon should give similar results. He further stated that validity is about to be sure, as a researcher that you have measured what you intended to measure and not something else. There are many things a researcher must think of during a study since there are many threats to the reliability and validity of the study, which is why both of these things are really important. Bingham (1932, p. 117) claims that errors can be due to flaws in the test. There are some things I realized after collecting the data for this study. I did not think about some things that might affect the results, such as the pupils' age and what kind of academic program they studied. There is a possibility that their age and the type of academic program they studied might affect how they perceived the text and the questions for the text. The older participants might have thought that the advanced level questions were not that advanced or the younger participants might have thought that the advanced level questions were too advanced. This is a threat to the study's reliability and validity. Another threat is that I did not know what happened before I observed them because I did not observe that period of time, thus I did not observe the participants before the observation for my study. McKinnon (1988, p. 38) wrote about something he called data access limitations, which means that one cannot observe what happened before or after the observation. There are things that might threaten the validity and reliability, questions such as: Was it late in the afternoon when I observed them? Were they hungry or tired? Did they participate in the study right after the lunch-break? These are just some examples of threats to reliability and validity that I did not think about. Since the results are not so stable, then the degree of reliability is not so high. Like Golafshani (2003, p. 599) states "A high degree of stability indicates a high degree of reliability". He also states that the research results are not truthful if the validity is threatened.

6. Conclusion

As I discussed in the introduction, code-switching is a common phenomenon among pupils in the foreign language classroom. Before I made all the observations in this study, I had some questions I wanted answers to and hypotheses I wanted to test. My overall aim with this essay was to examine when and why students at upper secondary schools code-switch in the foreign language classroom. To look a little deeper into this I separated my aim into two parts. But first I will discuss reliability and validity of this study.

6.1 Code-switching and difficulty

The first aim had to do with code-switching and difficulty. Students read a short story and had to answer two sets of questions that differed in difficulty. It was about trying to challenge the pupils linguistically and trying to see if pupils code-switched less when answering questions on a basic level compared to questions on an advanced level. The study's hypotheses were that pupils would code-switch less when answering basic level questions and more when answering advanced level questions. The results showed that pupils did indeed code-switch less on the basic level questions compared to the advanced level questions. The students code-switched 15 times on the basic level and 21 times on the advanced level questions. Although there was a difference between the levels, the difference was not so noticeable since there were only six switches that differed. However, my results are still quite consistent with previous research, such as Liebscher and Dailey-O'Cain among others, which suggest that foreign language learners can sometimes switch back to their native language when they feel they meet obstacles in the target language, which is what the participants in this study did in many situations shown above.

6.2 Code-switching and categories

This study's second aim had to do with code-switching and categories. Since pupils code-switch in different situations and for different reasons, the code-switching had to be sorted into categories. Since Sert's three categories were not enough, I ended up with seven different categories, three categories that belonged to Sert's theories and four categories that I made up on my own. This aim helped me realize that students do not only code-switch when they feel

they lack competence in the foreign language, when they feel they need fluency in their conversation or when they need to repeat themselves in order to be better understood, but that there are at least four other categories that can make pupils code-switch back to their native language. The results of my study did indeed agree with Sert's categories equivalence, reiteration and floor-holding and my own categories student-student code-switching, student-researcher code-switching, comfort code-switching and sorry code-switching. There are probably other code-switching categories to discover, depending on what the situation looks like for the pupils when they code-switch.

6.3 Code-switching - a part of foreign language learning?

I now have a broader understanding of what code-switching in foreign language is. Now I understand that one can actually categorize students' code-switching into at least six different categories. Before I thought code-switching only occurred when pupils felt they lacked competence in the target language, but with the help of previous research and this study I now have a different view on code-switching. I have also understood from previous research, such as Sert who claims that with the help of code-switching we can build a bridge from the known, our native language to the unknown, target language. Some previous research suggests that code-switching has a significant meaning in the foreign language classroom. Even if we wish to avoid the native language in the foreign language classroom it will always be a part of it, so why not try to benefit from it?

Words: 7087

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Appendix 1

Brothers Grimm **King Grisly-Beard**

A great king of a land far away in the East had a daughter who was very beautiful, but so proud and haughty and conceited, that none of the princes who came to ask for her hand in marriage was good enough for her. All she ever did was make fun of them.

Once upon a time the king held a great feast and invited all her suitors. They all sat in a row, ranged according to their rank -- kings and princes and dukes and earls and counts and barons and knights. When the princess came in, as she passed by them, she had something spiteful to say to each one.

