

**ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL**

**Facultad de Ciencias Sociales y Humanísticas**



**“PERSPECTIVES OF CODE-SWITCHING IN EFL A1  
LEARNERS OF AN ECUADORIAN PUBLIC UNIVERSITY”**

**PROYECTO DE TITULACIÓN**

**Previa la obtención del Título de:**

**MAGISTER EN ENSEÑANZA DE INGLÉS COMO IDIOMA  
EXTRANJERO**

**Presentado por:**

**WENDY PAOLA RIVERA ALVARADO**

**Guayaquil – Ecuador**

**2017**

## **ACKNOWLEDGMENT**

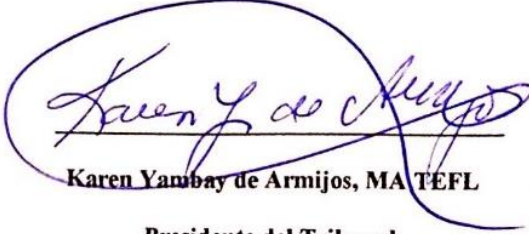
Firstly, I would like to thank God for helping me with the completion of this master's thesis. His blessings supported me and, I could finish this research successfully.

I would also like to thank my family for the unconditional love, support, and patience. I would like to emphasise on their patience because they have supported me during all the process. Also, I would like to acknowledge my beloved son because he was my motivation to complete the master program.

Finally, my gratitude to all the people who have encouraged me to finish this research.

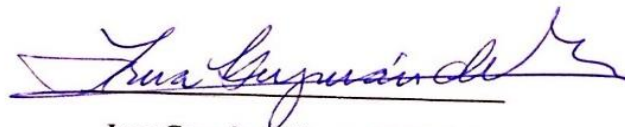
*(WENDY PAOLA RIVERA ALVARADO)*

## COMITÉ DE EVALUACIÓN



**Karen Yambay de Armijos, MA TEFL**

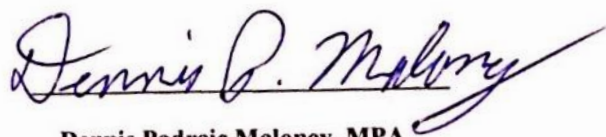
**Presidente del Tribunal**



**Irma Guzmán de Torres, MTESOL**

**Irma Guzmán de Torres, MTESOL**

**Tutora del Proyecto**



**Dennis Padraic Maloney, MPA**

**Dennis Padraic Maloney, MPA**

**Revisor**

## DECLARACIÓN EXPRESA

“La responsabilidad del contenido de este Trabajo de Titulación, corresponde exclusivamente a la autora, y al patrimonio intelectual de la misma **ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL**”



(Wendy Paola Rivera Alvarado)

## INDEX

ACKNOWLEDGMENT.....	i
COMITÉ DE EVALUACIÓN.....	ii
DECLARACIÓN EXPRESA.....	iii
INDEX.....	iv
ABSTRACT.....	vii
LIST OF FIGURES.....	viii
LIST OF TABLES.....	x
ABBREVIATIONS.....	xiii
Chapter 1.....	1
1.1 Introduction.....	1
1.2 Aims and Rationale.....	1
1.3 Research Questions.....	2
1.4 Overview.....	2
Chapter 2.....	3
2.1 Introduction.....	3
2.2 The institution, its students, and instructors.....	3
2.3 The need for this research project.....	4
2.4 Conclusion.....	4
Chapter 3.....	6
3.1 Introduction.....	6
3.2 What is a code-switching?.....	6
3.3 Types of code-switching.....	8
3.4 Code-switching typologies.....	9
3.5 Function of code-switching.....	9
3.6 Code-Switching and bilingual education.....	10
3.7 Factors that influence the teachers' verbal behavior in the classroom.....	12
3.8 Teacher code-switching.....	13
3.9 L1 and EFL teaching.....	15
3.10 L2 exclusivity.....	16
3.11 Code-switching in writing.....	17
3.12 Attitudes towards the use of code-switching in the classroom.....	18
3.13 Approaches to the use of L1 in L2 context. The monolingual approach.....	20

3.14	The bilingual approach.....	21
3.15	A model of the effectiveness of teacher code- switching.....	23
3.16	Conclusion.....	24
Chapter 4.....		26
	RESEARCH METHODOLOGY .....	26
4.1	Research paradigm .....	26
4.1.1	Definition and rationale .....	26
4.1.2	Methodological stances .....	26
4.2	Action research.....	28
4.2.1	Definition and rationale.....	29
4.2.2	Practical action research. ....	29
4.2.3	Ascertaining the warrant for the study. ....	30
4.2.4	Ethical considerations.....	31
4.3	Method .....	32
4.3.1	Definition and characteristics. ....	32
4.3.2	Methods of data collection. ....	33
4.3.3	Selection and handling data.....	34
4.3.4	Participants. ....	35
4.3.5	Selection and sampling.....	35
4.3.6	Background to the participants.....	36
4.3.7	Conclusion.....	36
Chapter 5.....		38
5.1	Presentation of findings.....	38
Chapter 6.....		58
6.1	Discussion of findings .....	58
6.1.1	Introduction .....	58
6.2	Discussion about how each research question is answered.....	58
6.3	Input and output questionnaire regarding code-switching .....	71
Chapter 7.....		83
7.1	Conclusion.....	83
7.1.1	Summary of the findings and relationship to the questions .....	83
7.1.2	Limitations of the study.....	83
7.1.3	Future directions and further areas for research.....	84

REFERENCES .....	85
APPENDICES .....	88
Appendix A.....	88
Appendix B.....	92
Appendix C.....	96
Appendix D.....	100
Appendix E.....	104

## **ABSTRACT**

This action research aimed to comprehend the perspectives of EFL A1 learners of an Ecuadorian public university about code-switching. Also, this study intended to determine the factors that influence the use of code-switching in EFL classrooms. Participants in this research were volunteers from two different A1 classes taught by the researcher. The students participated during four weeks of classes intervention to explore their attitudes about the application of code-switching in EFL classroom. Also, the students answered an input questionnaire at the beginning of the study and an output questionnaire at the end of it. Also, they completed a structured interview. The findings show that learners hold a positive attitude about the use of code-switching in the classroom .

**Keywords:** Code-switching, EFL classroom, perspectives of learners, positive attitude, action research



## LIST OF FIGURES

Figure 3.4.1 .....	9
Figure 3.15.1 The effectiveness of teacher code-switching.....	23
Figure 6.2.1 Age .....	59
Figure 6.2.2 Gender .....	60
Figure 6.2.3 Do you respond in Spanish in a foreign Language Class? .....	61
Figure 6.2.4 Do you think that the use of code-switching should be a priority in the classes for beginner students?.....	62
Figure 6.2.5 Do you think that the use of code-switching accelerates your learning process?.....	63
Figure 6.2.6 Do you think teacher’s code-switching from English to Spanish, let you understand better task instruction?.....	64
Figure 6.2.7 Do you favor teacher’s code-switching from English to Spanish in the classroom?.....	65
Figure 6.2.8 Do you think teacher’s code-switching to Spanish creates an idea of solidarity and sameness among/with students?.....	66
Figure 6.2.9 Do you think frequent code-switching of teacher helps you when you come for consulting or counseling? .....	67
Figure 6.2.10 Do you hold a positive attitude of teacher’s code-switching to Spanish in the class?.....	68
Figure 6.2.11 Do you think using code-switching benefit the EFL class? .....	69
Figure 6.2.12 Do you think the use of code-switching should be reduced as much as possible?.....	70
Figure 6.3.1 Question 1 of the Input-Output questionnaire.....	71
Figure 6.3.2 Question 2 of the Input -Output questionnaire.....	72
Figure 6.3.3 Question 3 of the Input-Output questionnaire.....	73
Figure 6.3.4 Question 4 of the Input-Output questionnaire.....	74
Figure 6.3.5 Question 5 of the Input-Output questionnaire.....	75
Figure 6.3.6 Question 6 of the Input-Output questionnaire.....	76
Figure 6.3.7 Question 7 of the Input-Output questionnaire.....	77
Figure 6.3.8 Question 8 of the Input-Output questionnaire.....	78

Figure 6.3.9 Question 9 of the Input-Output questionnaire.....	79
Figure 6.3.10 Question 10 of the Input-Output questionnaire.....	80
Figure 6.3.11 Question 11 of the Input-Output questionnaire.....	81
Figure 6.3.12 Question 12 of the Input-Output questionnaire.....	82

## LIST OF TABLES

Table 5.1. 1 Structured interview regarding code - switching .....	38
Table 5.1.2 Age .....	39
Table 5.1.3 Gender.....	39
Table 5.1.4 Q1 Do you respond in Spanish in a foreign Language Class?.....	39
Table 5.1.5 Q2 Do you think that the use of code-switching should be a priority in the classes for beginner students? .....	40
Table 5.1.6 Q3 Do you think that the use of code-switching accelerates your learning process?.....	40
Table 5.1.7 Q4 Do you think teacher’s code-switching from English to Spanish, let you understand better task instruction?.....	41
Table 5.1.8 Q5 Do you favor teacher’s code-switching from English to Spanish in the classroom?.....	41
Table 5.1.9 Q6 Do you think teacher’s code-switching to Spanish creates.....	42
Table 5.1.10 Q7 Do you think frequent code-switching of teacher helps you When you come for consulting or counseling? .....	42
Table 5.1.11 Q8 Do you hold a positive attitude of teacher’s code-switching to Spanish in the class? .....	43
Table 5.1.12 Q9 Do you think using code-switching benefit the EFL class?.....	43
Table 5.1.13 Q10 Do you think the use of code-switching should be reduced as much as possible? .....	44
Table 5.1.14 Input Questionnaire regarding code-switching.....	44
Table 5.1.15 Q1 Teacher switch codes in the classroom. ....	45
Table 5.1.16 Q2 By code-switching from English to Spanish, the teacher can better explain the grammatical terms. ....	45
Table 5.1.17 Q3 By code-switching from English to Spanish, the teacher can better explain new vocabulary terms. ....	46
Table 5.1.18 Q4 By code-switching from English to Spanish, the teacher can make the lesson content taught in the class more comprehensible.....	46

Table 5.1.19 Q5 By code-switching from English to Spanish, the teacher can better clarify task instruction.....	47
Table 5.1.20 Q6 The teacher can better discipline the students by code-switching from English to Spanish.....	47
Table 5.1.21 Q7 Code-switching makes my lesson enjoyable. ....	48
Table 5.1.22 Q8 I feel satisfied with my learning process when the teacher switch codes. ....	48
Table 5.1.23 Q9 Code-switching helps me feel less tense.....	49
Table 5.1.24 Q10 Code-switching makes me feel less lost during the lesson .....	49
Table 5.1.25 Q 11 Class teacher encourages students to switch their codes in the classroom. ....	50
Table 5.1.26 Q 12 Teacher’s code-switching in the class should be reduced as much as possible. ....	50
Table 5.1.27 Output questionnaire regarding code switching .....	51
Table 5.1.28 Q1 Teacher switched codes in the classroom. ....	51
Table 5.1.29 Q2 By code-switching from English to Spanish, the teacher could better explain the grammatical terms. ....	52
Table 5.1.30 Q3 By code-switching from English to Spanish, the teacher could better explain new vocabulary terms. ....	52
Table 5.1.31 Q4 By code- switching from English to Spanish, the teacher could make lesson content taught in the class more comprehensible.....	53
Table 5.1.32 Q5 By code- switching from English to Spanish, the teacher could better clarify task instruction. ....	53
Table 5.1.33 Q6 The teacher could better discipline the students by code-switching from English to Spanish.....	54
Table 5.1.34 Q7 Code-switching made my lesson enjoyable.....	54
Table 5.1.35 Q8 I felt satisfied with my learning process when the teacher switched codes. ....	55
Table 5.1.36 Q9 Code-switching helped me feel less tense.. ....	55
Table 5.1.37 Q10 Code-switching made me feel less lost during the lesson.....	56
Table 5.1.38 Q11 Class teacher encouraged students to switch their codes in the classroom. ....	56

Table 5.1.39 Q12 Teacher's code-switching in the class should be reduced as much as possible. ....	57
--	----

## **ABBREVIATIONS**

**A1:** Beginner student.

**CONUEP:** National Council of Universities and Polytechnics

**CONESUP:** National Council of Higher Education

**CS:** Code-switching.

**EFL:** English as a Foreign Language.

**ELT:** English Language Teaching

**L1:** First Language.

**L2:** Second Language.

**SPSS:** Statistical Package for the Social Science.

**TL:** Target Language.

# Chapter 1

## 1.1 Introduction

Code-switching is an alternation of two languages or codes, which occurs within a single discourse, sentence, or constituent. It happens when the speaker starts a conversation in one language, then changes it to another language in the middle of the dialogue. Code-switching has been applied in EFL classrooms for different reasons. One of them occurs when teachers work with beginners. In this context, code-switching must be used when the learners have lack vocabulary or to explain grammar terms in a better way (Obaidulhah, 2016, p. 924).

## 1.2 Aims and Rationale

Code-switching has always been a fascinating phenomenon in the sociolinguistic area. However, the general attitude of some people towards its use has been seen negative. In fact, English teachers of English as a Foreign Language argued that they do not like to code-switch in the language classrooms for diverse reasons. For example, many of them claimed that only the target language should be used in the English classroom to avoid harming the target language acquisition on EFL learners. However, English teachers tend to apply code-switching in the classrooms .

According to Obaidulhah ( 2016), code-switching is indispensable in EFL classes if the teacher and student share the same language, also when the level of English used in the books or course material is beyond the learners' ability.

For this reason the objectives of this study are:

1. To determine the reasons that influence the use of code-switching in the EFL classrooms.

2. To measure the impact of code-switching on EFL classrooms.
3. To explore learners' attitude towards code-switching.

### **1.3 Research Questions**

In this research study, the questions I intend to respond are: How do EFL A1 learners influence the teacher code-switching in a public University? The sub-research questions are the following:

1. What are students' attitudes towards the use of code-switching in the EFL classroom?
2. To what extent do English Language teachers use code-switching in EFL classrooms?

### **1.4 Overview**

Chapter 1 provides an introduction to the problem, aim, and overview, as well as the research questions that shape this study. In Chapter 2, the researcher defines the context of the study, its participants and the justification for developing it. Chapter 3 contains a full review of the relevant literature regarding code-switching and reasons that influence it to use in EFL classrooms. The methods employed in the study and the findings are then described in Chapter 4 and 5, respectively. In Chapter 6, there is a brief discussion of the findings. Finally, in Chapter 7 outlines a summary of the research questions with the findings, limitations of the study, and further research.



## **Chapter 2**

### **2.1 Introduction**

The setting of the study took place in a prestigious Ecuadorian Public University with students at the A1 level, from different careers. They have to take English as a subject, which is mandatory in the curriculum. These learners are between 18 and 25 years old. The majority of them studied at public schools where English classes were not a priority, so teachers sometimes used L1 in the English classes. Consequently, this study intends to explore the perspectives of code-switching in EFL A1 learners of a public university.

### **2.2 The institution, its students, and instructors**

The Faculty of Agricultural Sciences of this University is the Academic Unit responsible for providing higher education in agricultural sciences and their related disciplines. Also, the faculty perform research and experimentation in the branches the university has in Triunfo, Milagro and Naranjal.

The teachers of this University recognized the students as active subjects; that learns to learn and think. Promote the development of the different capacities, knowledge, skills, and attitudes, contribute fixing and systematize habits. As a result, these become authentic capabilities, participating in the definition of the professional profile based on the generic and specific competences, which is materialized in the construction of the curriculum, teaching development and evaluation.

The academic community is the space of the interaction between students, the means, and sources of information because it allows learning how to find, differentiate, locate, use and analyze meaningful information in their process of

learning to learn. Thus, recognizing the essential science, its principles, theories, and generalizations. As well as the claim of truth, that investigation work needs to verify.

In coherence with the pedagogical model, the teacher is an excellent educator, which provides the opportunity for students to apprehend the knowledge, develop their skills and grow as a person.

### **2.3 The need for this research project**

This investigation is necessary since it might be useful for EFL classrooms, where the switch of codes has become a priority with beginners because of many factors that could influence the use of L1 more than L2. Therefore, it will be the intention that this research will give enough information about why is it sometimes necessary to apply code-switching in EFL classrooms. Moreover, explore the reasons that determine the use of code-switching in EFL classrooms and the learners' attitudes towards the use of code-switching in classes.

According to Karunaratane's research, in which debates the use of students' L1 in the classrooms justifies two requirements. Firstly, teachers can apply code-switching at any time of the class they consider necessary. Thus, they apply code – switching when it is difficult for learners to understand the class in English. Secondly, teachers use L1 learners to give grammar instructions as well as classroom instruction. (as cited in Makulloluwa, 2013, p. 588).

### **2.4 Conclusion**

A research by Ahmed Public Universities receive students who come from public high schools. As a result , the majority of the students have a low English proficiency. The teachers face some factors that cause the use of code-switching in the EFL classrooms. One of the factors for which teachers might have to use code-

switching in the class is due to the level of English of learners. Teachers have to explain new vocabulary words, grammar, give instructions and control the discipline in class applying learners' L1 to avoid misunderstandings. (as cited in Makulloluwa, 2013, p. 588). In the next chapter, I will explain what the experts mention about code-switching.

## **Chapter 3**

### **3.1 Introduction**

In this section, I will discuss the necessity of using code-switching (CS) in EFL classrooms and the ability that some bilingual people have to change languages. For example, English to Spanish. This language switching is used in some classrooms to ask for clarification or for checking understanding. Moreover, the functions and types of code-switching, which explain why learners and teachers apply it in the class.

### **3.2 What is a code-switching?**

Research by Callahan ( 2011), supports that code-switching is the application of structures and words in different languages by the same speaker in the same discourse, conversation or utterance. However, different authors have had various definitions of the term code-switching, for instance, research by Cook supports that code-switching is when people change from one language to another one, even in the middle of speech or conversation when the speakers know the same languages (as cited in Jingxia, 2010, p . 10 ).

Skiba concludes that code-switching (CS) is the application of two language codes in the communication among people, in this exchange, many social and linguistic factors direct the way CS manifest itself. Also, when people are talking in natural conversations; CS includes eighty-four percent single words switches, ten percent phrases switches, and six percent clause switching (as cited in Moghadam, Addul Samad, & Rahmani Shahraki, 2012,p.2220).

Lipski indicates that CS has some types. The author said that one of the first types, which has always been used is named mechanical switching, which is applied unconsciously. Also, this kind of CS is known as code mixing, and this happens,

when the speaker does not remember a word or expression, so can use it in a different language. Another kind of CS is the code changing is when a fluent person is speaking and suddenly changes the language from one language to another, as a consequence of this change, understanding might have altered (as cited in Moghadam, Addul Samad, & Rahmani Shahraki, 2012, p .2220).

CS also studied as a social market, in which people identified each other with other speakers of different languages. It points out that CS is a conversational strategy used to start, go across or destroys group boundaries, to create, recall or change interpersonal relations with their rights and obligations (Nava & García, 2012).

According to Chaika some foreign words or phrases will be thrown out, to see if a stranger belongs or is one of them. People who live in the south of Texas, constantly employ some words or entire phrases in Spanish unconsciously, for instance, phrases like “ I took my car to the service y me dijeron que there was nothing wrong with it.” It is believed that flinging around words or phrases is a sign of proficiency in either L1 or L2 (as cited in Nava & García, 2012, p. 68).

A research by Levine ( 2011) supports two concepts of code-switching; the first concept is that code-switching is the way people use two codes in a systematic, alternating use of two or more languages in a single utterance or conversational exchange. In other words, is when a speaker moves from one language to another. The second definition supports that it is the use of two or more codes.If the speaker moves cognitively or verbally from one code to another, remains either unexpressed or irrelevant. However, according to Jingxia ( 2010) in the situation of a foreign language classroom, it points out the alternation of using the mother tongue and the target language due to a significance communication between language teachers when

the necessity arises. Nonetheless, CS could face certain kinds of resistance; it has reported that some speakers of different languages decline to let others to code-switch. In other words, these speakers made others to use the target language; even that imposition means a poorer communication (Wardhaugh, 2006).

### **3.3 Types of code-switching**

According to Poplack code-switching are divided into three main types, which are: tag-switching, inter-sentential and intra-sentential, and this occurs when people switch from one language to another (as cited in Bait, 2012, p . 148).

Therefore tag-switching is when the speaker introduces a small part of a language into a statement of a different one. Moreover, tag-switching has a single characteristic that it can be easily inserted in a monolingual exclamation without violating syntactic rules. In fact, most languages speakers who speak their L1 do not have any difficulty when they employ a tag taken from a different language. For instance: “Es difícil encontrar trabajo estos días, you know?” (Bait, 2012).

Inter-sentential switching happens at the clause or sentence level, therefore in this type of code-switching, the speaker needs to be fluent in the two languages. In other words, the speaker decides to align the utterances but following the rules of the two languages. For instance: “Cuándo yo me gradúe de la universidad, I will be a better English teacher and By the way, gracias por tu consejo.” (Bait, 2012).

