

from short to long, their ability to express themselves and to communicate in the target language increases.

Using this technique teachers can use L2 as a meaning-making tool for communicating ideas rather than an end in itself. It also reduces anxiety and enhances the affective environment for learning.

Finally, decisions about appropriate L1 use depend on the classroom circumstances and cannot be predetermined nor easily generalized from one context to another. The present author agrees with Jingxia (2008) that it is hard to set a fixed criterion on the amount of L1 use, but teachers need to consider lesson contents to make a judicious and principled decision on how much L1 will best suit students' needs in different contexts and this way avoid the overuse of the L1.

However, considering the present situation of EFL teaching in Iran (especially in Lorestan province where the author is teaching EFL classes), I would advocate a more conscious and cautious use of code switching in EFL classrooms, a variation of which is the diglot weave technique which seems to be finding a place in the mainstream foreign language teaching in the EFL classrooms.

Notes

1. Dodson's bilingual method attempted to rehabilitate the initial use of L1 in the process of SL/FL learning (see Ounaceur, 2000)
2. Some authors use the term "sandwich stories" to refer to the use of the diglot weave technique to tell stories.
3. In one occasion a learner responded to the above question as follows:

کار heart ,pump کردن blood در body است.

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starts with sentences in the students' native language and gradually shifts, word by word, into the target language. The context provides the meaning and thus makes the learning an almost effortless, and natural process. Here are some sample sentences, used by the author in teaching new words from the first lesson in the pre-university English book:

می‌دانید که *heart* یک عضو *hardworking* از بدن شما است که هر روز *blood* را در *body* شما *pump* می‌کند. *heart* یک *muscle* است و قویترین *muscle* در بدن شما است که می‌تواند *strong* تر بشود اما با وجود اینکه *It can become stronger the heart is the strongest muscle*. اما چون خود *heart* نمی‌تواند برای قوی شدن وزنه‌هایی را *lift* کند برای قوی شدن *you* *relies on you* یعنی *it depends on you* تا *aerobic exercise* انجام دهید.

As the class moves ahead during the lesson in question, the teacher weaves more and more English words into Farsi sentences, until almost all the sentences are uttered in English, for example the above paragraph is retold as:

پس *it is the heart is a muscle* و *the heart is a muscle* و *it can become stronger* و *strongest muscle* پس *It can't lift weights to get stronger* *it relies on you to do aerobic exercise*.

The teacher may even ask comprehension questions using the technique to check the students' grasp of the new words; for example the author once addressed the students with questions like:

کار *heart* در *body* انسان چیست؟

The teacher can also encourage students to use the technique in answering such questions to promote student's ability in producing the words in question.³

Conclusion and Implications

This article has attempted to describe and justify the use of the diglot weave technique which is believed to assist language teachers in teaching target language vocabulary in EFL classes. Diglot weave involves the use of an L2 word in an L1 utterance; this exclusive technique smoothly weaves the new language into the student's own. A gradual immersion into the target language and the sense of involvement builds comprehension and increases confidence and enthusiasm among the learners; It is related to code alternation, variations of which can be found in code switching and code mixing.

The EFL teacher needs to bear in mind that, in foreign language classroom, the target language input by the teacher is considered as an important factor in language learning, but at the same time the level of the students and their need for comprehensible input should be taken into consideration. However in most language classes, children's needs for communication appropriate to their level of development are neglected. This technique is seen as a way to take this need for appropriate input into account.

Some authors like Yuhua (1999) believe that because sandwich stories (using the diglot weave technique to tell stories) provide children with interesting and comprehensible input, intake occurs easily and in large quantities. As children acquire more and more words and their sentences change from sandwich to monolingual,

to cope with the problem of vocabulary in teaching reading classes. Among these, the diglot-weave technique can be an extremely useful way of employing the students' L1 to emphasize important concepts, reacquire the students' attention when they become distracted, and to praise and reprimand as required (Cook, 2001). The use of the L1 in the classroom can be gradually phased out as students become more proficient in the L2. Code switching can also involve using the L1 to supply vocabulary items, which the students are unfamiliar with, and then gradually remove them as the students progress. This can be especially useful when employing story-telling activities² (Bradley, 2003). Permitting the use of some words from the students' first language may keep the class moving forward, by allowing the students to express themselves, while making the class more fun and helping them to anchor new L2 vocabulary to L1 concepts. Diglot weave is a term which is used to refer to this procedure.