The first was too fat: 'He's as round as a tub,' she said.

The next was too tall: 'What a maypole!' she said.

The next was too short: 'What a dumpling!' she said.

The fourth was too pale, and she called him 'Wallface.'

The fifth was too red, so she called him 'Coxcomb.'

The sixth was not straight enough; so she said he was like a green stick that had been laid to dry over a baker's oven. She had some joke to crack about everyone. But she laughed most of all at a good king who was there.

'Look at him,' she said; 'his beard is like an old mop; he shall be called Grisly-beard.' So the king got the nickname of Grisly-beard.

But the old king was very angry when he saw how his daughter behaved and how badly she treated all his guests. He vowed that, willing or unwilling, she would marry the first man that came to the door.

Two days later a travelling fiddler came by the castle. He began to play under the window and begged for money and when the king heard him, he said, 'Let him come in.'

So, they brought the dirty-looking fellow in and, when he had sung before the king and the princess, he begged for a gift.

The king said, 'You have sung so well that I will give you my daughter to take as your wife.'

The princess begged and prayed; but the king said, 'I have sworn to give you to the first man who came to the door, and I will keep my word.'

Words and tears were to no avail; the parson was sent for, and she was married to the fiddler.

When this was over, the king said, 'Now get ready to leave -- you must not stay here -- you must travel with your husband.'

So the fiddler left the castle, and took the princess with him.

Soon they came to a great wood.

'Pray,' she said, 'whose is this wood?'

'It belongs to King Grisly-beard,' he answered; 'hadst thou taken him, all would have been thine.'

'Ah! unlucky wretch that I am!' she sighed; 'would that I had married King Grisly-beard!'

Next they came to some fine meadows.

'Whose are these beautiful green meadows?' she said.

'They belong to King Grisly-beard, hadst thou taken him, they would all have been thine.'

'Ah! unlucky wretch that I am!' she said; 'would that I had married King Grisly-beard!'

Then they came to a great city. 'Whose is this noble city?' she said.

'It belongs to King Grisly-beard; hadst thou taken him, it would all have been thine.'

'Ah! wretch that I am!' she sighed; 'why did I not marry King Grisly-beard?'

'That is no business of mine,' said the fiddler, 'why should you wish for another husband? Am I not good enough for you?'

At last they came to a small cottage. 'What a paltry place!' she said; 'to whom does that little dirty hole belong?'

The fiddler said, 'That is your and my house, where we are to live.'

'Where are your servants?' she cried.

'What do we want with servants?' he said; 'you must do for yourself whatever is to be done. Now make the fire, and put on water and cook my supper, for I am very tired.'

But the princess knew nothing of making fires and cooking, and the fiddler was forced to help her.

When they had eaten a very scanty meal they went to bed; but the fiddler called her up very early in the morning to clean the house.

They lived like that for two days and when they had eaten up all there was in the cottage, the man said, 'Wife, we can't go on thus, spending money and earning nothing. You must learn to weave baskets.'

Then the fiddler went out and cut willows, and brought them home, and she began to weave; but it made her fingers very sore.

'I see this work won't do,' he said, 'try and spin; perhaps you will do that better.'

So she sat down and tried to spin; but the threads cut her tender fingers until the blood ran.

'See now,' said the fiddler, 'you are good for nothing; you can do no work. What a bargain I have got! However, I'll try and set up a trade in pots and pans, and you shall stand in the market and sell them.'

'Alas!' she sighed, 'if any of my father's court should pass by and see me standing in the market, how they will laugh at me!'

But her husband did not care about that, and said she would have to work if she did not want to die of hunger.

At first the trade went well because many people, seeing such a beautiful woman, went to buy her wares and paid their money without even thinking of taking away the goods. They lived on this as long as it lasted and then her husband bought a fresh lot of pots and pans, and she sat herself down with it in the corner of the market.

However, soon a drunken soldier soon came by and rode his horse against her stall and broke all her goods into a thousand pieces.

She began to cry, and did not know what to do. 'Ah! what will become of me?' she said; 'what will my husband say?' So she ran home and told him everything.

'Who would have thought you would have been so silly,' he said, 'as to put an earthenware stall in the corner of the market, where everybody passes? But let us have no more crying; I see you are not fit for this sort of work, so I have been to the king's palace, and asked if they

did not want a kitchen-maid; and they say they will take you, and there you will have plenty to eat.'

So the princess became a kitchen-maid and helped the cook to do all the dirtiest work. She was allowed to carry home some of the meat that was left over, and they lived on that.