Finally, the intra-sentential code-switching occurs when a clause boundaries has not been involved. This switching it is almost always avoided by nearly all the fluent bilinguals due to it can risk the syntactic organization of an utterance. For instance: “ El cuarto está well organized.” (Bait, 2012).

### 3.4 Code-switching typologies

*Figure 3.4. 1*

Code-switching type	Linguistic factors favoring this type	Extralinguistic factors favoring this type
<b>Insertion</b>	Typological distance	Colonial settings; recent migrant communities; asymmetry in speaker's proficiency in two languages.
<b>Alternation</b>	Typological distance	Stable bilingual communities; tradition of language separation.
<b>Congruent lexicalization</b>	Typologically similar languages	Two languages have roughly equal prestige; no tradition of overt language separation.

*Source : Lipski, ( 2014)*

Muysken divides bilingual language switching in three categories: alternation, insertion, and congruent lexicalization. A language with its fundamental structure produces alternation; switched elements are therefore constituent sized ( phrases, clauses.). Insertion assumes a base or matrix language, which appropriately configured lexical items from the other language are introduced, and Congruent lexicalization requires that the languages in contact be structurally congruent to a very high degree ( as cited in Lipski, 2014, p. 27).

### 3.5 Function of code-switching

Wardhaugh discusses that are some factors that determine the uses of CS; he said these factors could be solidarity, accommodation to listeners, choice of topic, and perceived social and cultural distance. These might have a strong influence on the decision of using a particular code (as cited in Makulloluwa, 2013, p. 583).

For that reason ,the motivation of the speaker at the time to choose a language is important because this motivation is not necessarily a conscious one. However, many stakeholders are not aware that they are using in a particular language, and in

most of the times, they are changing from one language to another one (Wardhaugh, 2006, p. 104).

A research made by García suggested that code-switching is a relevant pedagogical tool for teachers to spread knowledge and it also accelerates the second language acquisition and the academic use of the L2 (as cited in Trong, Grainger, & Carey, 2016, p. 1334). In other words, code-switching could be seen as a support to interpret meanings of new vocabulary words, to give feedback to the learners and the most important thing to check learners' understanding. Trong, Grainger, and Carey (2016) say that L1 and L2 CS is an educational tool that teachers have used as developing rapport and solidarity among the class members to enhance second language acquisition.

### **3.6 Code-Switching and bilingual education**

According to Boztepe when learning a new language is a challenge, the majority of learners use CS, while they are acquiring vocabulary in a second language. This language behavior might have caused by those who are directly responsible for placing the learners in an inappropriate educational setting. However, CS is considering as one of the involving features of bilingual speech, and some people think that is a tendency form of conversation (as cited in Moghadam, Addul Samad, & Rahmani Shahraki, 2012, p. 2220).

Moghadam, Addul Samad, and Rahmani Shahraki (2012) argued, why teachers have not done anything to figure out the real causes of CS, and how this can affect academic achievement while learners are acquiring an L2 language. However, teachers' beliefs, practices, and attitudes are closely linked with the teachers' strategies because these are essential to understand and improve the educational



processes, and for copying the challenges in their daily professional life for their general wellbeing. (Mohamed, 2015, p. 86).

Research by Gass and Varoni supports that a negotiation among learners is a useful group work. This study involved learners who have different mother tongues, so they are not going to use their native language to negotiate. Nevertheless, a different situation may happen when the learners share a mother tongue so that language is always available to negotiate. Consequently, it becomes necessary, and some learners can conduct the others to use the native language in class. So it is considered a necessity to find out the reasons for the choice language behavior of learners (as cited in Hancock, 1997, p. 218).

Research by Macaro (2014) the term “naturalistic code-switching” point out to the CS presence in interactions that almost always occurs in everyday situations. Nonetheless, this term quickly poses an issue for the researcher of classroom CS. Whether naturalistic CS mentions to everyday situations, does that make it mismatched with CS that happens in classrooms? Well, the answer must be “no.” because it took a broad and sensible view of the everyday situation.

Consequently, according to Macaro (2014), there is a possibly one essential difference between “naturalistic CS” and L2 classroom CS. Is that in the L2 classroom CS purpose is to interact with the participants in a discourse or conversation to communicate with each other and to learn or improve to advance in the L2. Nevertheless, in “naturalistic CS” the main purpose is communication.

### **3.7 Factors that influence the teachers' verbal behavior in the classroom**

Research by Makulloluwa (2013) supports that one of the factors to influence teachers to apply CS in the classroom is the accommodation of the students who have a low proficiency level of the language. For instance, bilingual learners tend to adjust their language according to the participant's language ability. On the other hand, another factor of using CS is the lack of vocabulary when learners are studying a new language, and the teachers desire to avoid social distance between them and their learners.

According to Lehti Eklund (2012), another important factor that motivates to use CS in the classroom is the study of a bilingual language use in general. Nonetheless, the context is institutional, the language choice in the class is like when teachers set their premises as in other bilingual settings when a pattern of a language use is already established among the learners from the beginning and then is followed later on.

In the majority of the cases, CS has been seen as a crime, especially for those teachers who apply it in the classroom. Unfortunately, teachers try to continue with the target language (TL), but when the situation demand, they have to decide to use CS, for the wellness of communication among students and teacher (Obaidullah, 2016, p. 926).

Research by David supports it is true that a CS in the classroom discourse occurs, one reason is for communication and the other one for teaching-learning purposes. However, is it an actual discourse function. Furthermore, there is evidence when one of the participants have an unequal proficiency in one of their two languages;

some CS occurs for scientific advancement as well as communication (as cited in Tian & Macaro, 2012, p, 369).

### **3.8 Teacher code-switching**

Research by Simon argued that in EFL classroom, CS refers to teachers' choice of languages between the language of society and the foreign language. The teachers are sometimes non-native speakers of the target language, due to they share the same mother tongue with the students. (as cited in Cheng, 2013, p. 1277). According to Der Meij and Zhao (2010), there have been several deliberations between people who agree on the L2 norm and people that support the teacher code-switching practices. Therefore, each one has offered several statements to defend its position.

Consequently, Gabrielatos said that defenders of the L2 norm had been told that the implementation of code-switching in classes undercut the learning process (as cited in Der Meij & Zhao, 2010, p. 397). Moreover, an investigation by Dulay, Burt and Krashen where support the theory explained before said that the use of target language (TL) is beneficial because it makes all the language that is employed in the classroom real and functional. Also, prepares learners for moments of lack of understanding that they might face when learning another language (as cited in Der Meij & Zhao, 2010, p. 397). In other words, the arguments mention before expresses the conviction that it is better if teachers speak only the TL to expose students to a maximum of the L2. However, Swain supports that an essential condition for this demand is that the information should be comprehensible to the audience (as cited in Der Meij & Zhao, 2010, p. 397).

Nevertheless, research by Cook, Liebscher and Dailey-O'Cain support that defenders of code-switching should recognize the fact that classrooms have an

amount of bilingual spaces. Therefore instead of treating the languages separately, it is better to see them as an interlace of the two languages, so classrooms can form supportive language environment by allowing for, and exploit, instances of L1 use (as cited in Der Meij & Zhao, 2010, p. 397). Consequently, there is an argument that supports this theory that says that the L1 has expressions that are impossible to be communicated in the L2 for instance, Heredia and Altarriba specified that the word “cariño” does not have an English translation, which indicates a mixture of linking and affection. Nonetheless, neither of these words expressed alone truly conveys its meaning (as cited in Der Meij & Zhao, 2010, p. 397).

Furthermore, according to Myers – Scotton argued that when teacher use code-switching, it put the topic of discussion as something special in other words out of the ordinary because there does not exist a matrix language. On the other hand, an investigation made by Sert says that the application of code-switching in the classroom could help students to focus on concepts that concern special consideration (as cited in Der Meij & Zhao, 2010, p. 398).

The point of view of the teachers explains that code-switching is not always used consciously. Therefore teachers are not always conscious of the effects and functions of CS process. If the teachers switch codes on purpose or not, it is because it necessarily serves some core functions, which could be helpful for the learning language environment. Consequently, when teachers change codes could be according to the topic they are discussing in the class, and this is “topic switch” because this type of switching is mostly viewed in grammar instruction. Once teachers change the code to the students’ L1, it is because they want to deal with a particular grammar point at that moment (Shay, 2015).

Furthermore, Shay (2015) supports when teachers use code-switching in class they are creating a bridge from known language ( L1) to unknown or new language(L2) to transfer new content and meaning. In other words, teachers exploit students previous mother tongue learning experience to improve students understanding of the L2.

### **3.9 L1 and EFL teaching**

Research by Carless supports, there have been different views about the use of the L1 or code-switching from the L2 to the mother tongue, or vice-versa is a common characteristic in EFL worldwide, and it is also natural when teachers and learners apply it judiciously because it seems like a positive contribution to the learning process. (as cited in Krishna Sharma, 2006, p . 81). Consequently, Nation argued that the exclusion of the L1 is a criticism of the mother tongue, as it has detrimental psychological effects on learners. Furthermore, Macaro supports that is not only absurd to avoid the L1 in the class, there is also like to dispossess learners from an important tool for language learning. Nunan and Lamb, report that EFL teachers find quite impossible to avoid the use of L1 in the classroom (as cited in Krishna Sharma, 2006, p. 81).

Dörnyei and Kormos support that learners of L2 use the L1 as a strategy of their communication to compensate for the lacks in the target language. Aurbuch supports that not only the utilization of the L1 has a positive role in the classroom, though identifies different uses for it like classroom management, language analysis, explain rules that govern grammar, giving feedback and giving instructions (as cited in Krishna Sharma, 2006, p. 81). Also, research by Swain and Lapkin supports this

theory and suggest that the application of the L1 let the students perform the task more successfully (as cited in Krishna Sharma, 2006, p. 82).

### **3.10 L2 exclusivity**

Richards and Rodgers argued that it has been a big argument whether the students should use or not L1 in an L2 classroom or if the teachers should use L2 exclusively stretches back. Well over a century when alternative methods to a grammar-translation approach the language teaching were introduced by a direct method in the 19<sup>th</sup> century (as cited in Tian & Macaro, 2012, p, 369).

Nevertheless, the L1 is an instrument where the learners not only thought about language during the use of their “inner voice” for working out the task in question, but also as a tool which they progressed their task with others. The demand, however, was that it facilitates the classroom interaction and not acquisition (Tian & Macaro, 2012).

Phillipson, Canagarajah, Ferguson, and Lin indicate that this socio-cultural perspective began to spread, especially in the case of the English language as a universal language. In which, the beliefs are to exclude the learners L1 was an imposition bordering on linguistic imperialism or that undetermined the identity granted by the L1. (as cited in Tian & Macaro, 2012, p, 370). However, Cook argued that there is an interesting recognition that if exist a development with the L2 and L1 together rather than developed them separately, the process of learning L2 is a process of becoming bilingual (as cited in Tian & Macaro, 2012, p, 370).

Harbord explained that the tentative functions of the mother tongue in a foreign language class are multiple due to it could simplify student- teacher

communication thus establishing teacher – student sympathy and the most important of all could assist the language learning ( as cited in Cheng, 2013, p . 1278).

### **3.11 Code-switching in writing**

The term of CS has been known in sociolinguistics terms as a phenomenon at the disposal of bilingual or multilingual speakers, and this occurs when in the act of speaking the speaker has the capacity of switch languages for communications reasons. It happens and is not unique because we can see CS in writing as well. While some learners are writing in the L2, writers switch in their L1 at any moment, and this may be because of some lack of proficiency in their L2. Sometimes this happens because of the cognitive demand of the task, so teachers should take into account the more demanding task more writers use L1, an easier task, the less the writers switch to their L1 (Sabzevar & Biria, 2012,p. 573).

According to Bhela, “when the learners feel gaps in their L2 syntactical structures for writing in L2, They use syntactical structures of their first language.” (as cited in Derakhshan & Karimi, 2015, p. 2114).Consequently, Karim and Nassaji support that translation might be considered when learners use the L2 in writing due to they use it as a strategy to solve their communication problems. Thus, if the learners’ vocabulary is not enough to support their ideas when they are writing in L2; they rely on their L1 to express the idea in the context. ” (as cited in Derakhshan & Karimi, 2015, p. 2114).

According to Nation, when the teacher has discussed with the learners the writing task in their L1. They could have a better understanding of the task topic. Consequently, they perform the L2 writing task better. ” (as cited in Derakhshan & Karimi, 2015, p. 2114).

Code-switching in writing could be defined as the natural use of mother tongue during the L2 writing process. The CS occurs sub – vocally ( talking to oneself) that is a mental operation used to control or regulate the difficult mental process (Sabzevar & Biria, 2012).

### **3.12 Attitudes towards the use of code-switching in the classroom**

Research by Ellis, Polio, and Duff on the effectiveness of CS reveals a variety of opinions about both teachers and students attitudes towards the use of code-switching in the classrooms. Some researchers and even some defenders of using just the target language in the classrooms have said that the use of code-switching has been inevitable in the language classrooms. Therefore, teachers and learners have appealed to code-switch for different reasons (as cited in Makulloluwa, 2013, p . 585). Moreover, according to Canagarajah, several learners are moving to the position that the application of CS might establish a solid medium of communication (as cited in Der Meij & Zhao, 2010, p . 398).

Furthermore, Levine mentions something very relevant to this theory; he thinks that the beliefs of using just the target language in the classrooms, could limit what learners might accomplish in the classrooms. Also, Cook supports Levine theory about this; he says if the teacher just implements the target language in the class, unfortunately, is limiting the possibilities of language teaching (as cited in Makulloluwa, 2013, p . 585).

Although, according to Mitchell, Macaro, Butzkamm and Caldwell, Turnbull and Daily – O.'Cain, Littlewood, and Yu, there are several studies that have reported that teachers feel a sense of guilt, when learners use their mother tongue inside the class ( as cited in Hall & Cook, 2012, p . 294). However, according to Macaro, it has



reported that the majority of the teachers consider the application of the CS as an unfortunate and regrettable, but necessary. Consequently, many studies have had a positive and reasonable justification for the use of the mother tongue in the classroom (as cited in Hall & Cook, 2012, p . 295).

On the other hand, the student attitudes toward the use of CS in the class have a significant amount of acceptance because it has been noticing that they preferred the use of their L1 by the teacher, irrespective of if this was a large amount or not (Hall & Cook, 2012). Meanwhile, research by Rolin – Ianziti and Varshney found that the beginner students of French in an Australian University favored the mother tongue use for classroom management. Thus, this study just established the positive effect of the role of CS in classes. Indeed learners suggest that the use of their L1 often reduce their anxiety ( as cited in Hall & Cook, 2012, p . 297).

Nevertheless, those who promote the monolingual approach have believed that applying the L1 in the classrooms could obtain an adverse influence on the Target language acquisition. For this reason, the application of code-switching should be avoided due to they put forward several arguments where indicates how the application of L1 in the classes can be harmful to the target language learning process. Because of these beliefs, the classes done in the target language interaction gives learners a valuable experience due to limitations they have because they do not have enough exposure to the L2 in their natural environment (as cited in Makulloluwa, 2013, p . 585).

According to Adendorff, these researchers have failed in the explanation about how absurd is to exclude the CS because it is a spontaneous behavioral activity. Also, they undercut the importance of L1 as a linguistic resource consequently an important

tool of language pupils. In other words, CS is not insufficient; it is a relevant resource where a wide range of social and theoretical meanings are expressed (as cited in Makulloluwa, 2013, p . 585).

### **3.13 Approaches to the use of L1 in L2 context. The monolingual approach**

According to Nguyen (2014), the monolingual approach is also called unilingualism, and it defines the condition of a community or an individual that only have access one linguistic code. Ergo, they speak one language, this normally points out to the L1, which is the mother tongue or first language. Furthermore, this terminology is occasionally used to indicate to a language policy that imposes one official or national language above others. On the other hand, monolingualism tends to occur in isolated tribes or particularly among native speakers who live in the Anglosphere nations like the United Kingdom, Unites States or Australia due to the worldwide perception that these people who speak just English see little relevance in learning a second language.

Voicu (2012) argued when learners acquire foreign languages they follow the same path when they acquire their L1. Thus, the use of L1 should be reduced. Indeed the majority of teachers believe that the utilization of the mother tongue in the EFL classes have to be dismissed due to the following reasons:

- The use of the L1 might turn into in a bad habit, which both teachers and learners might have when they do not have another option, or a difficulty is encountered.
- The L1 could be sometimes misleading when learning a foreign language. Though of the existing of universal linguistic systems, languages differ more or less.

- The use of mother tongue to teach EFL learners, mistakes might appear due to the native language transfer.
- The application of the L1 in EFL classes could be a big difficulty because it does not have the enough comprehensible information that is a prerequisite to acquiring another language.

However, Voicu (2012) says the monolingual approach could not be without its criticisms. One of them is when acquiring a second language; it depends on mostly the societal value that is attributed to the L1, which might be reinforced or challenged in the class.

It is necessary to mention that the twentieth century was the time of continuous revolutions in the language theory of language acquisition, and these have marked a significant influence in language teaching. Monolingual teaching was not unknown before that time. Furthermore, a credible source of belief of monolingual teaching is the Berlitz method that consists in exclude any use of learners L1 in either the class or in the learners' materials, while the student is submerging in the new language. (Hall & Cook, 2012).

The Berlitz monolingual method converted in a model to follow to the majority of the schools and other institutions, and its broad acceptance can be attributed to a large number of factors. Classes with native English teachers, who do not speak the learners' L1, create a situation in which the use of the mother tongue was practically impossible (Hall & Cook, 2012).

### **3.14 The bilingual approach**

The interpretation of bilingualism have mainly disagreements regarding proficiency meaning how fluent could be an individual to communicate in a second

language. In fact, one of the Leonard Bloomfield definitions is that is considered a splendid mastery of at least two languages as criteria to define bilingualism because Bloomfield determines bilingualism as the mastery like a native of two or more languages (Nguyen, 2014). Nonetheless, Harmer and Blanc mentioned the Mcnamara suggestion where supports that an individual who possesses a minimal ability or skill in one of the four language skills ( reading, speaking, listening and writing) in a different language than the L1 could be called a bilingual (as cited in Nguyen, 2014, p . 7).

According to Voicu (2012), teachers have criticized the monolingual approach due to they think the use of the L1 in EFL classes is useful in different levels. When EFL teachers start working with monolingual students in lower levels of English proficiency, they find a forbidden use of the L1 to be almost impossible. Consequently, instead of looking the learners' L1 as a traditional background as a secondary source of mistakes, they must use it as a relevant tool to maximize the L2.

Research by Voicu (2012) indicates that the L1 represents a relevant and powerful source which teachers can apply in different ways to enrich learning, although it must always be strictly applied. Consequently, that is the bilingual approach come from that is when teachers who support the application of L1 in EFL classes and use it wisely together with the L2 to enhance the language learning. It has said that for beginners students the use of L1 could have a great benefit as they have an advantage in learning the target language.

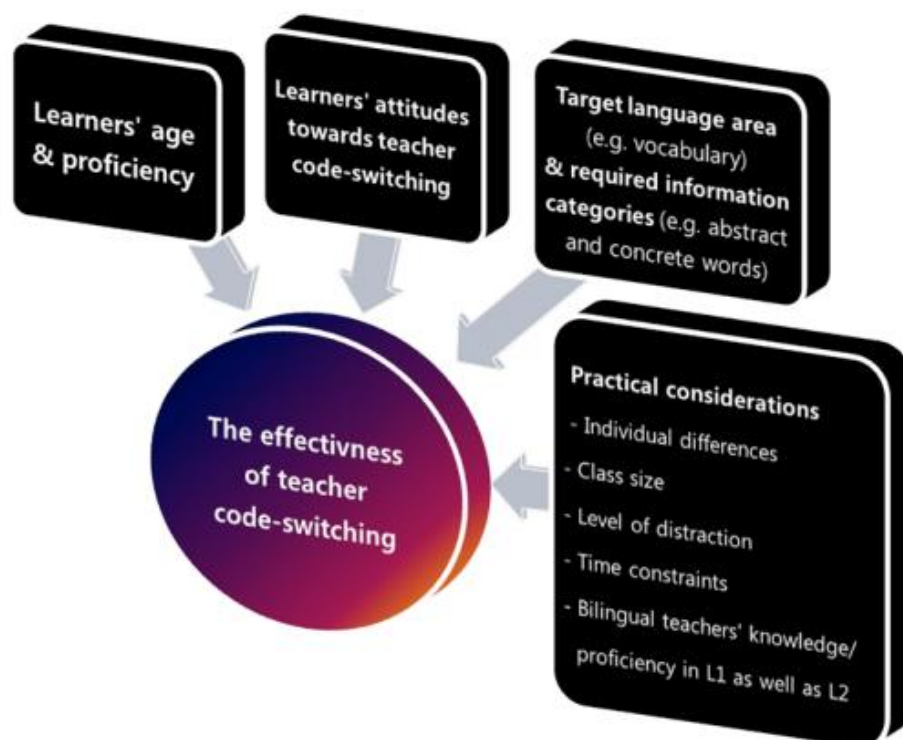
Auerbach believes when teachers, practitioners, researchers, and learners used the L1 always testimony positive results. Indeed it has been a relevant change over the years away from the “ English only.” That is a belief that British and American

ELT movement have. (as cited in Voicu, 2012, p . 214). Moreover, Butzkaamm and Caldwell argue that the use of the L1 is the maximum pedagogical resource that learners pass to foreign language learning. Therefore, it becomes the foundation for all other foreign languages learners might want to learn ( as cited in Hall & Cook, 2012, p . 282).