The Diglot Weave, from the Greek 'di', meaning 'two', and 'glot', meaning 'language', is a breakthrough in language learning. Diglot weave is related to code-mixing and code-switching which are common and well-documented processes in the speech of multilingual individuals.

This methodology smoothly weaves the new language into the learners' own, taking them from the familiar to the unfamiliar. Gradually moving from their own language to the target language quickly builds comprehension skills and increases confidence.

Best known for the promotion of this concept is the work of Robins Burling (1983) who developed the diglot weave model for an experimental class in reading French (cited in Blair,1991). Taking the text of a French novel, Burling changed its lexical and grammatical expressions in the early pages to a form of English heavily influenced by French syntax, yet understandable. Then, page by page, he modified the text by adding more French features, but never so many as to hinder the comprehensibility of the text (Blair,1991).

In the diglot weave technique, the teacher starts with familiar sentences in students' native language which are followed by gradual word by word transitions into the target language. The context provides the meaning and thus makes the learning an almost effortless, natural process.

The diglot method addresses the low second language vocabulary threshold and beginner's paradox by embedding new second language vocabulary within a familiar first language text. The first language strengths are used for allowing students to access context clue strategies and develop a schema while reading. More complete comprehension is achieved since the first language surrounds the new vocabulary.

A sample Diglot

To teach the new words using the diglot weave technique, the teacher weaves new target words gradually into the first language to assist the learner to make sense of the word. Then more L1 words are replaced with target words. The teacher

examination of the time-honored view that the first language should be avoided in the classroom by teachers and students. According to Cook (2001), the justifications for this rest on a doubtful analogy with first language acquisition, on a questionable compartmentalization of the two languages in the mind, and on the aim of maximizing students' exposure to the second language, laudable but not incompatible with the use of the first language. The L1 has already been used in alternating language methods and in methods that actively create links between the L1 and L2, such as Suggestopedia, Community Language Learning, and Dodson's Bilingual Method¹. Cook also believes that treating the L1 as a classroom resource opens up several ways to use it, such as for teachers to convey meaning, explain grammar, and organize the class, and for students to use as part of their collaborative learning and individual strategy use. The first language can be a useful element in creating authenticity rather than something to be shunned at all costs (Cook, 2001).

Brooks-Lewis (2009) challenges the assumption that the adult learner's first language (the L1) is a deterrent in foreign language learning. In his article, Brooks-Lewis challenges the theory and practice of the exclusion of the adult learner's first language (L1) by reporting learners' overwhelmingly positive perceptions of its incorporation in foreign language teaching and learning. Brooks-Lewis also cites Tollefson (2000) who describes the inclusion of the L1 as a resource in foreign language teaching in a process whose aim is to empower learners

by putting their experiences and knowledge at the center of the teaching-learning process. This is a learner-centered methodology which not only allows but invites the learner to become actively and consciously involved in the language learning experiences.

Polio and Duff (1994) identified some common uses of the L1 on the part of second or foreign language teachers including: administrative vocabulary like "homework", grammar teaching, classroom management, translation of unknown vocabulary, clarification when students are confused, and in response to a student's use of the L1 (cited in Jingxia, 2009).

The issue of L1 use in the ESL class is, to a certain extent, no longer a contentious one (Auerbach, 1993). Auerbach (1993) argues for the benefits that the use of students' linguistic resources can have at all levels of ESL. Auerbach further states:

One of the benefits of using the L1 is that it reduces affective barriers to English acquisition and allows for more rapid progress to or in ESL; Its use reduces anxiety and enhances the affective environment for learning, takes into account socio-cultural factors, facilitates incorporation of learners' life experiences, and allows for learner centered curriculum development.

Most importantly, it allows for language to be used as a meaning-making tool and for language learning to become a means of communicating ideas rather than an end in itself. (pp. 9-35)

The Diglot Weave Technique

Scholars have suggested many ways

a bridge from known (the first language) to unknown (the target language).