She had not been there long before she heard that the king's eldest son was passing by, on his way to get married. She went to one of the windows and looked out. Everything was ready and all the pomp and brightness of the court was there. Seeing it, she grieved bitterly for the pride and folly that had brought her so low. The servants gave her some of the rich meats and she put them into her basket to take home.

All of a sudden, as she was leaving, in came the king's son in his golden clothes. When he saw such a beautiful woman at the door, he took her by the hand and said she should be his partner in the dance. She trembled with fear because she saw that it was King Grisly-beard, who was making fun of her. However, he kept hold of her, and led her into the hall. As she entered, the cover of the basket came off, and the meats in it fell out. Everybody laughed and jeered at her and she was so ashamed that she wished she were a thousand feet deep in the earth. She sprang over to the door so that she could run away but on the steps King Grisly-beard overtook her, brought her back and said:

'Fear me not! I am the fiddler who has lived with you in the hut. I brought you there because I truly loved you. I am also the soldier that overset your stall. I have done all this only to cure you of your silly pride, and to show you the folly of your ill-treatment of me. Now it is all over: you have learnt wisdom, and it is time to hold our marriage feast.'

Then the chamberlains came and brought her the most beautiful robes. Her father and his whole court were already there, and they welcomed her home. Joy was in every face and every heart. The feast was grand; they danced and sang; everyone was merry; and I only wish that you and I had been there.

Text from: <http://www.eastoftheweb.com/short-stories/UBooks/KingGris.shtml>

Appendix 2

Questions

Level: Basic

Who are the main characters in this story?

What is the princess like? Explain her personality.

Who is King – Grisly beard? And why do they call him King- Grisly beard?

Where is this story taking place?

Level: Advanced

What happens at the end of the story?

Are there any major themes in this story? Marriage, love, vengeance, self-improvement, guilt, social class?

Does the princess realize something at the end of the story?

Can you relate the saying “what goes around, comes around” to this story?

Appendix 3

Transcription 1. School A

Who are the main characters?

- A. It's the princess and the princess father and king Grisly beard I think.
- B. Yeah
- C. Yeah

What is the princess like? Explain her personality

B. she is very spoiled and I think it has to do with...how she was raised..and I think it's her father's fault from the beginning because she turned out to be a spoiled girl because of him.

A. And ehm, nothing is good enough for her..she wants just rich man that looks great and...yeah...

C.I agree

D. Yeah, I agree too

Who is king Grisly-beard? And why do they call him king Grisly beard?

B. it's the king who came to the..to her father and asked for the princess hand and she gave him that name because she wanted to make fun of him and his beard.

Anything else you want to add?

- A. Then he pretend to be a poor man, ehm, but the princess don't recognize him and he's very rich but he pretend to be a poor that she's gonna see that he really loves the princess.
- D. Yeah and that he's beard is like an old mop and that's because, ehm, she call him Grisly...beard.

Where is this story taking place?

A. In the country in the east

A. Far away haha

B. Yeah

Do you think it was long time ago?

A. Yeah because now it is not usual that fathers say to princess, yeah you're gonna marry him and...yeah..haha..

B. And it's a very different language than we use today, so I think...

A. It's a long time ago

D..Mmm

What happens at the end of the story?

C. She get another job at the kitchen in the palace and yeah...

A. And she thinks that the son is getting married but them ehm, ehm, the man take her and say that he is the man she thought he was a rich man and she dumped, she recognize..yeah..his name...haha...**han** haha..yeah..

B. When she started her job at the kitchen maid she..ehm, she saw king Grisly beard and he told her everything that he dressed out as a fiddler and ehm, he wanted to her to live as a poor girl

A. And show that he really loved her, like, because she's the princess and she makes fun of him..yeah..

B. They had a happy feel haha

Are there any major themes in this story?

B..love

A. I think the whole theme is that we wanna learn that ehm, **dom (Equivalence)** just look for the money or stuff...look at the person

A. That love isn't about all of the things you get, it's not the material, it's how you are against each other

Ok, so what about social class? Can you see that there's a difference between the people in this story?

- A. Yeah, she's very high and, ehm, the..when he dress out to the fiddler he's very low and she said...she...marks the wrong things about everybody she thinks that she's better than anyone else..yeah..
- C. And that they sat in a row when, yeah, they sat in a row in the rank of, ehm, class also.
 - B. I think she was surprised by her father as well..because how he could give her such a man, and I think that..that you learn by...yeah..

Does the princess realize something at the end of the story?