### 3.15 A model of the effectiveness of teacher code- switching

Tian and Macaro say that the following model has the purpose of the use of code-switching in a right way by teachers with a pedagogy compass, in which teachers can make judicious and an efficient use of CS. The effects on teachers CS should indicate the utilization of a context where the interaction between teacher and learners is primarily determined by the target language (TL), in which the learners or participants respect many of the conventions of CS ( as cited in Lee, 2012, p. 152).

*Figure 3.15.1 The effectiveness of teacher code-switching*



*Source: Lee, (2012)*

The previous image can reflect the model of the effectiveness of teacher code-switching. According to Lee (2012), this model of code-switching might change due to empirical studies shortly. Nonetheless, when the teacher decides to adapt this model in the class should remember that is relevant to examine the effects of teacher CS in the classroom, where the target language, not learners L1 are the primary and important language of the instruction. However, is expected that the model above has a great benefit from further research and how these factors introduced above could determine the effectiveness of teachers CS.

### **3.16 Conclusion**

Teachers use code-switching for several reasons, for example to check understanding and clarification .Therefore, they believe that sometimes the use of it is necessary especially in EFL class to be successful. Both educators and students agree that the application of CS is needed, and it facilitates the learning and better understanding of the lesson content. (Obaidullah, 2016, p. 926).

Sabzevar and Biria (2012), affirms Code – switching it is used in writing because sometimes the task is hard and demanding, so learners tend to apply it in their compositions as well, not only in a speaking task . However, Gabrielatos supports the theory that using code-switching in EFL class could undercut the learning process (as cited in Der Meij & Zhao, 2010, p. 397).

Shay ( 2015), explains that the application of the L1 in EFL class could build a bridge between the teacher and students to improve their communication and as a result the target language learning. However, it is necessary that the teachers realized that the use of CS in classes is necessary, but some of them are questioning about how much L1 should utilize in EFL class. Consequently, Tian and Macaro propose a

model of the effectiveness of teacher code-switching, in which teachers can make judicious use of the L1 in an EFL class ( as cited in Lee, 2012, p. 152).

## **Chapter 4**

### **RESEARCH METHODOLOGY**

#### **4.1 Research paradigm**

The quantitative methodology is the best for this study due to the perspective and the objective of this investigation work. Quantitative research as noted by Bryman (2012) has a certain number of characteristics that matched with this study. One of these characteristics proposed by this examination is to investigate a group of individuals in the social reality.

##### **4.1.1 Definition and rationale**

This social reality was the classroom, and the participants were requested to answer a questionnaire at the beginning of the study. These were done on the Likert scale. When these procedures finished, the teacher did a four-week study that was about the use of code-switching in EFL class. This study consisted in gave regular classes, but with the difference of introducing a bit of the student's L1 according to the participants' needs. So at the end of the study, it was asked to the participants to answer the same questionnaire, but with the questions in the past, to proof the social reality of the participants about the use of code-switching in EFL classroom. Also, they were requested to answer a structured interview to perceive learners' opinions about code-switching in a foreign class.

##### **4.1.2 Methodological stances**

One of the fundamentals aspects of this study is that the positivism was the base of it because the intention was to determine and explore the learners' perspectives and attitudes towards the use of code-switching in EFL classroom. Moreover to measure the impact of using it. The intent of positivism is "an



epistemological position that advocates the application of the methods of the natural sciences to the study of social reality and beyond.” (Bryman, 2012).

Moreover, it was the hope of the researcher to prove the social reality of this study that was tested with the positivism. A realism theory was adopted as well because according to Bryman (2012) the realism is an easy way of knowing the reality. The researcher’s role is to prove the theories that have been existed, moreover providing material for a genuine progress of laws. Nonetheless, the role of the participants is to participate actively and collaborate in the attendance during the four weeks of the investigation.

Taking into consideration the paradigm of this study and thus the quantitative approach used, the following methods were employed: Questionnaires and structured interviews, which were all analyzed. The analysis of those two methods was also a primary factor as triangulation was a major concern for the researcher in the design of this study.

Triangulation, as said by Creswell (2015), supports evidence from different types of data. The concept that is supported by Cohen, Manion, and Morrison, (2007) when they argued that “ Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior.” ( p. 141).

Having established the methodology, goals, and perspectives from this study will be set forth, the methods and instruments that were used can now be explained. The questionnaires done were close- ended Likert – scale. Admitting to the individuality of the study and given the desired objectives of the research question, these questionnaires were applied at the beginning of the study to determine students’ perspectives of using code-switching in EFL classes. As a result of these data, the

classes were adapted according to the students' perceptions and needs for understanding the language. However, the same questionnaires were done at the end of the study and those involved the same previous questions, but in past tense to know if there was consistency in their answers. On the other hand, structured interviews were applied at the beginning to explore students' attitude towards using of code-switching in EFL class. According to Bryman (2012), these kind of structures interviews are practical to answer because it already have options and the data analysis is simple to collect because it is the typical form of interview in survey research.

Although the researcher piloted all the instruments before the study began, once the students took the Questionnaires and structured interviews, the researcher obtained the information expected, these validated the questions. In addition to all of these study, the students did a test to obtain the level of them that was A1.

The data analysis was done deductively. This means the hypothesis explained the process derived from the propositions of the theory (Bryman, 2012). A deductive study is concerned with deducting conclusions from premises or propositions.

## **4.2 Action research**

Due to the involvement of people, the researcher chose action research tool, task, and procedures that call out for a solution. Thus, an action research is a systematic procedure done by teachers or practitioners, and it is very popular in the education field because there is always room for improvement when it comes to teaching and educating others (Creswell, 2015). However, educators meditate about the problems they might have inside their classes, collect and analyze data and implement changes based on the findings.

#### **4.2.1 Definition and rationale.**

The researcher applied an action research because the teacher used when there is a specific education problem to solve. According to Mckay (2010) “The value of action research is that, if undertaken with rigor, it can supply local knowledge regarding problems in L2 teaching and learning and suggest ways for addressing these problems.” (p. 31). Moreover, an action research is a combination of action and research. In action, it seeks to bring about change and in research because it entails the collection and analysis of data. On the other hand, it is participatory and collaborative because teachers work together to analyze their classrooms (Mckay, 2010).

According to Creswell (2015), there are two types of action research; one is practical, which involves educators that examine a school situation. The other action research is participatory, and it includes the improvement of communities, organizations and family lives.

#### **4.2.2 Practical action research.**

The teacher researchers used it when they are looking for an improvement in their daily practice through the systematic study of a regional problem, and it involves small case research projects. Individual teachers or teams handled it within a particular education setting because its intention is to research a specific school situation (Creswell, 2015).

It has been said that practical action research promotes teachers professionalism as a result of this they can draw on their informed judgment. (Grundy, 1987 as cited in Cohen, Manion, & Morrison, 2007). Furthermore to

understand a practical action research the major ideas and principles should be reviewed. Consequently, the following principles focus on presumptions about the role of the teacher as learners, reflective practitioners and individuals motivating in small-scale research projects. (Mills, 2013 as cited in Creswell, 2015)

- Teachers have decided to make authority to study an educational practice as part of their professional development.
- In continuing professional development and school enhancement imply teachers.
- Teachers have a deep reflection on their practice to improve their practices.
- Teachers to reflect their practices use a systematic approach meaning that they use identifiable procedures to study a problem they might have inside the class.
- Teachers could choose an area of focus, determine data collection and interpret data to develop an action plan.

#### **4.2.3 Ascertaining the warrant for the study.**

The documents were the questionnaires and the structured interviews which the learners answered. The study was done purposefully so that the learners would be able to express their attitudes towards the use of code-switching in classes as they had visualized them without being influenced by the investigator. The participants were willing to participate in this study, they had a normal attitude in the regular classes, and as a result of this, the investigator objective was to draw a relevant information about learners' perspectives of code-switching. To assure triangulation the researcher used all these instruments, which means using some autonomous methods of data collection in the research of some aspects of human

behavior (Cohen, Manion, & Morrison, 2007). Moreover, triangulation stimulates the validity, reliability, and accuracy of the information (Cohen, Manion, & Morrison, 2007).

#### **4.2.4 Ethical considerations.**

According to Bryman (2012), the researcher has to consider some ethical principles during the investigation to not to harm the participants, using informed consent form, respecting participants' privacy and avoiding dishonesty. Consequently, given the importance of the ethical practices explained above, the researcher of this study followed all the necessary procedures to respect and protect the identity and privacy of the institution and the participants. Thereby the researcher requested institutional permission to the dean of the faculty of the agricultural sciences. In the document, it had been explained the objectives and procedures to follow. The researcher generated an informed consent form that has the context and certain ethical aspects to this investigation. Also, this informed consent form was translated to the participants L1 as claims by Mackey and Gass (2005) if the participants do not have a proficiency in the language. The informed consent form should be translated into their L1, and someone qualified must approved it.

Nonetheless, the researcher explained everything to the participants about the study, as well the confidentiality they had in this investigation. As suggested by Bryman (2012), to let the participants be aware of the ethical codes and the care about maintaining the complete discretion of the records as well as identities of the participants. Once the research published the results, the identity of the participants maintains anonymous.

Cohen, Manion, and Morrison (2007) argue that the principle of an informed consent form is the choice of freedom that the participants have to whether participate or not in the study. Also, the comprehension of the objectives and the purpose of the investigation before and after they signed the informed consent form and the right of being informed of the benefits of the investigation. As well as any disadvantage as a result of each person's participation, and the awareness of the nature of the study respectively (Cohen, Manion, & Morrison, 2007).

### **4.3 Method**

The method that the researcher used in this study was the quantitative one because it was the best approach to be used due to the investigation implied the gathering of statistical information and the deduction of a hypothesis. According to Bryman (2012), a deductive theory shows the procedures whence hypotheses are deduced from a theory that already exists. Therefore, these conduct the process of data gathering. Consequently, the researcher tested hypotheses.

#### **4.3.1 Definition and characteristics.**

A research made by Creswell (2015) explains that in quantitative research; the researcher has identified a problem, based on a direction of something that needs to change in a field or the necessity to explain why things might occur. Moreover, sometimes some quantitative investigation has to explain the way one variable could affect the other one.

According to Creswell (2015), the main characteristics of a quantitative study are the following:

- Describing a research problem through a description of something that needs to change and those must be explained among variables.

- The research questions should justify the research problem and must create a necessity for the direction of the hypotheses of the study.
- Building a research question, hypothesis and a purpose of the statement which are explicit, narrow, quantifiable and observable.
- Gathering arithmetical data from a significant quantity of people applying instruments with preset questions and responses.
- Using statistical analysis to analyze trends and interpret results by comparing them with previous predictions.
- Writing a research report using evaluation criteria and standard structures.

#### **4.3.2 Methods of data collection.**

The researcher applied two methods to gather data the questionnaire and the structured interview. Adapting the questionnaire with a close-ended Likert scale question as suggested by Bryman (2012) that consist in multiple indicators that are related to a particular area and interest of the participants. These indicators measure the strength of feelings about the area in question that was to determine the using of code-switching in EFL class.

On the other hand, according to Cohen, Manion, and Morrison (2007), these type of questions are called closed, and structured interview and those are preferable to pilot before to obtain a full of possible responses as can be reasonably foreseen. Piloting the questionnaires let the researcher know if the instructions are clear and enable to remove any items that are useless.

This research applied a structured interview which allowed the researcher to examine the participants' attitudes toward the use of code-switching. It had been said by Cohen, Manion, and Morrison (2007) that these structured intervies are

also called closed interviews as well, and those consist of multiple choice questions where the participants are asked to select from a range of responses. The purposes of the structured interview are many, according to Cohen, Manion, and Morrison (2007) the structured interview can test or develop hypotheses.

#### **4.3.3 Selection and handling data.**

The researcher obtained all the permission from the participants and the institution. The next procedure was to list different options to gather enough data that respond the research question and the hypothesis because as suggested by Creswell (2015), “ this decision begins with specifying the variables in your research questions or hypotheses, defining these variables, and seeking measures that operationalize these definitions.”(p.169).

Once the researcher chose a type of instruments to collect the information the next step was organized the data gathered into a manageable information, which made it easy to analyze. For this reason, the data was carefully prepared to be coded as suggested by (Mackey & Gass, 2005). Coding is a crucial part that implies making strong decisions about how the data gather is going to be arranged. Besides, coding let the researcher match up the relevant information about problems. Consequently, this lets the researcher decides on making conclusions.

After scoring the data, the researcher chose a SPSS statistical program version 21, as suggested by (Creswell (2015), selecting a good statistical program, let the researcher analyzed an amount of data considering the number of participants and variables.



#### **4.3.4 Participants.**

There were 40 participants in the 18 – 25 years old range. All of them were full-time students in the third semester of Agroindustrial Engineering at the English I level. They have to take English as a subject that is part of the curriculum.

All of the participants are Ecuadorian, but some of them come from different regions of the country. Moreover, between two or three of them have a part time job.

#### **4.3.5 Selection and sampling.**

The sample was considered first as suggested by Cohen, Manion, and Morrison, (2007) like the sample size, representativeness, parameters and access to the sample and the sampling strategy used. Consequently, it had been said by Creswell ( 2015) when the researcher wants to select participants for an investigation it is relevant to determine the size of the sample that is going to be needed. An estimated sample size that a researcher need is 30 participants for a correlational study, which has variables. The sample size was 40 participants enrolled in the third semester of an Ecuadorian class in a public university, from the researcher's A1 courses, there were 14 males and 26 females.

The researcher used one of the methods of sampling as suggested by Bryman (2012) that is the non- probability sampling divided into different types of sampling strategies, which are quota sample, convenience sample, and the snowball sample. However, due to the way the sampling was selected the researcher concludes that the correct sampling strategy used was the convenience sampling.

According to Cohen, Manion, and Morrison (2007), a convenience sampling could sometimes be accidental or opportunity sampling, and it involves selecting

the participants that are willing to participate, accessible at the time or simply the sample from those the researcher has easy access.

#### **4.3.6 Background to the participants.**

The background of the participants was relevant to this research because according to Mackey and Gass (2005), the participants should have some characteristics like language background, language learning experience, and proficiency level. Hence, the researcher took into account these features to succeed in the investigation.

Furthermore, it is relevant to mention the participants came from public high schools where the level of English, was weak, and the use of L1 in the English classes had become a priority.

A placement test validated by a prestigious institution, authorized to use by its author, was taken to the participants to proof their English level according to the Common European Framework.

The result of the placement test was from the group of 40 students; just 35 had the A1 level, the others 5 had A2. However, the students who obtained A2 level had a regular average in the semester. Therefore these A2 students were considered a false A2, due to the multiple choice test does not have a high level of accuracy.

#### **4.3.7 Conclusion.**

In this chapter, the researcher explained the investigation, based on the epistemological position known as positivism. Furthermore, a theory of reality was adopted, that implies the study of people reality ( Bryman, 2012 ). Due to the researcher's positioning, a quantitative method was chosen for this study.

The best method of data collection were the questionnaires and the structured interviews because they were easy to follow and easy to answer, and those were based on a Likert scale ( Bryman ,2012). Subsequently, a triangulation was tested because the researcher used more than one method to prove the participants' reality about the use of code-switching in EFL class due to this fact, the researcher applied an action research because it is participatory in that teachers study their own classrooms ( Mckay, 2010).

Before applying the methods explained above, the researcher asked the participants to sign an informed consent form after knowing the objectives of the study. In addition, the Dean of the Agriculture Faculty, where the investigation was applied, signed an authorization letter.

The researcher chose two of the courses to applied this study, there were 40 participants, and they were willing to participate in the investigation despite all the circumstances of their background.

## Chapter 5

### 5.1 Presentation of findings

These results can demonstrate an accurate data obtained from the participants' questionnaires and the structured interviews. The results from the data could show participants' preferences about the use of the code switching in EFL class.

**Table 5.1.1 Structured interview questions regarding code switching**

	Minimum	Maximum	Median	Mode
Question 1	1	5	4,00	4
Question 2	3	5	4,00	4
Question 3	1	5	4,00	4
Question 4	2	5	5,00	5
Question 5	2	5	4,00	5
Question 6	1	5	4,00	5
Question 7	2	5	4,50	5
Question 8	3	5	5,00	5
Question 9	2	5	4,00	4
Question 10	1	5	4,00	4
Valid n = 40				

A Likert scale is used to measure preferences, attitudes, and subjective reactions. In Software Evaluation, we can often objectively measure efficiency and effectiveness with performance metrics such as time was taken or errors made. The Descriptive procedure in SPSS produces medians and modes for variables. It also prints the minimum and maximum value. Likert scale questions are suitable to print median for since the number that is coded (1, 2, 3, 4, 5) can give us an idea for which direction the average answer is. The table on the previous page provides five variations of the descriptive statistics that can be calculated from the above data. It shows the minimum, maximum, median, mode for the raw data.

**Table 5.1.2**

**Age**

		Frequency	Percent	Cumulative Percent
Valid	18-20 years	27	67,5	67,5
	21-25 years	13	32,5	100,0
	Total	40	100,0	

Frequency tables aggregate the number of responses; We can see that groups by age 18-20 the greatest proportion were 67.5 percent compared with 21 to 25 that was 32.5 percent.

**Table 5.1.3**

**Gender**

		Frequency	Percent	Cumulative Percent
Valid	Male	14	35,0	35,0
	Female	26	65,0	100,0
	Total	40	100,0	

We can see that groups by gender, Female has the greatest proportion 65 percent compared with Male 35 percent.

**Table 5.1.4**

**Q1 Do You respond in Spanish in a foreign Language Class?**

		Frequency	Percent	Cumulative Percent
Valid	Never	3	7,5	7,5
	Seldom	4	10,0	17,5
	Undecided	2	5,0	22,5
	Sometimes	19	47,5	70,0
	Always	12	30,0	100,0
	Total		40	100,0

The Table shows that most of the students responded sometimes or in other words, 47.5 percent of them replied in Spanish in a foreign language class. A similar

percentage of students is always with 30 percent. Other responses have lower levels of importance.

**Table 5.1.5**

***Q2 Do you think that the use of code Switching should be a priority in the classes for beginner students***

		Frequency	Percent	Cumulative Percent
Valid	Undecided	6	15,0	15,0
	Sometimes	17	42,5	57,5
	Always	17	42,5	100,0
	Total	40	100,0	

The table gives evidence about students' opinions about the use of code-switching in a class for beginners. Here, an equal percentage of students 42.5 responded sometimes, and always. A few students remained undecided.

**Table 5.1.6**

***Q3 Do you think that the use of code-switching accelerates your learning process?***

		Frequency	Percent	Cumulative Percent
Valid	Never	1	2,5	2,5
	Seldom	5	12,5	15,0
	Undecided	4	10,0	25,0
	Sometimes	15	37,5	62,5
	Always	15	37,5	100,0
	Total	40	100,0	

According to the table, the 75 percent of students think that sometimes and always the use of code-switching promotes their learning process; and the 25 percent responded never, seldom and undecided.

**Table 5.1 7**  
***Q4 Do you think teacher's code-switching from English to Spanish, let you understand better task instruction?***

		Frequency	Percent	Cumulative Percent
Valid	Seldom	1	2,5	2,5
	Undecided	4	10,0	12,5
	Sometimes	11	27,5	40,0
	Always	24	60,0	100,0
	Total	40	100,0	

Regarding task instruction, a significant number of the students, 60 percent, said that is always necessary to use Spanish for a better understanding. However, 11 out of 40 participants responded sometimes. Only five students felt undecided or answered seldom use of Spanish.

**Table5.1.8**  
***Q5 Do you favor teacher's code-switching from English to Spanish in the classroom?***

		Frequency	Percent	Cumulative Percent
Valid	Seldom	5	12,5	12,5
	Undecided	4	10,0	22,5
	Sometimes	14	35,0	57,5
	Always	17	42,5	100,0
	Total	40	100,0	

The table provides information about the code-switching. However, their learning tends to be different. According to the table, the most common response among students is always, with participation rates reaching 42.5 percent. A similar percentage of students is sometimes with 35 percent. Other responses have lower levels of importance.

**Table 5.1. 9**

***Q6 Do you think teacher's code-switching to Spanish creates creates an idea of solidarity and sameness among /with students?***

		Frequency	Percent	Cumulative Percent
Valid	Never	1	2,5	2,5
	Seldom	1	2,5	5,0
	Undecided	5	12,5	17,5
	Sometimes	16	40,0	57,5
	Always	17	42,5	100,0
	Total		40	100,0

According to the table, the most common response among students is always, 42.5 percent think that the teacher used Spanish in the class as a way to express solidarity. However, there is a slight difference in the students' responses in sometimes, 40 percent. Never, seldom and undecided have a not significant number of replies.