Teacher code switching, or the alternate use of the two or more languages in the same utterance or conversation, is a quite common occurrence in Iranian EFL classrooms, where the languages involved in code switching are the native language of the students and the foreign language.

L1 use in the classroom

The role of the first (L1) and the second language (L2) in language classrooms has been the subject of much discussion and considerable controversy among linguists and language teachers. The communicative and proficiency-based approaches currently embraced by many practitioners in the field are based on the assumption that the L2 is the language of instruction. However, there is no set formula that prescribes exactly how much L2 use is necessary or ideal. Most researchers endorse near exclusive use of the L2, though some maintain that maximizing L2 use does not completely exclude the L1 and cautiously endorse “bringing [it] back from exile” (Cook, 2001). Meyer (2008), for example believes that the amount of L1 use and how it is employed should vary with the classroom environment. Meyer advocates the L1 use and believes that L1 provides scaffolding that should be gradually dismantled as the students progress. He also maintains that the L2 should be used as much as possible. In Meyer’s terms, maximizing L2 use should be the goal in every classroom.

Using this technique teachers can use L2 as a meaning-making tool for communicating ideas rather than an end in itself. It also reduces anxiety and enhances the affective environment for learning

Among a number of professionals in the field of second language instruction, there is an increasing conviction that the L1 has a necessary and facilitating role in the second and foreign language classrooms. Turnbull (2001) advocates a quick switch to the L1 to ensure that students understand a difficult grammar concept or an unknown word (cited in Jingxia, 2008). Auerbach (1993) sees the use of students’ linguistic resources as beneficial at all levels of ESL. Similarly, Cook (1992) reminds teachers that whether they want it to be there or not, the L1 is ever present in the minds of their L2 learners.

The primary role of the students’ L1 in the language classroom is lowering the affective filters (Meyer, 2008). This is done through comprehension. Comprehension not only of the L2, but of the procedures that take place in the classroom. This comprehension leads to lower affective filter. In fact students’ L1 can assist in making the classroom a more comprehensible place which can lower the affective filter.

Cook (2001) argues for the re-

acquisition in a second language is complicated by the fact that fluent L1 readers possess massive vocabulary while second language readers are challenged by a low threshold level of vocabulary, which does not facilitate reading comprehension or incidental vocabulary acquisition (Laufer & Nation, 1995). Coady (1997 cited in Christensen, 2007) claims that a great deal of second language vocabulary can be learned through reading, but at the same time he refers to the “beginner’s paradox” by raising doubts about the ability of beginners to learn vocabulary through extensive reading when they do not know enough words to read well?.

On the other hand, for decades now, vocabulary knowledge has been recognized as critical to reading comprehension. Text comprehension depends a lot on knowledge of the meanings of individual words in the text, and limited vocabulary is usually regarded as an obstacle in the way of successful reading comprehension. Hence, a suitable way of presenting vocabulary in EFL classes is of major importance to EFL learners.

Mixing the codes

‘Code-mixing’ and ‘code-switching’ are common and well-documented processes in the speech of multilingual individuals. Code-switching which may be briefly defined as the alternate use of two or more languages in the same utterance or conversation has attracted much scholarly attention in the field of sociolinguistics.

A great deal of attention has been drawn to the study of teachers’ alternation between the target language (TL) and the first language (L1) in the classroom

Code switching in EFL/ESL classroom has also begun to receive growing attention around the world. Meyer (2008) cites some studies which suggest that teacher code switching, whether in teacher-led classroom discourse or in teacher-student interaction, may be a sophisticated language use serving a variety of pedagogical purposes. Meyer sees code-switching in foreign language classrooms as the alternate use of the target language and the native language. Jingxia (2009) supports the suggestion that teachers’ performance of code-switching is the function of the three elements of adaptation to the linguistic reality, teachers’ and students’ language proficiency, and communicative needs in the process of achieving communicative goals.

A great deal of attention has been drawn to the study of teachers’ alternation between the target language (TL) and the first language (L1) in the classroom. According to Jingxia (2008), as a common phenomenon in foreign language classrooms, code-switching between the target language and the first language is widely adopted by teachers in the process of teaching to build

Abstract

Diglot weave involves the use of an L2 word in an L1 utterance; This exclusive method smoothly weaves the new language into the student's own. A gradual immersion into the target language builds comprehension and increases confidence and enthusiasm among the learners; It is related to code alternation, variations of which can be found in code switching and code mixing. Most code-switching research has been confined to bilingualism. Yet, language education (ESL/FEL) has lately become interested in applying language alternation techniques to the teaching of second or foreign languages.