- A. Yeah, she realize that, like we said before love is not the stuff you get it is the person and the person...personality..that her guy should really love her and not that she's a princess..yeah..

Can you relate the saying “what goes around comes around” to this story?

- B. Yeah because in the beginning of the text you..you see her making fun of him and then at the end of the text you see him making fun of her and he wanted to learn her that “what goes around”..
- A. You're not gonna judge other people, because if you judge them others gonna judge you

Anything else you want to add?

- C..No..
- D. No.

Transcription 2. School A

Who are the main characters in this story?

- A. Ehm, the princess, ehm and the king who was called...
- B. Grisly beard.
 - A. Ehm the king became another person, ehm he pretended to be another person so that the princess had to live another person, ehm, you can say that he had two characters, ehm, ehm, mainly it was the princess and the king, Grisly beard.

Do you want to add something else?

B. Ehm, no it's ok.

What is the princess like? Explain her personality

A. Ehm, she was very snobbish. In the beginning she made fun of everyone, she thought that she was the best girl in the world, but when she got out in the real life she was poor and she didn't know how to do anything on her own so I think she felt sad about herself so she changed her personality and ehm she understand that she had to walk for herself to be someone, mmm.

What about you guys? Do you want to add something?

B. Ehm, No haha, I agree with xxx.

Who is King - Grisly beard? And why do they call him King - Grisly beard?

B. I don't know, maybe because he had a ugly beard. Haha.

C. Or his beard is like an old mop.

A. The king was someone who wanted to marry the princess, ehm, so the king **eller** the princess father had a party that all the princess, ehm, guys haha, came to, ehmm and she walked through everyone, and **ja**, made fun of them and when she come to the Grisly – beard king, ehmm she said like that his beard looked like a mop, soo, and she said that everybody should call him Grisly beard and that he shall be called, yeah, everybody should..mmm..

Where is this story taking place?

B. Which years or....country...in a land far away haha, ehm, probably england. I don't know why but it's a lot of kings and **eller** the history and in England there is always kings and dukes, yeah, ehm..year..what can it be...ehm..maybe...**när fan är dom riddare** haha...17th century **eller nåt**, I don't know..yeah

What happens at the end of the story?

A. What happens is that ehm grisly beard gets a job for the princess at the castle as a cook girl or something, ehm, and she work all the time, ehm she thought that grisly beard, she didn't know it was him, ehm she thought that he was getting married and he walked infront of her and made fun of her and took her into the castle and ehm, and told her that I am Grisly, your king, and I have been, ehm your husband and also the man on the horse and the ehm all the characters, ehm, so, and he said that he loved her and she did all this because he loved her and wanted to change her before he got married to her.

Are there any themes?

A. Ehm, the themes I think you can't behave yourself..eller..you can't behave yourself as you want you have to consider all your people in your surroundings, you cannot feel other people, eller make other people feel bad about themselves, like make jokes about them and so..yeah..it's like **så som du vill bli behandlad ska du behandla andra liksom..**

Do you guys want to add something else

B. **Nej**, sorry.

Does the princess realize something at the end of the story?

B..Ehm, maybe that you **inte ska dömma, som man** when the first time you met the guy, yeah, that you have to **lära känna** the person first and before you can judge someone and say he is like that, and he is like that and don't...just like here in the beginning she said he's too fat blab la bla...he's too small, maybe she..maybe the man who was too fat, maybe he's the one who's the most fabulous person in personality..so..i think that's what you learnt something about also.

Can you relate the saying "What goes around comes around" to this story?

A. Yes.

B. Yeah that's what we said, before xxx said before..what goes around comes around...it's as simple as that.

Do you want to add something else?

C. No it's ok.

Transcription 3. School B

Who are the main characters in this story?

- A. Ehm, the princess and the fiddler
- B. Ehm, maybe king Grisly beard

What is the princess like? Can you explain her personality?

- A. Hmm, she's very tough..yeah...spoiled.
- C..She dislike everyone..yeah..

Who is king Grisly beard? Why do they call him king Grisly beard?

- A. I don't remember haha..
- C. Yeah..haha
- D. He had like a mop and she didn't like that

- A. He owned..ehm..wood...hahaha...and city..haha...**jag vet inte.**

Do you know where this story is taking place?

- A. Don't know
- B. In a land in east

What happens at the end of the story?

- C. She learned that she should not be so mean to everyone

Anything else?

- B. No
- A. No

Are there any major themes in this story?

- A. I don't know

Ok, so what about social class?