**Table 5.1.10**

***Q7 Do you think frequent code-switching of teacher helps you when you come for consulting or counseling?***

		Frequency	Percent	Cumulative Percent
Valid	Seldom	1	2,5	2,5
	Undecided	4	10,0	12,5
	Sometimes	15	37,5	50,0
	Always	20	50,0	100,0
	Total		40	100,0

Table 5.1.10 shows that responses tend to be different when providing their opinions regarding code-switching for consulting or counseling. The most common response among students is always, with participation rates reaching 50 percent. A not



distance percentage of students is sometimes with 37.5 percent. Ten percent of students felt undecided, and only 2.5 percent responded seldom.

**Table 5.1. 11**  
***Q8 Do you hold a positive attitude of teacher's code-switching to Spanish in the class?***

		Frequency	Percent	Cumulative Percent
Valid	Undecided	7	17,5	17,5
	Sometimes	6	15,0	32,5
	Always	27	67,5	100,0
	Total	40	100,0	

According to the table, a high percentage of students' responses are among always, with participation rates reaching 67.5 percent. A similar percentage of students remained as undecided with 17.5 percent, and sometimes with 15 percent.

**Table 5.1.12**  
***Q9 Do you think using code-switching benefit the EFL class?***

		Frequency	Percent	Cumulative Percent
Valid	Seldom	4	10,0	10,0
	Undecided	8	20,0	30,0
	Sometimes	14	35,0	65,0
	Always	14	35,0	100,0
	Total	40	100,0	

As is showed in table 5.1.12, a high range of students stayed in sometimes and always responses respecting the use of code-switching to benefit the EFL class. Regarding percentage, this represents a 35 percent for each one of the previous responses. Respecting the other options, less than the 30 percent answered seldom or felt undecided.

**Table 5.1.13**

**Q10**

***Do you think the use of code-switching should be reduced as much as possible?***

	Frequency	Percent	Cumulative Percent
Valid			
Never	2	5,0	5,0
Seldom	2	5,0	10,0
Undecided	10	25,0	35,0
Sometimes	19	47,5	82,5
Always	7	17,5	100,0
Total	40	100,0	

The table 5.1.13 expose that 19 participants were among those who responded sometimes for reducing as much as possible the use of code-switching in class, this represents 47.5 percent; 25 percent of students felt undecided, and a small number of them responded never, seldom and always.

**Table 5.1. 14**

***Input Questionnaire regarding code-switching***

	Minimum	Maximum	Median	Mode
Question 1	2	5	4,00	4
Question 2	2	5	4,50	5
Question 3	1	5	4,00	4
Question 4	2	5	4,50	5
Question 5	2	5	4,00	4
Question 6	1	5	4,00	4
Question 7	1	5	4,00	4
Question 8	2	5	4,00	4
Question 9	1	5	4,00	5
Question 10	2	5	4,00	4
Question 11	1	5	4,00	5
Question 12	1	5	4,00	4
Valid n = 40				

A five- point Likert scale questionnaire was also used to measure students' attitudes toward the use of code-switching in the classroom and when to use it. The

descriptive procedure in SPSS produces medians and modes for variables. It also prints the minimum and maximum value.

**Table 5.1.15**  
***Q1 Teacher switch codes in the classroom.***

		Frequency	Percent	Cumulative Percent
Valid	Disagree	1	2,5	2,5
	Undecided	4	10,0	12,5
	Agree	24	60,0	72,5
	Strongly Agree	11	27,5	100,0
	Total	40	100,0	

The table 5.1.15 shows that 24 participants who represent the 60 percent of the responses agree that the teacher switch codes in the classroom, 11 participants strongly agree with 27.5 percent. A few students perceived a no use of code-switching in class.

**Table 5.1. 16**  
***Q2 By code-switching from English to Spanish, the teacher can better explain the grammatical terms.***

		Frequency	Percent	Cumulative Percent
Valid	Disagree	1	2,5	2,5
	Agree	19	47,5	50,0
	Strongly Agree	20	50,0	100,0
	Total	40	100,0	

According to the table, the most common response among students is strongly agree, with participation rates reaching 50 percent. A similar percentage of students agree with 47.5 percent. Only 2.5 percent disagree with the question.

**Table 5.1.17**

***Q3 By code-switching from English to Spanish, the teacher can better explain new vocabulary terms.***

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,5	2,5
	Disagree	1	2,5	5,0
	Undecided	2	5,0	10,0
	Agree	18	45,0	55,0
	Strongly Agree	18	45,0	100,0
	Total	40	100,0	

The table delivers a high agreement for using code-switching to explain new vocabulary terms, and it is represented with 36 students in strongly agree and agree group. With a not significant percent, 2.5 strongly disagree and disagree and 5 percent are undecided.

**Table 5.1.18**

***Q4 By code-switching from English to Spanish, the teacher can make the lesson content taught in the class more comprehensible.***

		Frequency	Percent	Cumulative Percent
Valid	Disagree	2	5,0	5,0
	Undecided	1	2,5	7,5
	Agree	17	42,5	50,0
	Strongly Agree	20	50,0	100,0
	Total	40	100,0	

The table shows that a much better comprehensible class can be delivered by using code-switching and most of the students' responses support this claim. The most common response among students is strongly agree, with participation rates reaching 50 percent. A similar percentage of students is agree with 42.5 percent. Moreover, 2.5 percent are undecided and 5 percent disagree.

**Table 5.1.19**

***Q5 By code-switching from English to Spanish, the teacher can better clarify task instruction.***

		Frequency	Percent	Cumulative Percent
Valid	Disagree	2	5,0	5,0
	Undecided	5	12,5	17,5
	Agree	18	45,0	62,5
	Strongly Agree	15	37,5	100,0
	Total	40	100,0	

As reported by table 5.1.19 a good number of students agree, 45 percent, that using code-switching help to clarify task instruction and 37.5 percent of participants are strongly agree. A not representative percent, disagree or stayed undecided regarding this issue.

**Table 5.1.20**

***Q6 The teacher can better discipline the students by code-switching from English to Spanish.***

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,5	2,5
	Disagree	6	15,0	17,5
	Undecided	6	15,0	32,5
	Agree	22	55,0	87,5
	Strongly Agree	5	12,5	100,0
	Total	40	100,0	

The table provides information about discipline by using code-switching, and it clearly exposed a high agreement between learners. In other words, 27 students belong to this group. In the group were the participant disagree, strongly disagree, and undecided represent low percentage compared with the others.

**Table 5.1.21**

***Q7 Code-switching makes my lesson enjoyable.***

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	2	5,0	5,0
	Disagree	2	5,0	10,0
	Undecided	1	2,5	12,5
	Agree	21	52,5	65,0
	Strongly Agree	14	35,0	100,0
	Total	40	100,0	

In table 21, the results show a high agreement in perceiving a more fun lesson with code- switching. 52.5 percent agree and the 35 percent strongly agree. On the another hand a few students strongly disagree ( n=2), disagree ( n= 2),an undecided ( n=1).

**Table 5.1.22**

***Q8 I feel satisfied with my learning process when the teacher switch codes.***

		Frequency	Percent	Cumulative Percent
Valid	Disagree	1	2,5	2,5
	Undecided	5	12,5	15,0
	Agree	17	42,5	57,5
	Strongly Agree	17	42,5	100,0
	Total	40	100,0	

Regarding learning process satisfaction the table 5.1.22 shows that there is an equal amount of students, 42.5 percent, who agree and strongly agree. In the other responses, only a few students felt undecided, and one student disagreed.

**Table 5.1.23**

***Q9 Code-switching helps me feel less tense.***

---

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,5	2,5
	Disagree	1	2,5	5,0
	Undecided	9	22,5	27,5
	Agree	13	32,5	60,0
	Strongly Agree	16	40,0	100,0
	Total	40	100,0	

---

The table 5.1.23 reports that using code-switching helps to 72.5 percent of students feel less tense in class. Following the previous results 22.5 percent were undecided, 2.5 percent disagree and strongly disagree.

**Table 5.1.24**

***Q 10 Code-switching makes me feel less lost during the lesson***

---

		Frequency	Percent	Cumulative Percent
Valid	Disagree	1	2,5	2,5
	Undecided	4	10,0	12,5
	Agree	19	47,5	60,0
	Strongly Agree	16	40,0	100,0
	Total	40	100,0	

---

The table 5.1.24 shows that using code-switching makes feel less lost during the class a considerable number of students, in other words, 40 percent strongly agree, 47.5 percent agree. Following the previous results, 10 percent undecided and 2.5 percent disagree.

**Table 5.1.25**

***Q 11 Class teacher encourages students to switch their codes in the classroom.***

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,5	2,5
	Disagree	5	12,5	15,0
	Undecided	4	10,0	25,0
	Agree	11	27,5	52,5
	Strongly Agree	19	47,5	100,0
	Total	40	100,0	

According to the table 5.1.25, the most common response among students is strongly agree 47.5 percent, another percentage of students agree with 27.5 percent, undecided with 10 percent, disagree with 12.5 percent and strongly disagree with 2.5 percent.

**Table 5.1.26**

***Q 12 Teacher's code- switching in the class should be reduced as much as possible.***

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,5	2,5
	Disagree	8	20,0	22,5
	Undecided	7	17,5	40,0
	Agree	13	32,5	72,5
	Strongly Agree	11	27,5	100,0
	Total	40	100,0	

The table above demonstrated a high level of positive responses about the reduction of code-switching in class. Agree with the 32.5 percent, strongly agree with the 27.5 percent. Another number of students undecided with 17.5 percent, disagree with 20 percent and strongly disagree with 2.5 percent.



**Table 5.1.27**

**Output questionnaire regarding code-switching**

	Median	Mode	Minimum	Maximum
Question 1	4,00	4	1	5
Question 2	4,00	4	1	5
Question 3	4,00	5	1	5
Question 4	4,00	4	1	5
Question 5	4,00	4 <sup>a</sup>	2	5
Question 6	4,00	4	1	5
Question 7	4,00	5	1	5
Question 8	4,00	5	2	5
Question 9	4,00	4	1	5
Question 10	4,00	4	1	5
Question 11	4,00	4	2	5
Question 12	4,00	4	1	5
Total n = 40				

Multiple modes exist. The smallest value is shown

The mode is the value that most commonly occurred among raw data, which means is the response more common among students. The median is the central tendency which means agree.

**Table 5.1.28**

**Q1 Teacher switched codes in the classroom.**

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,5	2,5
	Disagree	1	2,5	5,0
	Undecided	4	10,0	15,0
	Agree	25	62,5	77,5
	Strongly Agree	9	22,5	100,0
	Total	40	100,0	

The table 5.1. 28 shows that 25 participants who represented the 62.5 percent of the responses agree that teacher switched codes in the classroom. 9 participants

strongly agree with the 22.5 percent. A few students perceived a not use of code switching in the class.

**Table 5.1.29**

***Q2 By code-switching from English to Spanish, the teacher could better explain the grammatical terms.***

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	2	5,0	5,0
	Undecided	2	5,0	10,0
	Agree	21	52,5	62,5
	Strongly Agree	15	37,5	100,0
	Total	40	100,0	

As is shown in table 5.1.29 there is a high agreement between students by using code-switching to explain grammatical terms. This represents 21 participants with 52.5 percent agree, 15 participants with 37.5 percent strongly agree. A not significant percentage were undecided, 5 percent, and strongly disagree 5 percent.

**Table 5.1.30**

***Q3 By code-switching from English to Spanish, the teacher could better explain new vocabulary terms.***

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,5	2,5
	Disagree	3	7,5	10,0
	Undecided	3	7,5	17,5
	Agree	15	37,5	55,0
	Strongly Agree	18	45,0	100,0
	Total	40	100,0	

In the previous table, 37.5 percent of students agree and 45 percent strongly agree regarding the explanation of new vocabulary terms. Only a few participants felt undecided, disagree and strongly disagree.

**Table 5.1.31**  
***Q4 By code-switching from English to Spanish, the teacher could make lesson content taught in the class more comprehensible.***

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	2	5,0	5,0
	Disagree	1	2,5	7,5
	Agree	21	52,5	60,0
	Strongly Agree	16	40,0	100,0
	Total	40	100,0	

In table 5.1. 31, shows a high level of agreement among students regarding comprehension of the lesson content, 52.5 percent of participants agree, and 40 percent strongly agree. A small percentage felt disagree and strongly disagree.

**Table 5.1. 32**  
***Q5 By code-switching from English to Spanish, the teacher could better clarify task instruction.***

		Frequency	Percent	Cumulative Percent
Valid	Disagree	4	10,0	10,0
	Undecided	2	5,0	15,0
	Agree	17	42,5	57,5
	Strongly Agree	17	42,5	100,0
	Total	40	100,0	

For a better clarification of task instruction, the table 5.1. 32 shows 42.5 percent of agreement in both groups agree and strongly agree. Other groups such as disagree and undecided represent a small percentage.

**Table 5.1.33**

**Q6 The teacher could better discipline the students by code-switching from English to Spanish.**

---

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,5	2,5
	Disagree	1	2,5	5,0
	Undecided	4	10,0	15,0
	Agree	21	52,5	67,5
	Strongly Agree	13	32,5	100,0
	Total	40	100,0	

---

The table provides information about using code-switching to discipline students. There is a high tendency of agreement, 52.5 percent responded agree and 32.5 percent, strongly agree. On another hand, others felt undecided, 10 percent, disagree and strongly disagree with 2.5 percent.

**Table 5.1 34**

**Q7 Code-switching made my lesson enjoyable.**

---

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,5	2,5
	Disagree	2	5,0	7,5
	Undecided	1	2,5	10,0
	Agree	17	42,5	52,5
	Strongly Agree	19	47,5	100,0
	Total	40	100,0	

---

The table provides information about lesson enjoyment by using code-switching. A high level of percentage strongly agree with the 47.5 percent and agree with 42.5 percent. A low level of participants felt undecided, 2.5 percent, disagree, 5 percent, and strongly disagree 2.5 percent.

**Table 5.1.35**

***Q8 I felt satisfied with my learning process when the teacher switched codes.***

		Frequency	Percent	Cumulative Percent
Valid	Disagree	1	2,5	2,5
	Undecided	2	5,0	7,5
	Agree	18	45,0	52,5
	Strongly Agree	19	47,5	100,0
	Total	40	100,0	

The table provides information about the code-switching and satisfaction in the learning process. Their agreement tends to be different. According to the table, the most common response among students is strongly agree, with participation rates reaching 47.5 percent and 45 percent of students is agree. Other responses represent a not significant percentage.

**Table 5.1.36**

***Q9 Code-switching helped me feel less tense.***

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,5	2,5
	Disagree	2	5,0	7,5
	Undecided	3	7,5	15,0
	Agree	18	45,0	60,0
	Strongly Agree	16	40,0	100,0
	Total	40	100,0	

The scores in table 5.1.36 show that it exists a common agreement in students' responses related to code switching for helping students to feel less tensed in class. agree 45 percent, strongly agree 40 percent, undecided 7.5 percent, disagree 5% percent and strongly disagree 2.5 percent.

**Table 5.1.37**

***Q10 Code-switching made me feel less lost during the lesson.***

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,5	2,5
	Disagree	2	5,0	7,5
	Undecided	2	5,0	12,5
	Agree	19	47,5	60,0
	Strongly Agree	16	40,0	100,0
	Total		40	100,0

The scores in table 5.1.37 show that it exists a high agreement in students' responses related to code-switching for helping students to feel less lost during the lesson, agree 47.5 percent; strongly agree 40 percent; undecided and disagree 5 percent and strongly disagree 2.5 percent.

**Table 5.1.38**

***Q11 Class teacher encouraged students to switch their codes in the classroom.***

		Frequency	Percent	Cumulative Percent
Valid	Disagree	3	7,5	7,5
	Undecided	5	12,5	20,0
	Agree	20	50,0	70,0
	Strongly Agree	12	30,0	100,0
	Total		40	100,0

The table provides information if teacher encourages students to switch their codes in the classroom their agreement tends to be different. According to the table the most common responses among students is agree, with participation rates reaching 50 percent and the percentage of students who strongly agree is 30 percent. The other options represent a small percentage.

**Table 5.1.39**

***Q12 Teacher's code-switching in the class should be reduced as much as possible.***

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	2	5,0	5,0
	Disagree	2	5,0	10,0
	Undecided	9	22,5	32,5
	Agree	15	37,5	70,0
	Strongly Agree	12	30,0	100,0
	Total	40	100,0	

Table 5.1.39 demonstrates information about the reduction of code-switching in class. The most common responses among students is agree, with participation rates reaching 37.5 percent. A similar percentage of students is strongly agree with 30 percent. Not significant responses represent undecided, 22.5 percent, disagree 5 percent and strongly disagree 5 percent.

## **Chapter 6**

### **6.1 Discussion of findings**

#### **6.1.1 Introduction**

Leading this study was a challenge as a teacher and more as a researcher because it involved different perspectives and points of view from the participants who collaborated in this investigation to prove a theory about using the L1 in an EFL class, and how it is good for the learners to switch codes in a foreign class. This investigation lets me know as a researcher the participant's reality in depth. As a result, this information allowed me to expand my knowledge to continue working for the wellbeing of the students in their learning process.

#### **6.2 Discussion about how each research question is answered**

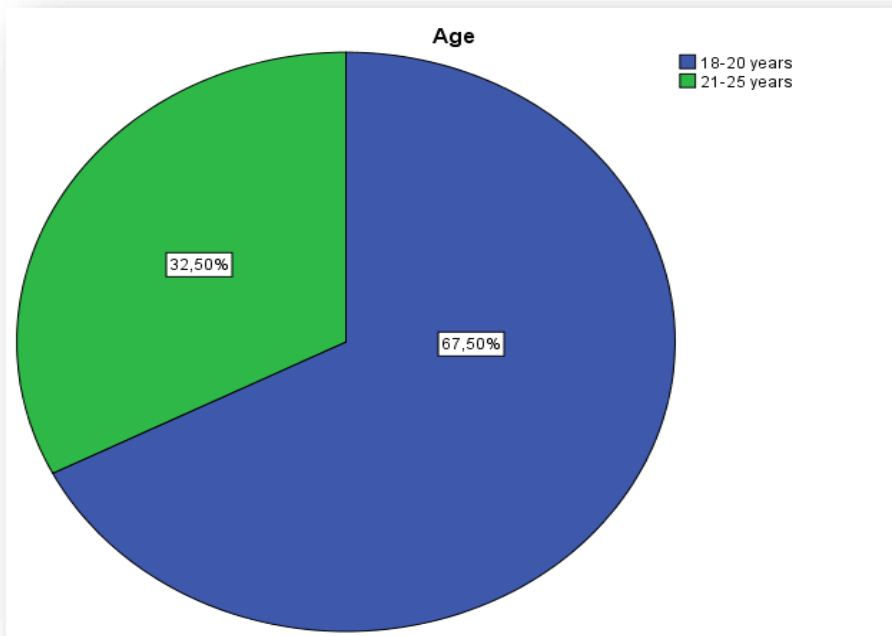
The analysis of data collected during this study is presented in this chapter to respond to the research questions and show the findings. The data is interpreted in a descriptive form as well as the graphics, which demonstrate what is said in the written information.

To understand learners' reality in depth, I carried out a quantitative research, which intended to answer the following research questions:

- a. How do EFL A1 learners influence the teacher code-switching in a public University?
- b. What are students' attitudes towards the use of code-switching in the EFL classroom?
- c. To what extent do English Language teachers use code-switching in EFL classrooms?