Teacher code switching, or the alternate use of the two or more languages in the same utterance or conversation, is a quite common occurrence in EFL classrooms. The present article sets out to deal with teacher code switching between L2 and L1 (diglot weave) in EFL classrooms, with the hope to raise EFL teachers' awareness of their actual use of code switching in classrooms and its potential advantage in teaching vocabulary in EFL classes. It also examines this little-known technique used in teaching reading and vocabulary. In addition it discusses the procedures and explains the principles and benefits of the use of diglot weave to introduce vocabulary. It is maintained that using the diglot weave technique to introduce L2 vocabulary can be an effective technique which can aid vocabulary learning.

Key Words: Diglot Weave Technique, incidental vocabulary learning, code switching, beginner's paradox.

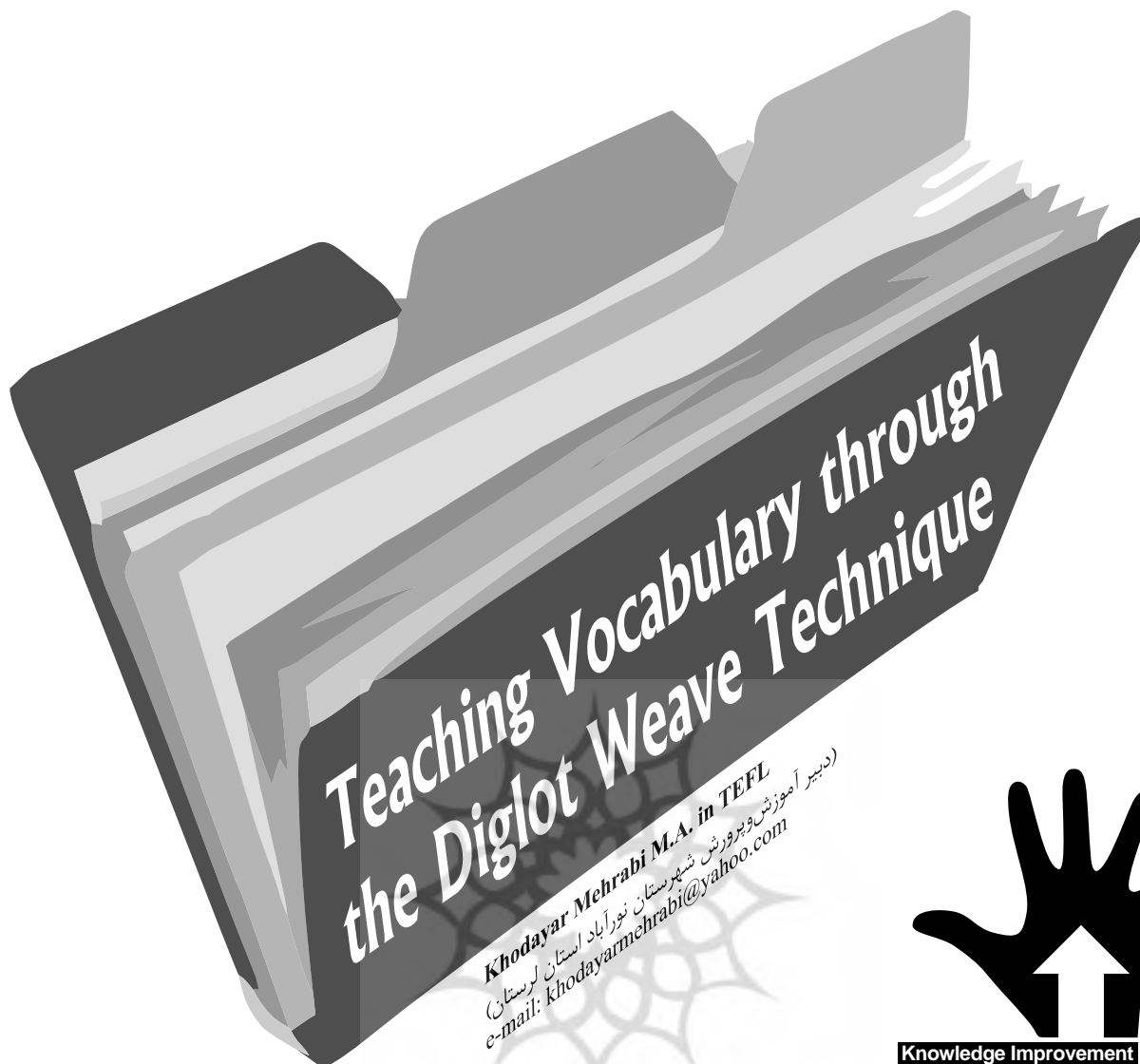
Introduction

Vocabulary is central to language and of critical importance to the typical language learner (Zimmerman, 1997). Vocabulary teaching and learning constitute a major problem for EFL instructors and students. EFL learners frequently acquire impoverished lexicons despite years of formal study (Hunt & Beglar, 2005).

Introducing target words through appropriate presentation methods is extremely important, since using the right methods enables learners to obtain a deeper impression of and richer information about the target words as a pre-requisite for the words to enter the long-term memory more easily.

Practitioners in the field of EFL/ESL suggest several types of "deliberate vocabulary teaching" techniques, including 'collocation activities', 'pre-teaching of vocabulary', 'post-listening/reading vocabulary exercises', 'using word cards', and 'studying word parts' (See Nation, 2003b for examples). But a very influential view of vocabulary acquisition claims that we acquire most words through exposure to language input, particularly reading input, rather than by deliberately committing words to memory (Laufer, 2001).