- B. Well, first she's in upper class and she can eat whatever she want then she have to cook herself food and work.

Does the princess realize something at the end of the story?

- C. I think so...she changes a bit..
- A. To the good..

C. **Ja**

Can you relate the saying “what goes around comes around” to this story?

- B. Yes
- C. Yes
- A. Yes

In what way?

- B. She’s really mean to all the people...guys..and then she have to ehm, try to living like them and then she doesn’t like it..she get it back, that she was mean.

Transcription 4. School B.

Who are the main characters in this story?

- A. It was the princess and the king that she called Grisly-beard and another king that was her father
- B. The fiddler
- A. Hmm **jaa**

What is the princess like? Can you explain her personality?

- A. She’s very proud, ehmm..she likes to make...in the beginning of the story she makes jokes of everyone, ehmm..and she’s very..self...what do you say....she knows that they are not good enough for her
- C.. she doesn’t know how to cook and she’s used to have servants everywhere..
- A. Yeah

Who is king Grisly-beard and why do they call him King Grisly-beard?

- C..Because he has a big beard that...ehm...like a...yeah..like a mop, first she called him Grisly-beard.

b. He owns very much of the city, he's very rich

Where is this story taking place?

- B. In the far east somewhere
- A. Haha

What happens at the end of the story?

A. She learns her lesson and...**vad heter det** ...king Grisly beard re-, re-reveals that he has been all the characters along the way...**och**..the fiddler and the drunken soldier...yeah...he learned her a lesson so that she would marry him, which she does in the end.

- **Anything else you want to add**

A. Vad ska man hitta på haha

Are there any major themes in this story?

- B. The story shows the different between working class and the upper class because she doesn't know how to cook or anything, because she is in the upper class.
- C. Yeah, she looks down **till allihopa**..to everyone..she thinks she's bigger than the guys that want to marry her.

- **Ok, social class..so are there any other themes in this story?**

A. Like farytale...mm..haha...and..yeah yeah..the story tells you that you should treat other as you want to be treated yourself...mm...haha.

Does the princess realize something at the end of the story?

- A. She learns that she cannot make fun of people like she did in the beginning of the story...
- C..or else it will come back at her
- A. yeah.

Can you relate the saying "what goes around, comes around" to this story?

- A. Yeah
- B. Yeah

In what way?

B..In the end..in the beginning of the story she makes fun of...**ja**..a lot of people and in the end of the story they make..eller the Grisly-beard make fun of her...so..I think she realizes that she has been very silly to all the people.

C. Everyone laughed at her when she had a meat basket..she didn't like that.

B. She got to experience kinda thing that Grisly beard did in the beginning.

Transcription 5. School C

Who are the main characters in this story?

A. The princess and the...ehh..

B. The Fiddler

A. Yeah the fiddler

B. I would say..and the, ehm..King-Grisly beard

What is the princess like? Can you explain her personality?

C. Proud..bitchy haha

B..Yeah arrogant yeah

Is she used to get everthing?

B..spoiled

A. yeah spoiled haha

Who is king Grisly beard and why do they call him king-Grisly beard?

A. The king..yeah...who owns the land

D. The princess father

E. No

B. The fiddler is king Grisly-beard..and she made fun of him and call him Grisly beard and she gave him the name Grisly beard because of his beard .

Where is this story taking place?

D..in a land far away...yeah

What happens at the end of the story?

F. There was a party..yeah

- **What kind of party**

E..The rich party

- **What happens at the party?**

A. The princess had to work in the kitchen, yeah...the king Grisly beard told her that he was..**eller** the fiddler was king Grisly beard...so she, so they have their real marriage fiest and they dress her up in the finest clothes and fix her. And they lived happily after.

Are there any major themes in this story?

B. Don't be a bitch haha

I was thinking more like: love, marriage, social class etc?

D..**Va?**

A. Classes..yeah

B. Rich and poor people

A. Yeah

B. Working class and the over...yeah..

Does the princess realize something at the end of the story?

E..She should be happy with all she gets from her father.

D..yeah she should not take everything for granted..or..yes...yeah...**ja**

Treat other people with respect and don't make fun of them like she did in the beginning.

B..That she should be happy with everything she has and everyone isn't perfect...or at least as she want them to be...as she would want them to be.

A. I think that she can't change everybody just because she want them to be acting different.

Can you relate the saying "what goes around, comes around" to this story?

A. Haha..yeah

D..Yes..