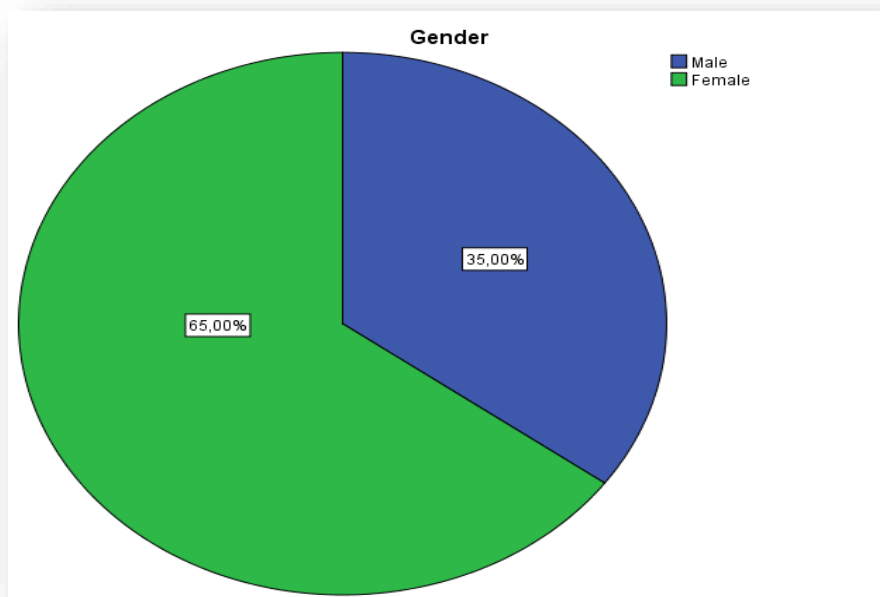


**Figure 6.2.1 Age**



As the figure shows in the digital version the ages of the students one part represent the age group from 18-20 years which has the 67.5 percent that compared to the group age from 21-25 years old which has the 32.5 percent

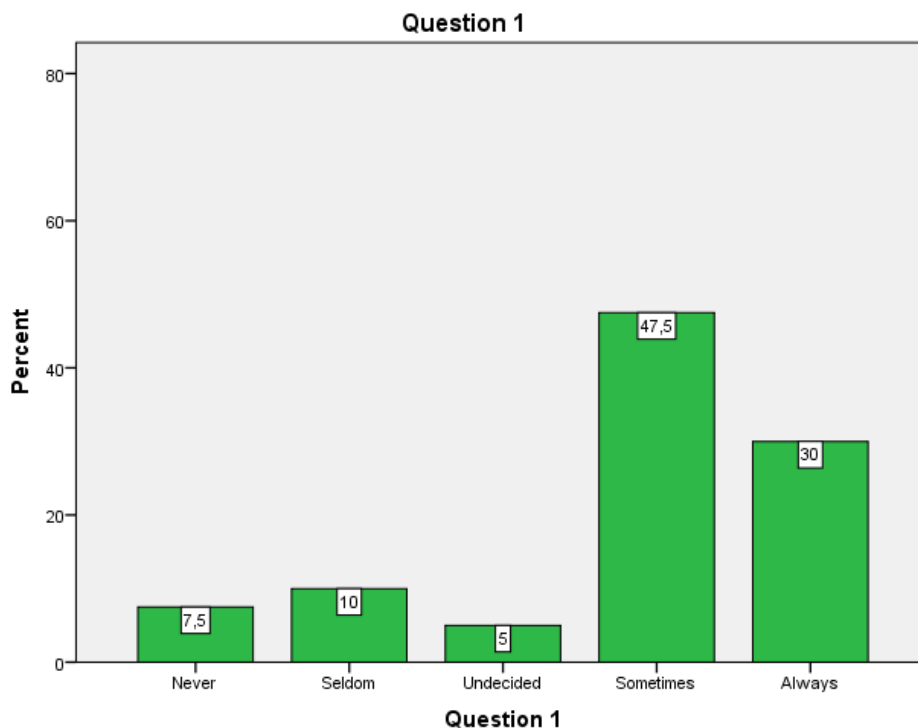
**Figure 6.2 .2 Gender**



We can see that groups by gender, female has a significant part, which is the 65 percent, compared to male that has the 35 percent.

## Structured interview

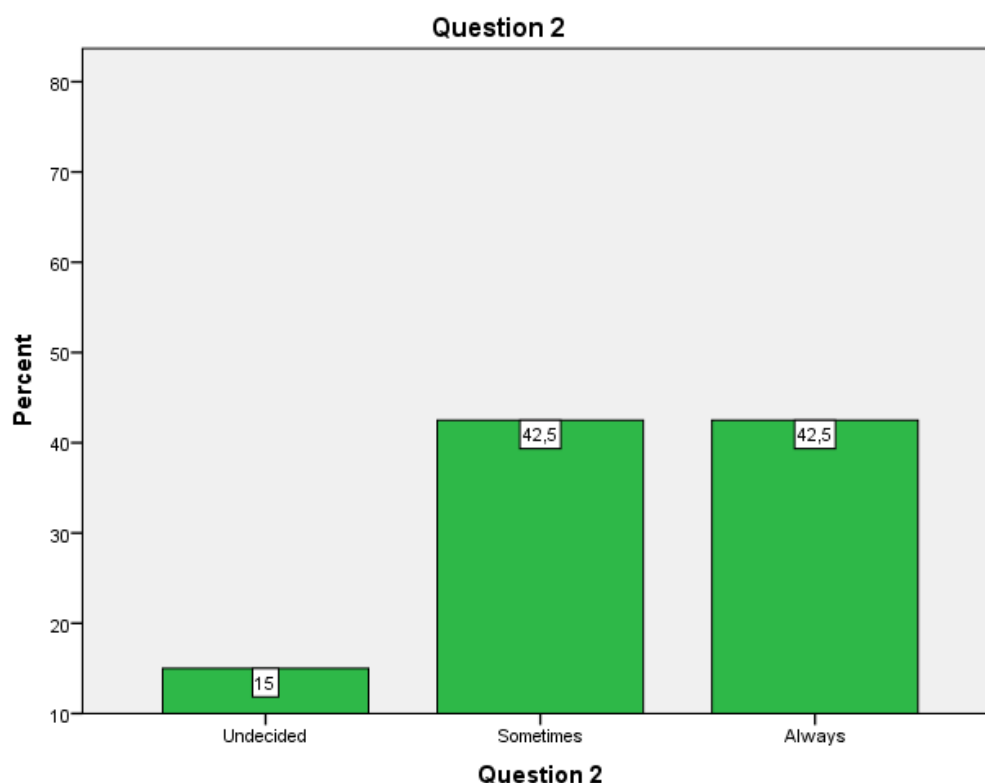
*Figure 6.2.3 Q1 Do You respond in Spanish in a foreign Language Class?*



According to the figure , which analyzes the preferences, the students have about using Spanish in a foreign language class determine that the students feel more confidence when they can explain their ideas in their mother tongue. Boztepe argued when learning a new language is a real challenge, most of the learners use code-switching, while they are obtaining vocabulary in a second Language ( as cited in Moghadam, Addul Samad, & Rahmani Shahraki, 2012, p. 2220).

The figure shows that the 47.5 percent and the 30 percent of learners prefer to use Spanish when they are expressing their ideas in a foreign language class, which is a high percentage of preference among the students.

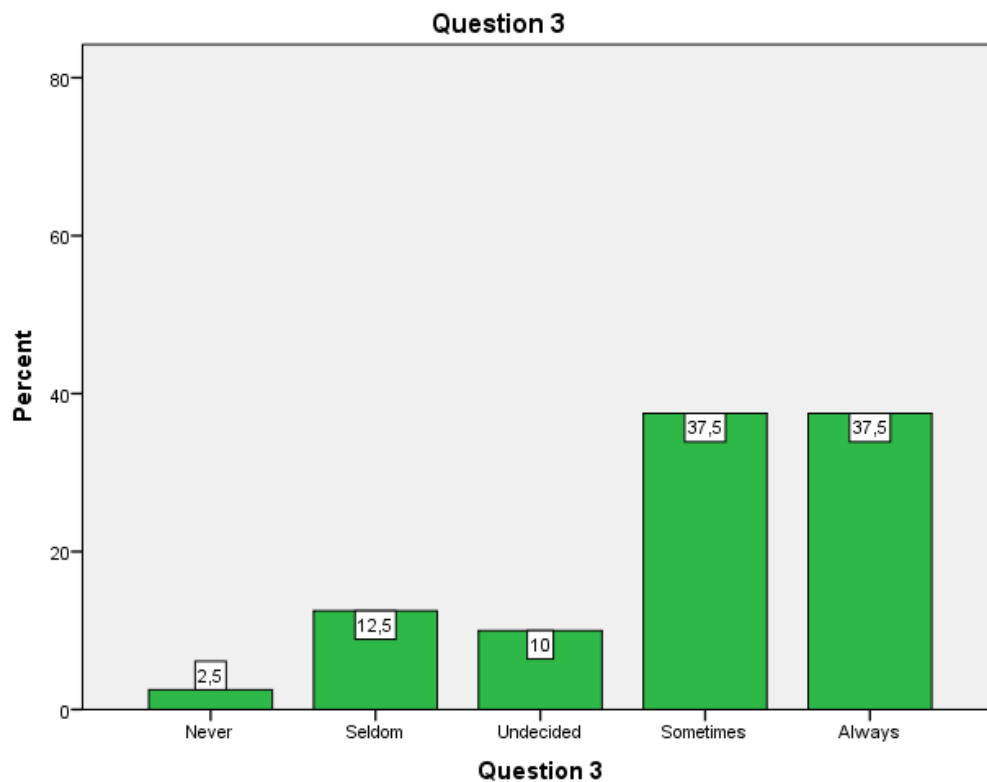
**Figure 6.2.4. Q2 Do you think that the use of code-switching should be a priority in the classes for beginner students?**



According to the figure , which analyzes learners' point of view about using code-switching in a class for beginner students, the figure can show that learners' opinion is clear about using code-switching in a class for beginner students. As illustration shows, the 42.5 percent in both options. These learners who are beginners students prefer switching codes to feel a confidence and a comfortable learning environment.

Research by Voicu (2012) indicates that for beginners students the use of L1 could have a great benefit as they have an advantage in learning the target language.

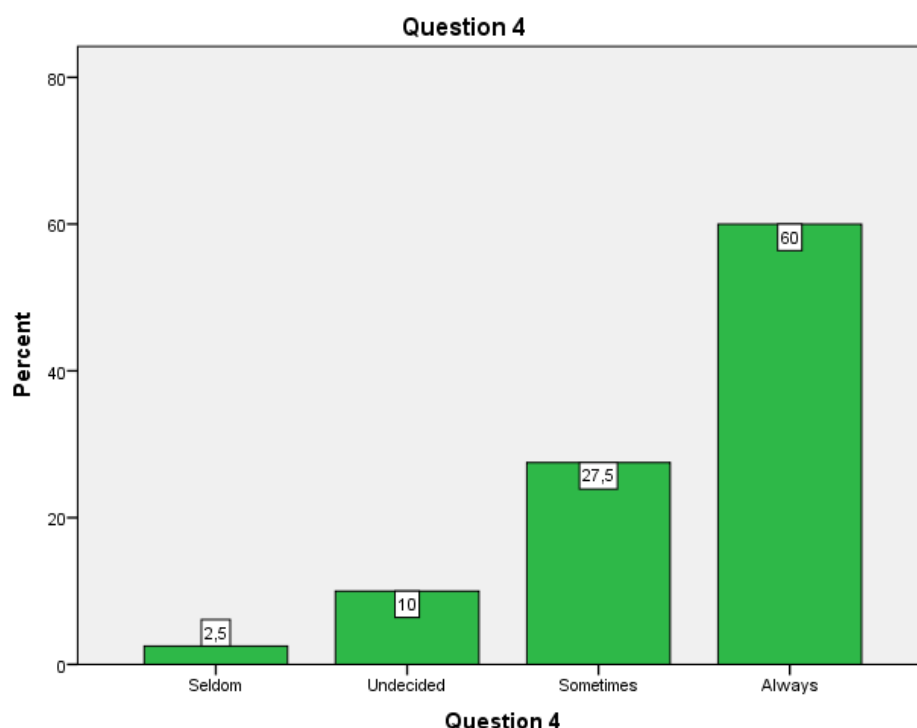
**Figure 6.2.5 Do you think that the use of code-switching accelerates your learning process?**



According to the figure , which analyzes learners' opinions about using code-switching in the class could accelerate their learning process. The illustration can show that the student's belief about using CS in class can speed up their learning process as the figure shows a 37.5 percent in both options, which shows a high percentage of agreement.

Literature supports that when teachers apply the code-switching in class; they are creating a bridge from the language that is already known (L1) to the unknown language(L2) to transfer new content or meaning (Shay, 2015).

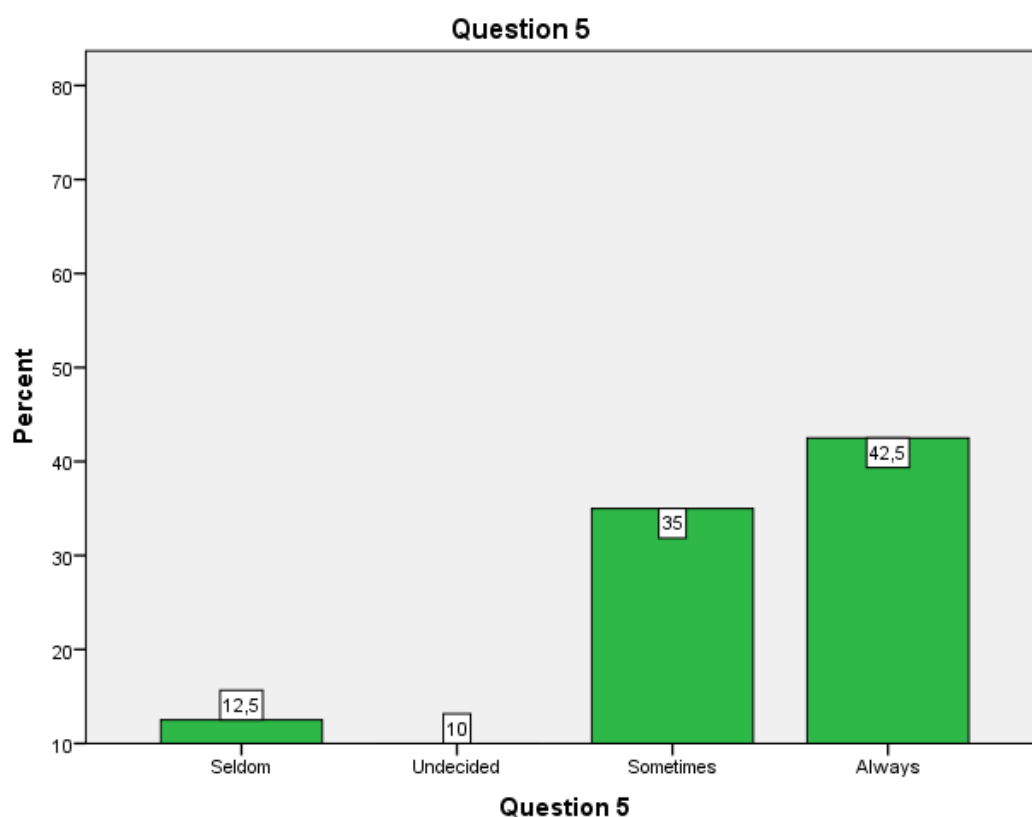
**Figure 6.2. 6 Do you think teacher's code-switching from English to Spanish, let you understand better task instruction?**



According to figure , which analyzes if teacher switch codes the students can better understand task instruction has a 60 percent of the agreement. Hence, it demonstrated students' preferences, when they are learning a foreign language.

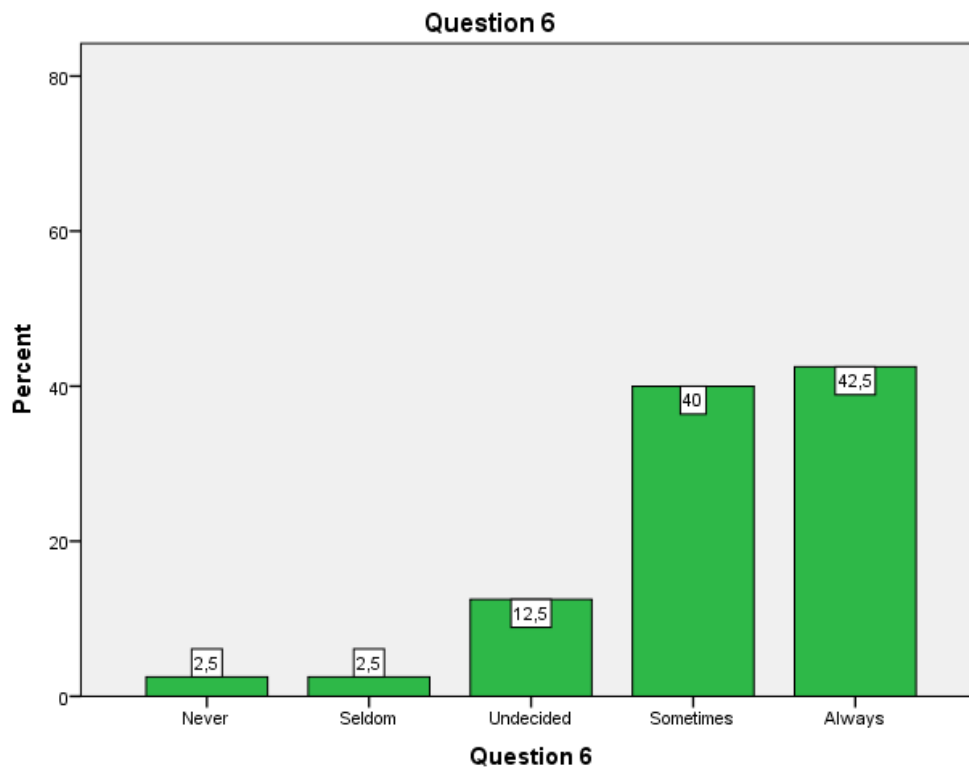
Dörnyei and Kormos support that learners of L2 use the L1 as a strategy of their communication to compensate for the lacks in the target language. Aurbuch supports that not only the utilization of the L1 has a positive role in the classroom, though identifies different uses for it like classroom management, language analysis, explain rules that govern grammar, giving feedback and giving instructions (as cited in Krishna Sharma, 2006, p. 81).

**Figure 6.2.7 Do you favor teacher's code-switching from English to Spanish in the classroom?**



According to the figure , which analyzes learners' opinions about supporting teacher's code-switching in the classroom has a high level of agreement as the illustration shows a 42.5 percent in one of the choices that is "always" and in the other option that is "sometimes" has 35 percent. This analysis can prove that students support teacher's code-switching in the classroom. The student attitudes toward the use of CS in the class have a significant amount of acceptance because it has been noticing that they preferred the use of their L1 by the teacher, irrespective of if this was a large amount or not (Hall & Cook, 2012).

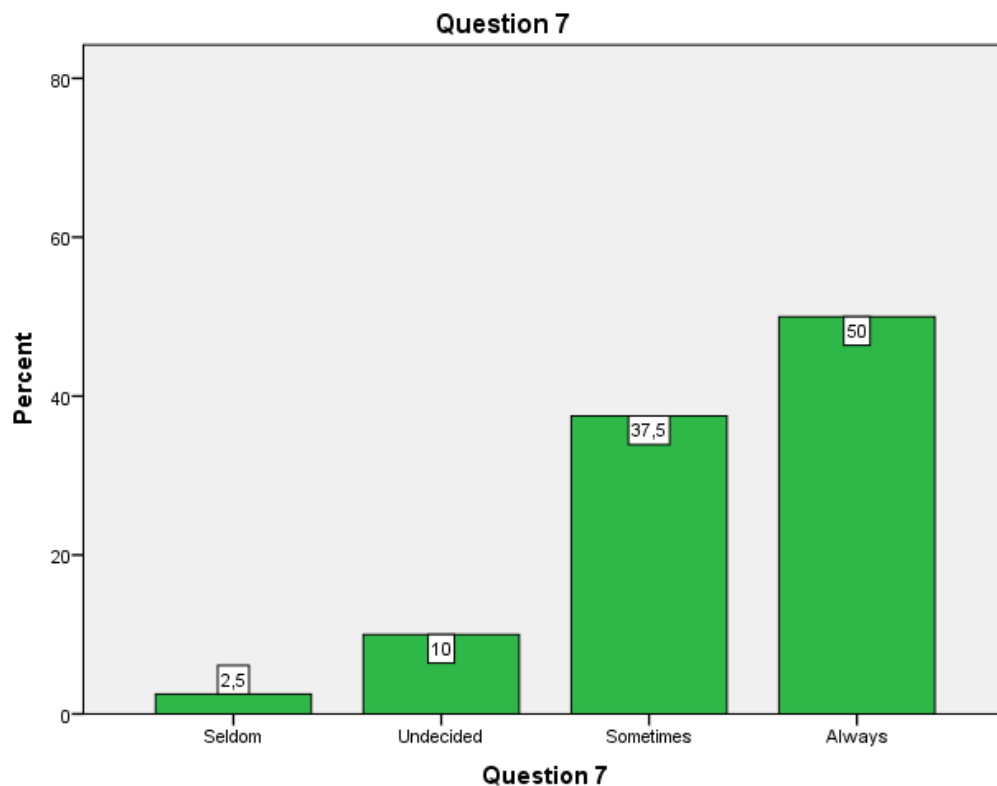
**Figure 6.2.8** *Do you think teacher's code-switching to Spanish creates an idea of solidarity and sameness among/with students?*



According to the figure, which analyzes learners' opinions about the question number six, has a high level of agreement as the illustration can demonstrate the 42.5 and 40 percent of students agree with the question. This demonstrated the students' beliefs when the teachers switch codes is because they want to create an atmosphere of solidarity among the class. To support this Trong, Grainger, and Carey (2016) say that L1 and L2 CS is an educational tool that teachers have used as developing rapport and solidarity among the class members to enhance second language acquisition.