Some studies recognize the importance of incidental vocabulary acquisition and more clearly connect it with how students may also acquire vocabulary in a second language. Incidental vocabulary



Knowledge Improvement

پژوهشگاه علوم انسانی و مطالعات فرهنگی

چکیده

تکنیک «diglot weave» به عنوان یک تکنیک عاری از تشریفات مرسوم، توجه مستقیم و کارهای زائد روش‌های سنتی، روش مؤثری برای ارائه واژگان است. این تکنیک شامل استفاده از واژه هدف در قالب جملات به زبان بومی است و به آسانی زبان هدف را با زبان بومی ترکیب می‌کند. آشنا شدن تدریجی فراگیرندگان با واژگان جدید، باعث کمک به درک معنی می‌شود و اعتماد به نفس و اشتیاق برای یادگیری را در فراگیرندگان افزایش می‌دهد. این تکنیک با استفاده متناوب از دو زبان (code alternation) که اشکال آن عبارت‌اند از «تغییر کد» (code switching) و «ترکیب کد» (code mixing)، مرتبط است. اکثر مطالعات در رابطه با تغییر کد، به پدیده دو زبانی محدود هستند، با وجود این، اخیراً فعالان آموزش زبان به استفاده از تکنیک‌های تناوب دو زبان در آموزش زبان‌های خارجی علاقه‌مند شده‌اند. تغییر زبان توسط مدرس، با استفاده متناوب از دو یا چند زبان در یک گفتار یا جمله، امری رایج در کلاس‌های آموزش زبان است. این مقاله بر آن است که به استفاده مدرس از زبان دوم و زبان مادری فراگیرندگان در کلاس‌های آموزش زبان بپردازد؛ با این امید که توجه مدرس از زبان خارجه را به استفاده از مقوله تغییر کد در کلاس و مزیت بالقوه این پدیده در تدریس واژگان جلب کند. این مقاله همچنین به بررسی این تکنیک پرداخته است و درباره روند استفاده از این تکنیک بحث می‌کند. در ادامه، نحوه استفاده از این تکنیک در تدریس واژگان، اصول آن، و مزایای استفاده از آن توضیح داده می‌شود. مقاله بر این فرض استوار است که تکنیک diglot weave تکنیک کارآمدی است که می‌تواند به یادگیری مؤثر واژگان کمک کند.

کلیدواژه‌ها: تکنیک diglot weave، یادگیری ضمنی واژگان، تغییر کد، ترکیب کد