- **In what way**

D..Ehm..I don't know..haha

- **If you think about “what goes around, comes around” do you think that happened to the princess?**

D..yes..haha

- **Anyone else?**

B..You shouldn't treat everybody like shit...then probably they will be treating you like shit....so the princess she had work and she didn't know how to work because she had never...did the...done the dishes...or..yeah..cooked...cooked meal to anyone...so she...yeah..I think she felt very helpless...yeah...so yeah..what comes around...**eller**..what goes around comes around.

- **do you want to add something else?**

A. No

Transcription 6. School C

Who are the main characters?

A. The main characters in this story is the princess and ehh..and the king..I think..

B. And the princess husband

A. yeah...and..

B. King Grisly beard

A. And...

B. I think that's all

A. Yeah I think that's it.

What is the princess like? Can you explain her personality?

C..She's very pride.

A. yeah she has a very..ehm..proud...pride

B. **säg på svenska**

C. Haha..yeah...**stolthet**

B. and she's rude to everybody

A. she makes fun of everybody

B. No one is good enough for her

A. No

C. Bitch

A & B. hahahaha

A. She's lazy, she can't even cook and make a fire and she's spoiled

B. Yeah

Who is King Grisly beard? And why do they call him King Grisly beard?

C. Because of his beard, she's making fun of him haha...on the party, so everybody starts to calling him for..**eller** ..king Grisly

A.. He has such big beard...you know..so..yeah...so she call him mop, mop too..and ehm..yeah.

C. He's the fiddler, her husband..haha..he is breaking her balls haha yeah..

C. the soldier who trashes her...on the market...

A. The king is very angry at his daughter because she behaved so badly and he didn't like that attitude she gave to other people and making fun of everybody...so...ehm..he didn't like it at all...and...ehm..she treated everybody badly the guest and the guys that was to date her or marry her..or I don't know haha...and...yeah...and...what else...that't about it

Do you know where this story is taking place?

A. Yeah...I think in England.

C..I would say Germany or something..something because of Brother Grimm.

B. You mean what time?

- **Yeah, like where and...when.**

B. Ehhh

C. Dark ages haha..I don't know

A. You know..**i medeltiden** haha

B. **Ja, eller..vad blir det?** (Looking at A and C)

C. The middleage...**eller vadå?** (Looking at B)

A, middleage..**någonting i alla fall..eller** whatever haha...Dark ages

brukar man väl annars säga (Looking at B and C)

What happens at the end of the story?

A. She's in the kitchen and..ehm..have to do ...the fiddler..ehm..gives her a place, he talk to the king and she got to work in the kitchen and in the end she..he is the..place where the wedding is to be.and the king...**eller**...count comes into the kitchen and explain to her about the

situation that...yeah put her on the test..ehm..he wanted to show her that she can't behave like that.

- B. Yeah, the King learns her a lesson...that if you treat people badly they will treat you badly back again.

Are there any major themes in this story?

- A. I mean the cottage is very low class..if you..if you have your own cottage, then you have to make your own fire and cook your own meal and..
- B. They don't have money for food..
- A. Yeah you have to like..sell stuff to get food and when..the castle is rich people. You see a very different classtype..people on street selling stuff to make money to get food and if you don't get food you..probably will die of hunger and ehm..what else
- B. There's no love
 - A. There's no love..yes in the end there's love
 - C.. it's kinda like karma, when do to something.. **eller** to someone you will...
 - B. what goes around comes around..
 - C. yeah

Does the princess realize something at the end of the story?

- A. I think she realizes that she can't behave like a stupid spoiled brat..and treat people like dirt, I think that she learns that because she have to leave the cottage and she's not used to leave her house in the middle of the forest and cook her own food and she doesn't have any servant that help her..so I think that she starts to learn in process that they are people like our...don't have a lot of money that they have to sell things to even make money for food and family, I think she realize it..she realize it on the way I think
- B. Well...
- C. I agree I think she learn that...
- B. Maybe she appreciate her life after been living in the forest..I hope..I would!
 - A. I think she learns the hard way, to see people...like I said I think she learned when she lived in the cottage and make her own food and..fire..sell stuff on the market..and yeah..

So I know we've talked about this, but can you relate the saying "what goes around, comes around" to this story?

- A. Yeah
- B. Yeah
- C. Yeah

Ok, can you give an example?

C..from this story..or?

Yeah.

- B. Well the whole story..haha
- C. She made fun of the king and he made fun of her..in the..yeah
 - A. If you treat people badly, they will treat you badly back..and..ehm..
 - B. That's how it is in real life too
- C. **Ja**
 - B..I mean it's not just in fairytale