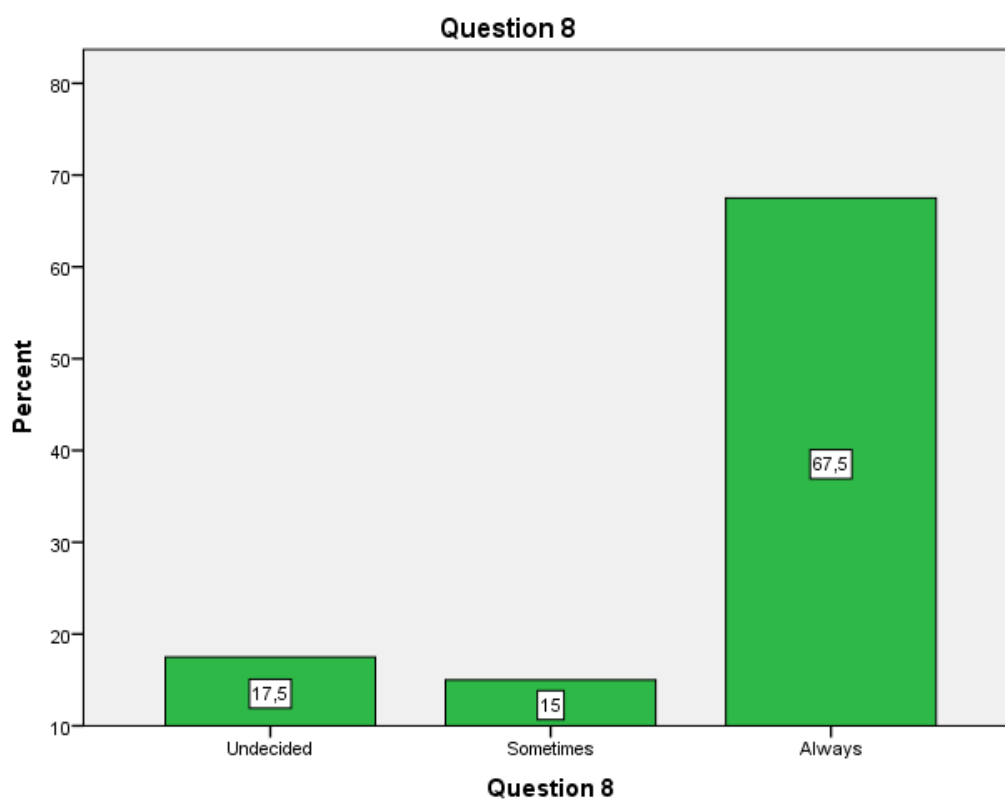


**Figure 6.2.9** Do you think frequent code-switching of teacher helps you when you come for consulting or counseling?



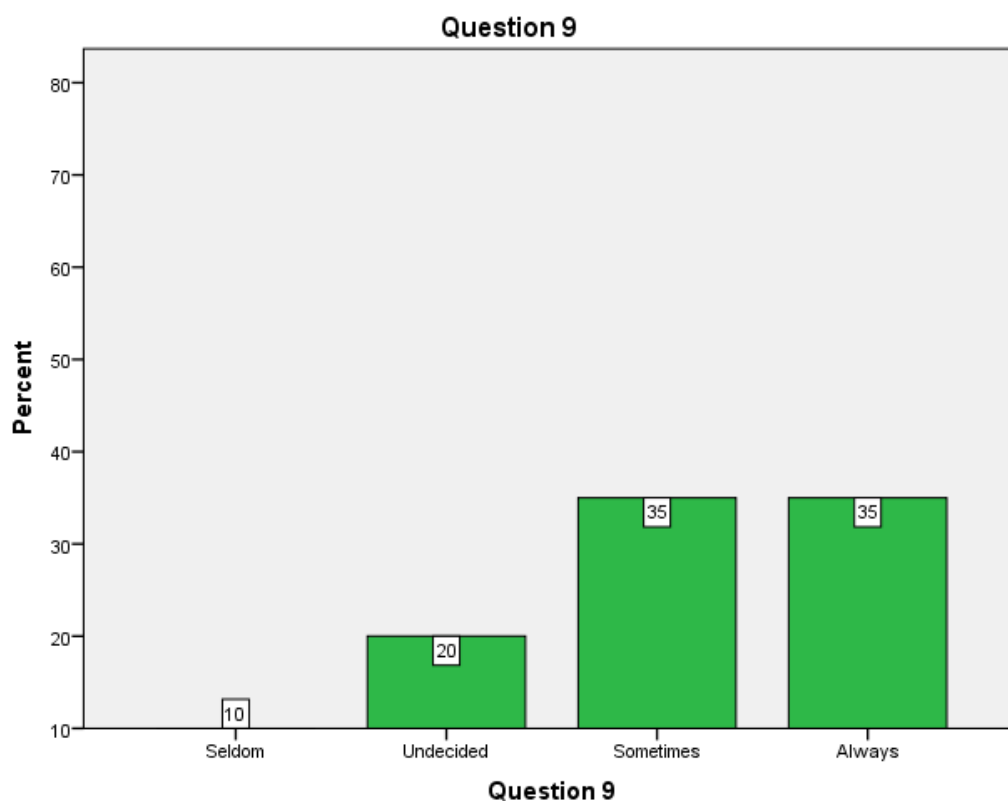
According to the figure, which analyzes learners’ perceptions and opinions of frequent code-switching by teachers can help them when they come for consulting or counseling, has a high level of agreement as the illustration shows 50 and 37.5 percent in “sometimes” and “always” options. This results can test that students prefer that teacher switch codes when they look for them for any explanation about the classes they might need at the moment. An investigation made by Sert says that the application of code-switching in the classroom could help students to focus on concepts that concern special consideration (as cited in Der Meij & Zhao, 2010, p. 398).

**Figure 6.2.10 Q8 Do you hold a positive attitude of teacher's code-switching to Spanish in the class?**



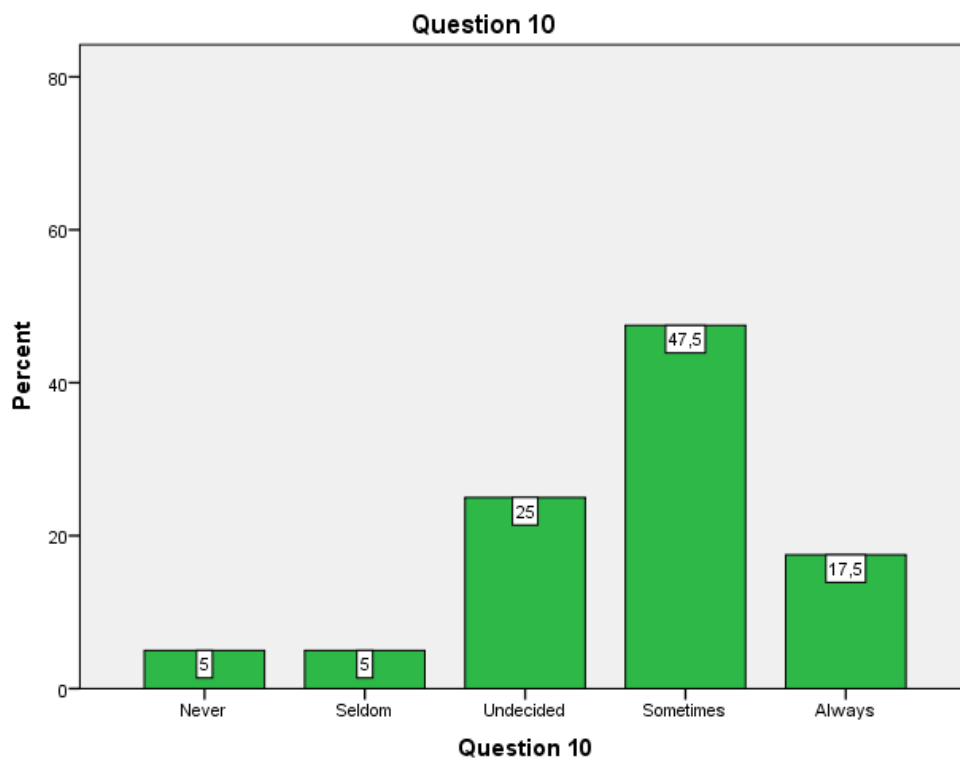
According to the figure , which analyzes students' attitudes of teachers' code-switching has a high level of acceptance as the illustration shows a 67.5 percent of the agreement, that means the students hold a positive attitude when the teacher switch codes in class. Research by Rolin – Ianziti and Varshney found that the beginner students of French in an Australian University favored the mother tongue use for classroom management. Thus, this study just established the positive affective of the role of CS in classes (as cited in Hall & Cook, 2012, p . 297).

**Figure 6.2.11 Q9 Do you think using code-switching benefit the EFL class?**



According to the figure, which analyzes learners' opinions about using code-switching in EFL class can benefit it. Has a high level of acceptance as the illustration shows the 35 percent in both options, that means that students' perceptions about using code-switching are positive because they think if the teacher applies it in class, it can be beneficial for them. Research by Carless supports, there have been different views about the use of the L1 or code-switching from the L2 to the mother tongue, or vice-versa is a common characteristic in EFL worldwide, and it is also natural when teachers and learners apply it judiciously because it seems like a positive contribution to the learning process (as cited in Krishna Sharma, 2006, p . 81).

**Figure 6.2.12 Q10 Do you think the use of code-switching should be reduced as much as possible?**



According to the figure, which analyzes learners' opinions about the reduction of code-switching in the class has a high level of acceptance because they disagree on this question; they think that code-switching should be reduced sometimes, but not always.

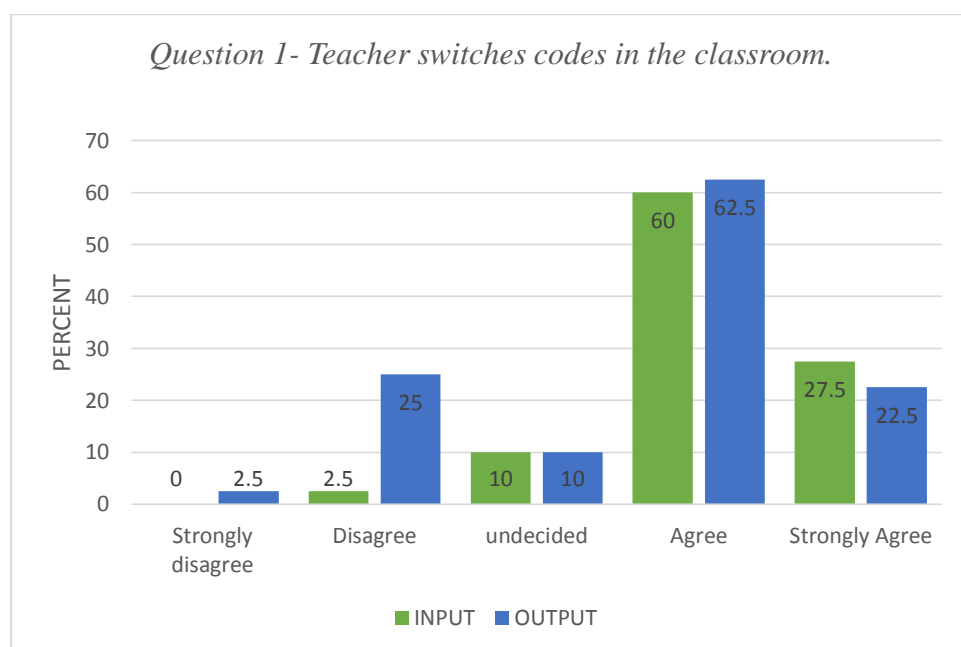
Tian and Macaro suggested a model, which has the purpose of the use of code-switching in a right way by teachers with a pedagogy compass, in which teachers can make judicious and an efficient use of CS. The effects on teachers CS should indicate the utilization of a context where the target language primarily determines the interaction between teacher and learners (TL), in which the learners or participants respect many of the conventions of CS ( as cited in Lee, 2012, p. 152).

### 6.3 Input and output questionnaire regarding code-switching

The participants have answered the following questions to collect data about their perceptions about code-switching in an EFL class; every single question has proved the myth about switching codes in a foreign class. Furthermore, every learners' opinions have been taken into account to modify the classes for their wellbeing.

#### Questionnaire

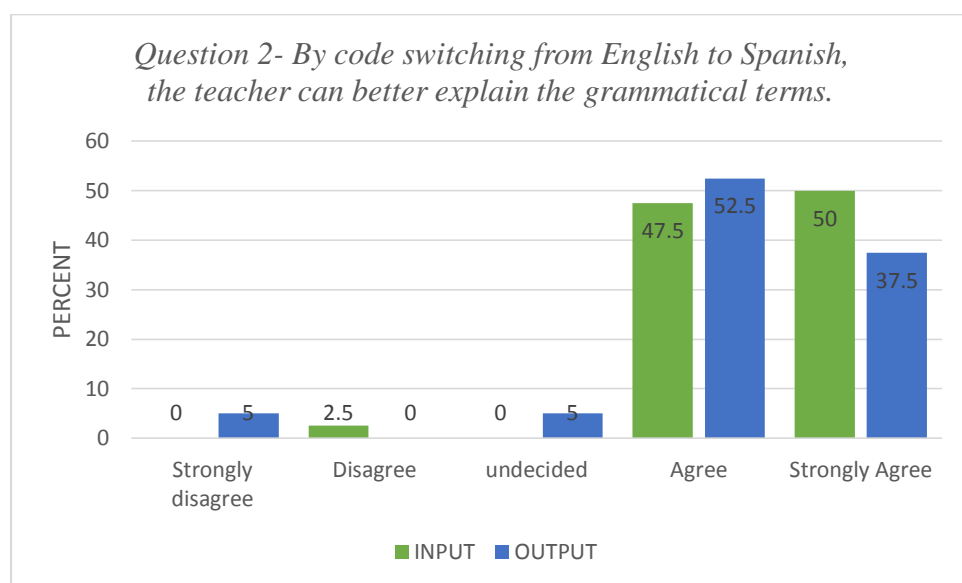
*Figure 6.3.1 Question 1 of the Input-Output questionnaire.*



According to the figure, which analyzes opinions about teacher's code-switching in the class has a high level of agreement in the input questionnaire as the illustration shows the 60 percent in the "agree" options and the 27.5 percent in the "strongly agree" option. This question demonstrated that sometimes the teacher had to switch codes for different reasons although the teacher did not want to do this. Nunan and Lamb, report that EFL teachers find quite impossible to avoid the use of L1 in the classroom (as cited in Krishna Sharma, 2006, p. 81). However, in the output

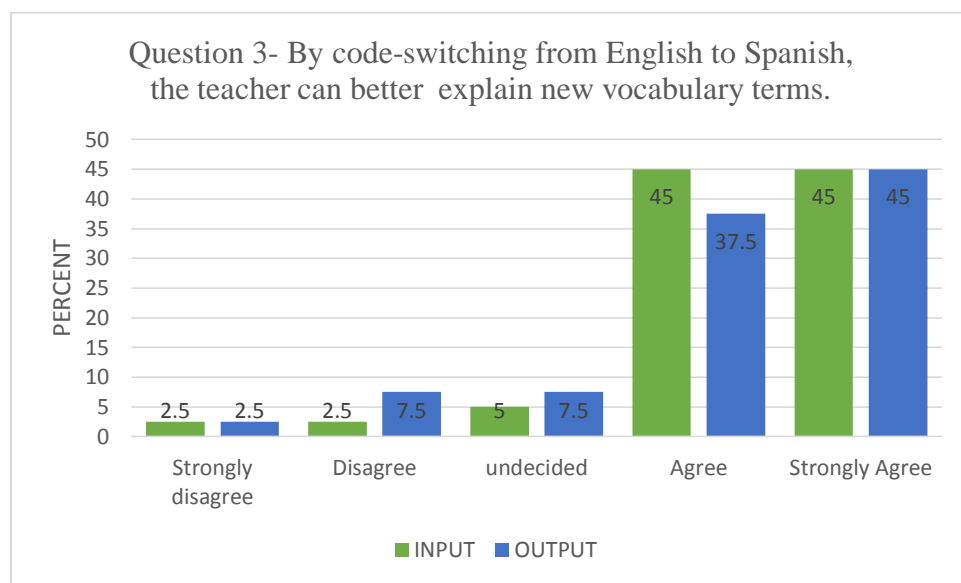
questionnaire had almost the same result, as the questionnaire that was done at the beginning of the study due to the percentage of agreement is still high as the illustration shows the 62.5 and the 22.5 percent in both options. Consequently, these results determine that the teacher must have switched code in the classroom to explain some indications that might students followed in class.

**Figure 6.3.2 Question 2 of the Input -Output questionnaire.**



According to the figure, which analyzes learners’ perceptions about teacher’s code-switching to explain grammatical terms has a high level of agreement in the input and output questionnaire, these results demonstrated that the teacher had to switch code to explain the grammatical terms for the wellbeing of the students. When teachers switch codes could be according to the topic, they are discussing in the class, and this is called “ topic switch” because this type of switching is mostly viewed in grammar instruction (Shay, 2015).

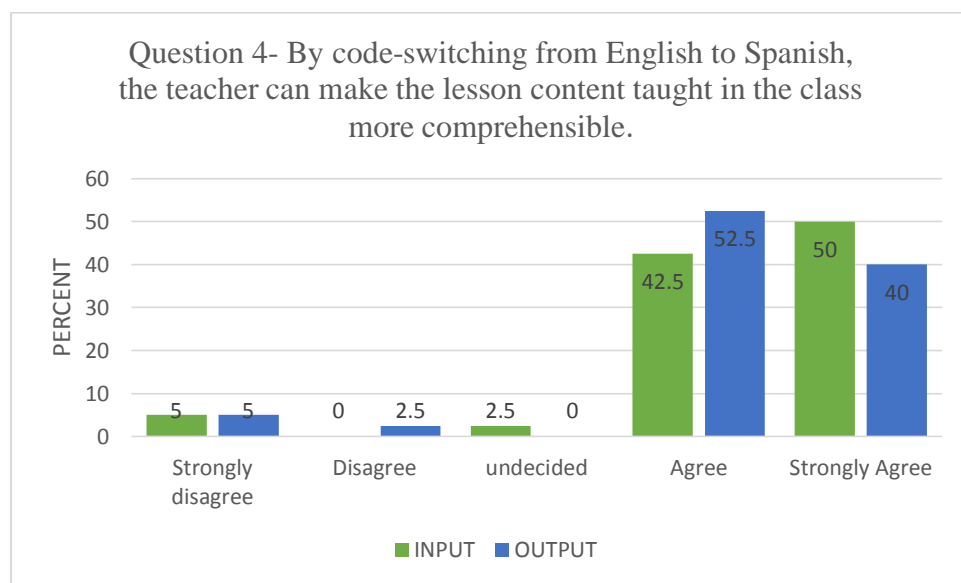
**Figure 6.3.3 Question 3 of the Input-Output questionnaire.**



According to the figure, which analyzes learners' opinions about teacher's code-switching from English to Spanish let them as students understand better new vocabulary terms. As the illustration shows, a high level of the agreement in the input and output questionnaire which is 45 percent in the strongly agree options. This demonstrated that learners think if the teacher's codes switch from one language to another they can understand better the new terms and words, which sometimes in the L2 can not be explained due to the different meanings one language has with the other one.

Heredia and Altarriba specified that unfortunately there is not English translation for the word "cariño". That indicates a mixture of linking and affection. Nonetheless, neither of these words expressed alone truly conveys its meaning (as cited in Der Meij & Zhao, 2010, p. 397).

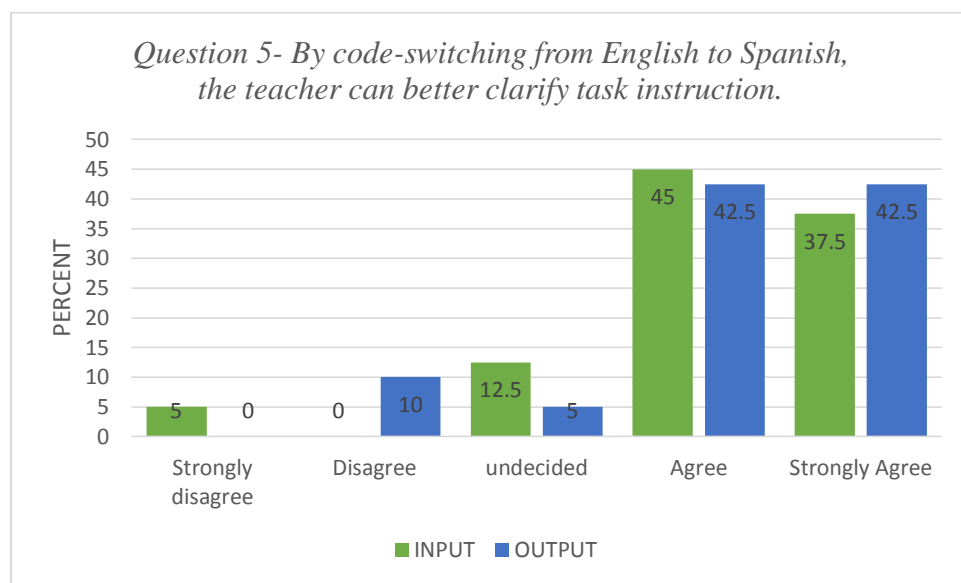
**Figure 6.3.4 Question 4 of the Input-Output questionnaire.**



According to the figure , which analyzes students' opinions about switching codes in the class can make lesson content more understandable. As the illustration shows a high level of the agreement in the input and output questionnaire. These results demonstrated learners agreed with the application of code-switching in the class when the teacher has to explain a concept that might be difficult for them to understand. When the situation demands, teachers have to decide to use CS, for the wellness of communication among students and teacher. (Obaidullah, 2016, p. 926).

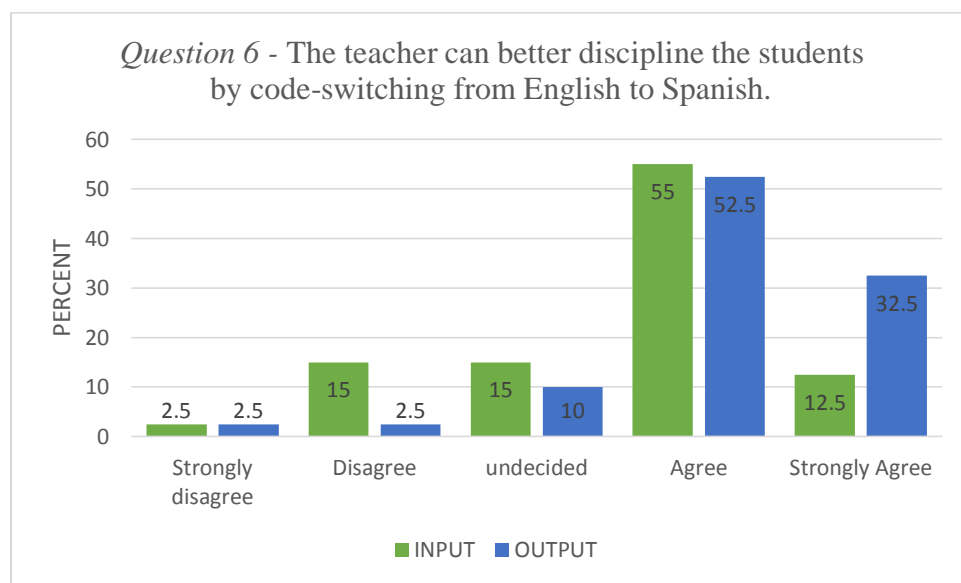


**Figure 6.3.5 Question 5 of the Input-Output questionnaire.**



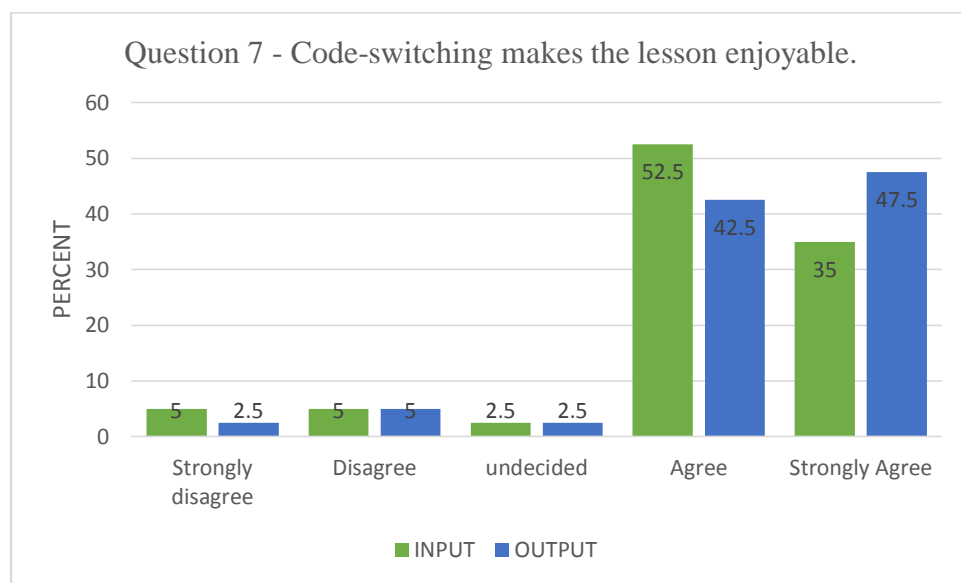
According to the figure, which analyzes learners' opinions about switching codes can clarify task instructions as the illustration shows a high level of the agreement in the input and output questionnaire. Therefore, it has proved that learners prefer the application of code-switching when the teacher needs to clarify task instruction. David supports it is true that CS in the classroom discourse occurs, one reason is for communication and the other one for teaching-learning purposes (as cited in Tian & Macaro, 2012, p, 369).

**Figure 6.3.6 Question 6 of the Input-Output questionnaire.**



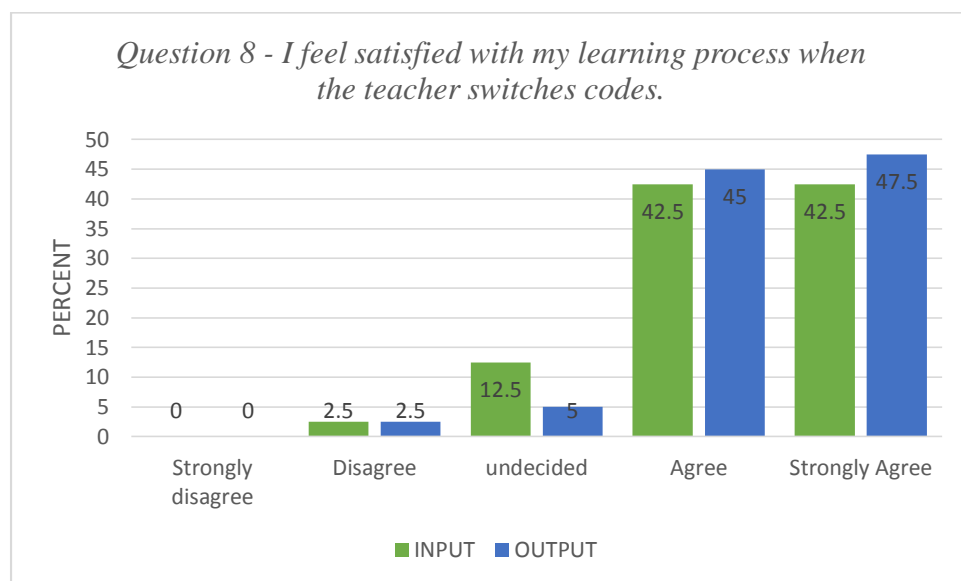
According to the figure, which analyzes learners' opinions about using code-switching can discipline better the students. The illustration shows a higher level of the agreement in the output questionnaire than in the input one, which demonstrated that learners' perceptions of using code-switching in class are positive when it refers to manage the class' discipline. Research by Simon argued that in EFL classroom, CS refers to teachers' choice of languages between the language of society and the foreign language as the teachers are sometimes non-native speakers of the target language, due to they share the same mother tongue with the students (as cited in Cheng, 2013, p. 1277).

**Figure 6.3.7 Question 7 of the Input-Output questionnaire.**



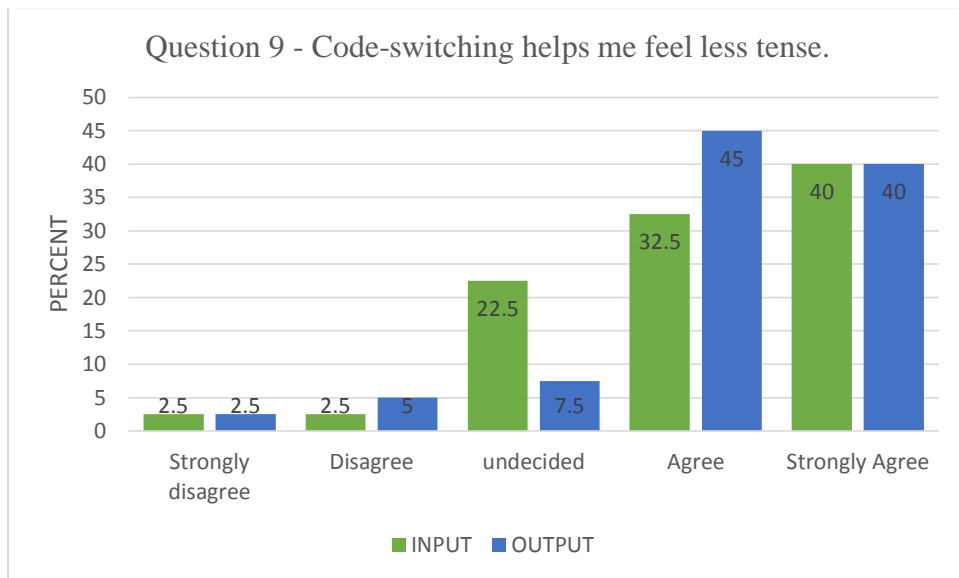
According to the figure, which analyzes students' opinions about switching codes in class make the lesson enjoyable. The illustration shows a higher level of agreement in the output questionnaire than in the input one. Thus, it has demonstrated that learners prefer the application of code-switching in class to understand better and so does the class. The point of view of the teachers explains that code-switching is not always used consciously. If the teacher switch codes on purpose or not, it is because it necessarily serves some core functions, that could be helpful for the learning language environment (Shay, 2015).

**Figure 6.3.8 Question 8 of the Input-Output questionnaire.**



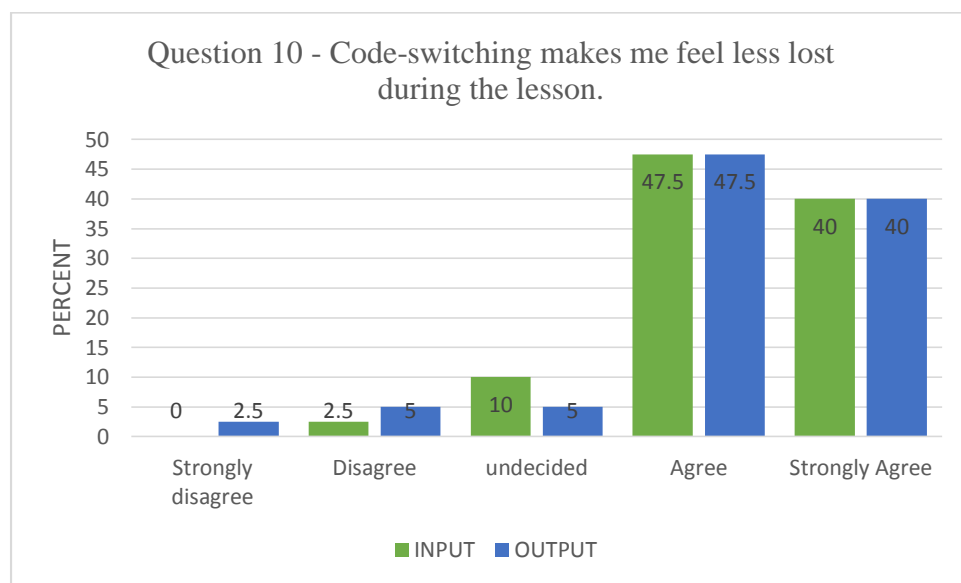
According to the figure, which analyzes the learners' opinions about their satisfaction in their learning process, when the teacher switched codes; has a higher level of agreement in the output questionnaire than in the input one. These results only determine learners' perceptions about switching codes when the teacher is explaining a class that might need the application of the L1 to be understood. Shay (2015), teachers apply the code-switching in class to exploit learners L1 learning experience to increase the learners' L2 understanding.

**Figure 6.3.9 Question 9 of the Input-Output questionnaire.**



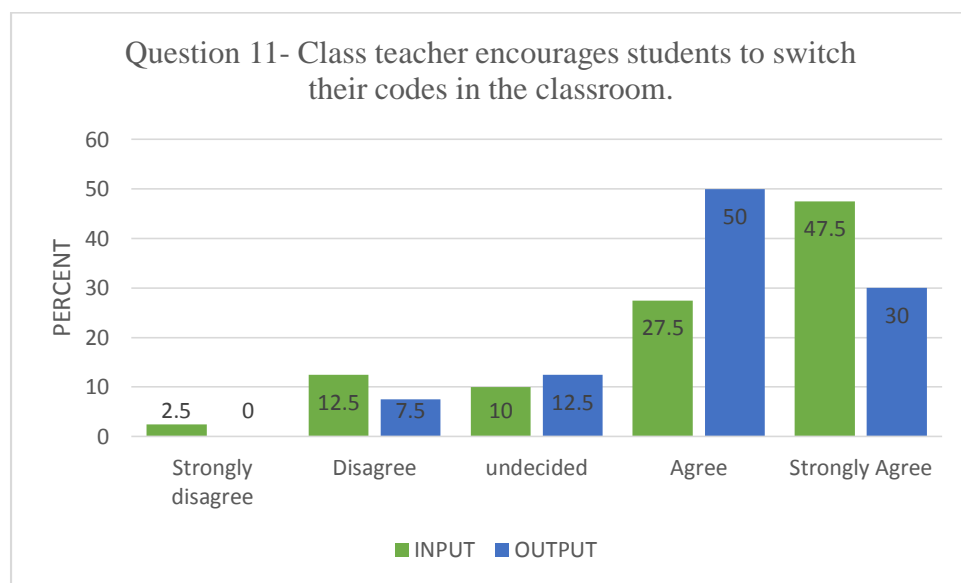
According to the figure, which analyzes learners’ perceptions about code-switching in class might assist them to feel less tense; the output questionnaire has the highest level of the agreement. Consequently, these results only test students’ opinions and preferences about switching codes help them to feel less tense, when they are learning a foreign language. Research by Makulloluwa ( 2013) supports that one of the factors to influence teachers to apply CS in the classroom is the accommodation of the students who have a low proficiency level of the language.

**Figure 6.3.10 Question 10 of the Input-Output questionnaire.**



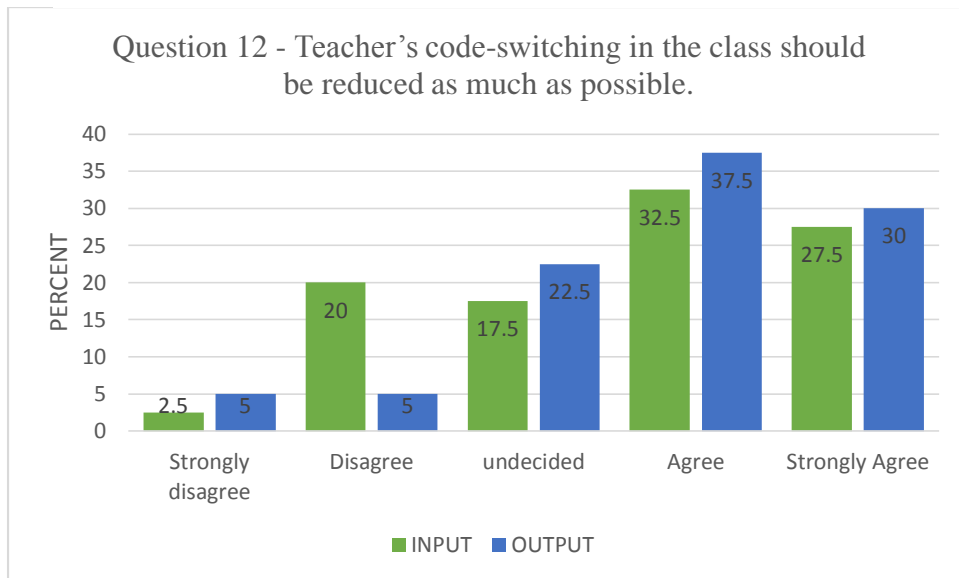
According to the figure, which analyzes learners' opinions about code-switching in class may help them to feel less lost during the lesson; has the same level of agreement in both questionnaires. These results can determine that students indeed feel less lost when the teacher switched codes in the class. Another factor of using CS is the lack of vocabulary when learners are studying a new language, and the teachers desire to avoid social distance between them and their learners. (Makulloluwa, 2013).

**Figure 6.3.11 Question 11 of the Input-Output questionnaire.**



According to the figure, which analyzes students' perceptions about the use of code-switching in class, which is enhanced by the teacher. The output questionnaire has the highest level of agreement, which means the teacher the majority of the times, has to motivate students to apply it in class for different reasons, and one is the communication. Due to most of the times, learners were incapable of explaining their thoughts in a foreign language. Research by Macaro (2014) the term "naturalistic code-switching" point out to the CS presence in interactions that almost always occurs in everyday situations.

**Figure 6.3.12 Question 12 of the Input-Output questionnaire.**



According to the figure , which analyzes students’ perceptions about the reduction of code-switching in the classroom has a high level of agreement in the output questionnaire, as the illustration shows the 67.5 percent in the agreement options, which determines that students are conscious that the code-switching in a foreign class should be used. However, it must be employed reasonably. A study proposed a model of the effectiveness of teacher code-switching, which determines when the teacher and learners should use it properly. Nonetheless, when the teacher decides to adapt this model in the class should remember that is relevant to examine the effects of teacher CS in the classroom where the target language, is not learners’ L1, but is the primary and important language of the instruction (Lee, 2012).



## **Chapter 7**

### **7.1 Conclusion**

#### **7.1.1 Summary of the findings and relationship to the questions**

This study has demonstrated the participants' perspective at a beginner level, in a public university and scarcely English knowledge background preferred the use of code-switching in the class. First, tasks instruction are easy to understand when the teacher use Spanish because they perceive a more comprehensible class. Second, the learners can better infer the grammatical structures or ambiguous words and expressions when the teacher use learners' L1. Third, regarding discipline in class, the teacher can keep a positive environment as rules are clearly stated. Furthermore, code-switching makes the lesson more enjoyable which influence learners' satisfaction in the learning process; feeling more confident and less lost during the lesson. Therefore, even though many practitioners recommend the English only in class, the extent of the use of code-switching in the classroom depends on teacher/students needs, but most suitable for instruction, grammar, vocabulary, and discipline.

#### **7.1.2 Limitations of the study**

The first constraint I had as a researcher was the permission that I had to obtain to start it. Unfortunately, the university's authorities were not able to sign the authorization on time. Consequently, the investigation began in December. Furthermore, the author's permission to use his instruments was difficult to get, as he never wrote his e-mail address in his paper, as well the authorization to use the test to obtain the participants' English level was delay. Another limitation I had was the participants' anxiety might have affected their responses to the questionnaires and the structured interviews due to an academic overload of work they had at that moment

because December was a busy month in the university. However, they were willing to cooperate.

### **7.1.3 Future directions and further areas for research**

Further research may explore the effects of code-switching on a particular language skill, and whether code-switching might be applied to advanced levels. Many learners in advanced levels not necessarily beginners, still feel insecure when they express their thoughts in English, and sometimes they use code-switching. Therefore, in a further study, a larger population could also be analyzed to find out why code-switching is a relevant tool for beginners and upper levels.

## REFERENCES

- Bait, A. (2012). Whar are the reasons for code switching in a formal religious speech? *International Journal of Arts & Sciences*, 5(6), 147-158.
- Bryman, A. (2012). *Social research methods* (4th Edition ed.). New York, London: Oxford.
- Callahan, L. (2011). Code switching. En G. Levine, *Code Choice in the Language Classroom* (pág. 185). Multilingual Matters.
- Chen, X. (2013). Research on Chinese College English Teachers' Classroom Code Switching: Beliefs and Attitudes. *Journal of Language Teaching and Research*, 4(6), 1277-1284. doi:10.4304/jltr.4.6.1277-1284
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th Edition ed.). New York: Taylor&Francis e-Library.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (5th Edition ed.). Lincoln, Nebraska, United States of America: Pearson.
- Derakhshan, A., & Karimi, E. (2015). The interference of First Language and Second Language Acquisition. *Theory and Practice in Language Studies*, 5(10), 2112-2117. doi: <http://dr.doi.org/10.17507/tpls.0510.19>
- Der Meij, H., & Zhao, X. (2010). Code Switching in English Courses in Chinese Universities. *The Modern Language Journal*, 94(3), 396-411. doi: 10.1111/J.1540-4781.2010.01090.x
- Hall, G., & Cook, G. (2012). Own Language Use in Language Teaching and Learning. *Language Teaching*, 45(3), 271-308. doi:10.1017/S0261444812000067
- Hancock, M. (1997). Behind Classroom Code Switching. Layering and Language Choice in L2 Learners interaction. *TESOL Quarterly*, 217-235. doi: 10.2307/3588045
- Jingxia, L. (2010). Teachers' Code - Switching to the L1 in EFL Classroom. *The Open Applied Linguistics Journal* , 10-23.
- Krishna Sharma, B. (2006). Mother Tongue in Use in English Classroom. *Journal of Nelta*, 11(1-2), 80-87.

- Lee, J. (2012). Implications for language diversity in instruction in the context of target language classroom: Development of a preliminary model of the effectiveness of teacher code -switching. *English Teaching :Practice and Critique*, 11(4), 137-160.
- Lipski, J. (2014). Spanish-English code-switching among low-fluency bilingual: Towards and expanded typology. *Sociolinguistic Studies*, 8 (1), 23--55.doi: 10.1558/sols.v8il.23
- Lehti Eklund, H. (2012). Code switching to first language in repair - A resource for students' problem solving in a foreign language classroom. *International Journal of Bilingualism*, 17(2), 132-152. doi:10.1177/1367006912441416
- Levine, G. (2011). What is a code? What is code - switching? En G. Levine, *Code Choice in The Language Classroom* (pág. 185). California, United States of America: Multilingual Matters.
- Macaro, E. (2014). Overview: Where Should We Be Going With Classroom Code Switching Research? En J. Mclellan, & R. Barnard, *Codeswitching in University English-Medium Classes* (pág. 222). Toronto: Multilingual Matters.
- Mackey, A., & Gass, S. (2005). *Second Language Research*. New Jersey: Lawrence Erlbaum Associates.
- Makulloluwa, E. (2013). Code Switching by teachers in the second language classroom. (U. P. .net, Ed.) *International Journal of Arts&Sciencies*, 581-598.
- Mckay, S. L. (2010). *Researching Second Language Classrooms*. New York: Routledge Taylor & Francis Group.
- Moghadam, S. H., Addul Samad, A., & Rahmani Shahraki, E. (2012). Code Switching as a Medium of Instruction in an EFL Classroom. *Theory and Practice in Language Studies*, 2(11), 2219-2225. doi:10.4304/tpls.2.11.2219-2225
- Mohamed, M. (2015). Lecturers' and students' Beliefs in Code Switching: A malaysian Polytechnic Context. *TEFLIN Journal*, 26 (1), 85-96. doi: <http://dx.doi.org/10.15639/teflinjournal.v26i1/85-96>
- Nava, G., & García, H. (April de 2012). The Impact of Regional Differences on Elementary School Teachers' Attitudes Towards Their Students'Use of Code Switching in a South Texas School District. *Profile*, 14(1), 67-78.

- Nguyen, T. (2014). *Code Switching : A Sociolinguistic Perspective*. Hamburg - Germany: Academic Publishing.
- Obaidullah. (2016). Code Switching in EFL Classrooms: A Bangladeshi Perspective. *Theory and Practice in Language Studies*, 6(5), 924-934. doi: <http://dx.doi.org/10-17507/tppls.0605.03>
- Sabzevar, A., & Biria, R. (2012). The Impact of Task Difficulty and Language Proficiency on Iranian EFL Learners' Code switching in Writing. *Theory and Practice in Language Studies*, 2(3), 572-578. doi:10.4304/tppls.2.3.572-578
- Shay, O. (2015). To switch or not to switch : Code -switching in a multilingual country. *Procedia -Social and Behavioral Sciences*, 462-469. doi: 10.1016/j.sbspro.2015.11.253
- Tian, L., & Macaro, E. (2012). Comparing the effect of teacher code switching with English- only explanations on the vocabulary acquisition of Chinese university students: A Lexical Focus-on-Form study. *Language Teaching Research*, 16(3), 367-391. doi:10.1177/1362168812436909
- Trong, N., Grainger, P., & Carey, M. (2016). Code-Switching in English Language Education: Voices from Vietnam. *Theory and Practice in Language Studies*, 6(7), 1333-1340. doi: <http://dx.doi.org/10.17507/tppls.0607.01>
- Voicu, C. (2012). Overusing Mother Tongue In English Language Teaching. *International Journal of Communication Research*, 212-218.
- Wardhaugh, R. (2006). *An Introduction to Sociolinguistic* (5th edition ed.). United Kingdom : Blackwell Publishing .

**APPENDICES**  
**Appendix A**  
**Informed Consent Form**

**TITLE OF THE THESIS:**

Perspectives of code switching in EFL A1 learners of an Ecuadorian public university.

**PARTICIPANT INFORMATION:**

Please indicate your position, check all that apply

- Student/ Participant
- Other, (please explain)

---

I \_\_\_\_\_, have been invited to participate in this research study, which has been explained to me by Wendy Rivera. This research is being conducted in order to create knowledge regarding the factors that influence the use of code - switching in EFL classes.

**PURPOSE OF THE RESEARCH STUDY**

The purpose of this research study is to explore the factors that influence the use of code switching in EFL A1 learners of a public University.

**DESCRIPTION OF RESEARCH METHODS**

The research methods and techniques to be used in this study will be a questionnaire with a closed – ended Likert scale and a structured Questionnaire, so the study will be a quantitative one. The participants will be taken from two of the researcher’s A1 courses.

**REQUIREMENTS OF THE PARTICIPANTS**

The participants have to come to classes normally without any absent during the four weeks of the study and comply with all the requirements set by the researcher, which are:

Participants will participate answering a questionnaire, they also will be Questionnaired using a structured Questionnaire, pictures will be taken, and a video tape class will be recorded if the researcher considers it necessary.

**BENEFITS FOR THE PARTICIPANTS**

Participants will benefit from their reflections of using code - switching in EFL classrooms and if using it facilitates a better understanding of the lesson content.



## **Formato de Declaración de Consentimiento**

### **TITULO DE LA TESIS:**

Perspectivas del cambio de idioma en los estudiantes A1 de inglés como lengua extranjera de una universidad pública ecuatoriana.

### **INFORMACIÓN DEL PARTICIPANTE:**

Por favor indique su posición, marque todo lo que aplique

- Estudiante/ Participante
- Otro, (por favor explique)

---

Yo \_\_\_\_\_, he sido invitado a participar en este estudio de investigación, el cual me ha sido explicado por Wendy Rivera. Esta investigación está siendo conducida para crear conocimiento acerca de las perspectivas del cambio de idioma en las clases de inglés como lengua extranjera.

### **PROPÓSITO DEL ESTUDIO DE INVESTIGACIÓN**

El propósito de este estudio de investigación es explorar las perspectivas del cambio de idioma en los estudiantes A1 de inglés como lengua extranjera de una universidad pública ecuatoriana.

### **DESCRIPCIÓN DE LOS METODOS DE INVESTIGACIÓN**

Los métodos de investigación y técnicas a ser usadas en este estudio serán un cuestionario con una escala cerrada de Likert y una entrevista estructurada, por lo que este estudio será cuantitativo. Los participantes serán tomados de dos de los cursos A1 del investigador.

### **REQUERIMIENTOS DE LOS PARTICIPANTES**

Los participantes tienen que ir a clases normalmente sin ninguna ausencia durante las cuatro semanas del estudio y cumplir con todos los requerimientos establecidos por el investigador, los cuales son:

Los participantes participarán respondiendo un cuestionario, además responderán una entrevista estructurada, fotos serán tomadas y se grabará un video de la clase si el investigador lo considera necesario.

### **BENEFICIOS PARA LOS PARTICIPANTES**

Los participantes se beneficiarán de sus reflexiones y perspectivas del cambio de idioma en el aula EFL y si usarlo facilita un mejor entendimiento del contenido de la lección.



## **RIESGOS E INCONFORMIDADES**

La única inconformidad predecible o riesgo para el participante es el tiempo para completar los cuestionarios y/o entrevistas, además la participación en la grabación del video y fotos.

Por favor contacte a la investigadora Wendy Paola Rivera a este número de teléfono 2-439-995 o a [wrivera@uagraria.edu.ec](mailto:wrivera@uagraria.edu.ec)

## **CONFIDENCIALIDAD**

Yo entiendo que la información obtenida, como resultado de mi participación en esta investigación se mantendrá estricta confidencialidad de los datos recopilados. En ninguna publicación que resulte de esta investigación, ni mi nombre ni ninguna información que me pueda identificar serán incluidas.

## **PARTICIPACIÓN VOLUNTARIA**

La participación en este estudio es voluntaria. Yo entiendo y soy libre de retirar mi consentimiento de participar en este estudio o actividades específicas en cualquier momento. Yo entiendo que ni mi estatus laboral, o académico serán afectados si decido no participar en este estudio. Me ha sido dada la oportunidad de hacer preguntas sobre la investigación, y he recibido respuestas concernientes a las áreas que no entiendo. La información proporcionada en este estudio permanecerá anónima. Firmando la declaración de consentimiento, significa que entiendo los términos asociados con el estudio, consiento la participación en este estudio.

---

Firma del Participante

---

Fecha

---

Firma del Investigador

---

Fecha

---

Firma de responsabilidad de traducción

Irma Guzmán Calderón, MTESOL

## Appendix B Questionnaire

Dear Student,

This questionnaire is being conducted as part of a research work to find out the reasons and perspectives towards the use of code- switching (i.e., using English and Spanish in the same discourse/dialogue) in classroom setting. Your valuable opinion will greatly help me to design my research work efficiently and to bring a new insight into the fields or research. Honesty is highly expected while answering the questions below. Please, use your own classroom experience and give an opinion. Secrecy of your data provided will be strictly maintained.

### Personal information

Age:  Between 18-20 years  Between 21-25 years

Gender:  Male  Female

Career: \_\_\_\_\_ Semester: \_\_\_\_\_

### Questions Regarding Code- Switching

1. Teacher switch codes in the classroom.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
2. By code- switching from English to Spanish, the teacher can better explain the grammatical terms.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
3. By code - switching from English to Spanish, the teacher can better explain new vocabulary terms.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
4. By code- switching from English to Spanish, the teacher can make the lesson content taught in the class more comprehensible.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree

5. By code- switching from English to Spanish, the teacher can better clarify task instruction.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
6. The teacher can better discipline the students by code- switching from English to Spanish.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
7. Code- switching makes my lesson enjoyable.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
8. I feel satisfied with my learning process when the teacher switch codes.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
9. Code- switching helps me feel less tense.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
10. Code-switching makes me feel less lost during the lesson.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
11. Class teacher encourages students to switch their codes in the classroom.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
12. Teacher's code -switching in the class should be reduced as much as possible.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree

Thank you very much for your collaboration.

## Cuestionario

Querido Estudiante,

El cuestionario está siendo conducido como parte de un trabajo de investigación para descubrir las razones y perspectivas del cambio de idioma (ej., usando inglés y español en el mismo discurso/diálogo) en lo establecido en clase. Su valiosa opinión me ayudará mucho para diseñar mi trabajo de investigación eficientemente y traer una nueva visión al campo o la investigación. La honestidad es altamente esperada al responder las preguntas abajo detalladas. Por favor, use su propia experiencia en el aula y de una opinión. La confidencialidad de los datos proporcionados será estrictamente mantenida.

### Información personal

Edad:  Entre 18-20 años  Entre 21-25 años

Género:  Masculino  Femenino

Carrera: \_\_\_\_\_ Semestre: \_\_\_\_\_

### Preguntas respecto al cambio de idioma

1. El docente cambia de idioma en la clase.  
 Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo
2. Cambiando de idioma de inglés al español, el docente puede explicar mejor los términos gramaticales.  
 Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo
3. Cambiando de idioma de inglés al español, el docente puede explicar mejor los nuevos términos de vocabulario.  
 Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo
4. Cambiando de idioma de inglés al español, el docente puede hacer que el contenido de la lección enseñada en clase sea más comprensible.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

5. Cambiando de idioma de inglés al español, el docente puede especificar mejor la instrucción de la tarea.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

6. El docente puede disciplinar mejor a los estudiantes cambiando de idioma de inglés al español.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

7. El cambio de idioma hace la lección agradable.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

8. Me siento satisfecho con mi proceso de aprendizaje cuando el docente cambia de idiomas.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

9. El cambio de idioma me ayuda a sentirme menos tenso.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

10. El cambio de idioma me hace sentir menos perdido durante la lección.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

11. El docente alienta a sus estudiantes a cambiar de idioma en el aula.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

12. El cambio de idioma del profesor en la clase debería ser reducido lo más posible.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

Muchas gracias por su colaboración

---

Firma de responsabilidad de traducción

Irma Guzmán Calderón, MTESOL

## Appendix C Questionnaire

Dear Student,

This questionnaire is being conducted as part of a research work to find out the reasons and perspectives towards the use of code- switching (i.e., using English and Spanish in the same discourse/dialogue) in classroom setting. Your valuable opinion will greatly help me to design my research work efficiently and to bring a new insight into the fields or research. Honesty is highly expected while answering the questions below. Please, use your own classroom experience and give an opinion. Secrecy of your data provided will be strictly maintained.

### Personal information

Age:  Between 18-20 years  Between 21-25 years

Gender:  Male  Female

Career: \_\_\_\_\_ Semester: \_\_\_\_\_

### Questions Regarding Code Switching

1. Teacher switched codes in the classroom.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
2. By code- switching from English to Spanish, the teacher could better explain the grammatical terms.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
3. By code - switching from English to Spanish, the teacher could better explain new vocabulary terms.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree
4. By code - switching from English to Spanish, the teacher could make the lesson content taught in the class more comprehensible.  
 Strongly agree  Agree  Undecided  Disagree  Strongly disagree

5. By code - switching from English to Spanish, the teacher could better clarify task instruction.
- Strongly agree    Agree    Undecided    Disagree    Strongly disagree
6. The teacher could better discipline the students by code - switching from English to Spanish.
- Strongly agree    Agree    Undecided    Disagree    Strongly disagree
7. Code - switching made my lesson enjoyable.
- Strongly agree    Agree    Undecided    Disagree    Strongly disagree
8. I felt satisfied with my learning process when the teacher switched codes.
- Strongly agree    Agree    Undecided    Disagree    Strongly disagree
9. Code- switching helped me feel less tense.
- Strongly agree    Agree    Undecided    Disagree    Strongly disagree
10. Code-switching made me feel less lost during the lesson.
- Strongly agree    Agree    Undecided    Disagree    Strongly disagree
11. Class teacher encouraged students to switch their codes in the classroom.
- Strongly agree    Agree    Undecided    Disagree    Strongly disagree
12. Teacher's code - switching in the class should be reduced as much as possible.
- Strongly agree    Agree    Undecided    Disagree    Strongly disagree

Thank you very much for your collaboration.

## Cuestionario

Querido Estudiante,

El cuestionario está siendo conducido como parte de un trabajo de investigación para descubrir las razones y perspectivas del cambio de idioma (ej., usando inglés y español en el mismo discurso/diálogo) en lo establecido en clase. Su valiosa opinión me ayudará mucho para diseñar mi trabajo de investigación eficientemente y traer una nueva visión al campo o la investigación. La honestidad es altamente esperada al responder las preguntas abajo detalladas. Por favor, use su propia experiencia en el aula y de una opinión. La confidencialidad de los datos proporcionados será estrictamente mantenida.

### Información personal

Edad:  Entre 18-20 años  Entre 21-25 años

Género:  Masculino  Femenino

Carrera: \_\_\_\_\_ Semestre: \_\_\_\_\_

### Preguntas respecto al cambio de idioma

1. El docente cambió de idioma en la clase.  
 Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo
2. Cambiando de idioma de inglés al español, el docente pudo explicar mejor los términos gramaticales.  
 Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo
3. Cambiando de idioma de inglés al español, el docente pudo explicar mejor los nuevos términos de vocabulario.  
 Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo
4. Cambiando de idioma de inglés al español, el docente pudo hacer que el contenido de la lección enseñado en clase sea más comprensible.



Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

5. Cambiando de idioma de inglés al español, el docente pudo especificar mejor la instrucción de la tarea.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

6. El docente pudo disciplinar mejor a los estudiantes cambiando de idioma de inglés al español.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

7. El cambio de idioma hizo la lección agradable.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

8. Me sentí satisfecho con mi proceso de aprendizaje cuando el docente cambió de idiomas.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

9. El cambio de idioma me ayudó a sentirme menos tenso.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

10. El cambio de idioma me hizo sentir menos perdido durante la lección.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

11. El docente alentó a sus estudiantes a cambiar de idioma en el aula.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

12. El cambio de idioma del profesor en la clase debería ser reducido lo más posible.

Totalmente de acuerdo  De acuerdo  Indeciso  Desacuerdo  Totalmente en desacuerdo

Muchas gracias por su colaboración

---

Firma de responsabilidad de traducción

Irma Guzmán Calderón, MTESOL

## Appendix D Interview

Dear Student,

This Questionnaire is being conducted as part of a research work to find out the reasons and perspectives towards the use of code - switching (i.e., using English and Spanish in the same discourse/dialogue) in classroom setting. Your valuable opinion will greatly help me to design my research work efficiently and to bring a new insight into the fields or research. Honesty is highly expected while answering the questions below. Please, use your own classroom experience and give an opinion. Secrecy of your data provided will be strictly maintained.

### Personal information

Age:  Between 18-20 years  Between 21-25 years

Gender:  Male  Female

Career: \_\_\_\_\_ Semester: \_\_\_\_\_

### Questions Regarding Code Switching

1. Do you respond in Spanish in a Foreign Language Class.?  
 Always  Sometimes  Undecided  Seldom  Never
2. Do you think that the use of code- switching should be a priority in the classes for beginner students?  
 Always  Sometimes  Undecided  Seldom  Never
3. Do you think that the use of code - switching accelerates your learning process?  
 Always  Sometimes  Undecided  Seldom  Never
4. Do you think teacher's code - switching from English to Spanish, let you understand better task instruction?  
 Always  Sometimes  Undecided  Seldom  Never

5. Do you favor teacher's code- switching from English to Spanish in the classroom?  
 Always    Sometimes    Undecided    Seldom    Never
6. Do you think teacher's code- switching to Spanish creates an idea of solidarity and sameness among /with students?  
 Always    Sometimes    Undecided    Seldom    Never
7. Do you think frequent code-switching of teacher helps you when you come for consulting or counseling?  
 Always    Sometimes    Undecided    Seldom    Never
8. Do you hold a positive attitude of teacher's code- switching to Spanish in the class?  
 Always    Sometimes    Undecided    Seldom    Never
9. Do you think using code- switching benefit the EFL class?  
 Always    Sometimes    Undecided    Seldom    Never
10. Do you think the use of code- switching should be reduced as much as possible?  
 Always    Sometimes    Undecided    Seldom    Never

Thank you very much for your collaboration.

## Entrevista

Querido Estudiante,

Este cuestionario está siendo conducido como parte de un trabajo de investigación para descubrir las razones y perspectivas del cambio de idioma (ej., usando inglés y español en el mismo discurso/diálogo) en lo establecido en clase. Su valiosa opinión me ayudará mucho para diseñar mi trabajo de investigación eficientemente y traer una nueva visión al campo o la investigación. La honestidad es altamente esperada al responder las preguntas abajo detalladas. Por favor, use su propia experiencia en el aula y de una opinión. La confidencialidad de los datos proporcionados será estrictamente mantenida.

### Información Personal

Edad:  Entre 18-20 años  Entre 21-25 años

Género:  Masculino  Femenino

Carrera: \_\_\_\_\_ Semestre: \_\_\_\_\_

### Preguntas respecto al cambio de idioma

1. ¿Respondes en español en una clase de lengua extranjera?  
 Siempre  Algunas veces  Indeciso  Rara vez  Nunca
2. ¿Crees que el uso de cambio de idioma debería ser una prioridad en las clases de estudiantes principiantes?  
 Siempre  Algunas veces  Indeciso  Rara vez  Nunca
3. ¿Crees que el uso de cambio de idioma acelera tu proceso de aprendizaje?  
 Siempre  Algunas veces  Indeciso  Rara vez  Nunca
4. ¿Crees que el cambio de idioma del docente de Inglés a Español, te deja entender mejor la instrucción de la tarea?  
 Siempre  Algunas veces  Indeciso  Rara vez  Nunca
5. ¿Estás a favor del cambio de idioma de inglés a español en la clase?  
 Siempre  Algunas veces  Indeciso  Rara vez  Nunca

6. ¿Crees que el cambio de idioma del docente a español crea una idea de solidaridad e igualdad entre/con los estudiantes?  
 Siempre  Algunas veces  Indeciso  Rara vez  Nunca
7. ¿Crees que el cambio de idioma frecuente del docente te ayuda cuando consultas o pides asesoramiento?  
 Siempre  Algunas veces  Indeciso  Rara vez  Nunca
8. ¿Mantienes una actitud positiva con el cambio de idioma del docente a español en la clase?  
 Siempre  Algunas veces  Indeciso  Rara vez  Nunca
9. ¿Piensas que el cambio de idioma beneficia la clase de inglés como lengua extranjera ?  
 Siempre  Algunas veces  Indeciso  Rara vez  Nunca
10. ¿Crees que el uso del cambio de idioma debería ser reducido lo más posible?  
 Siempre  Algunas veces  Indeciso  Rara vez  Nunca

Muchas gracias por tu colaboración.

---

Firma de responsabilidad de traducción  
Irma Guzmán Calderón, MTESOL

## Appendix E PERMISSION LETTERS

(sin asunto) Thesis Espol x



Julie Watson  
jwatson@cambridge.org



Mostrar detalles



Wendy Rivera <wenriver2001@gmail.com>

21/11/16 ☆



para jwatson ▾

Dear Julie,

Receive a cordial greeting from Ecuador my name is Wendy Rivera-Alvarado, I am writing you to request permission for using Four corners' placement test in order to administer it to my students in a public University. I need to test that they are at the A1 level because I am doing my thesis on a topic that needs to prove they are at this level of English.

Hoping a positive answer, thanks in advance,

Regards

Lcda. Wendy Rivera Alvarado, MSc

4 mensajes más antiguos



Julie Watson <jwatson@cambridge.org>

23/11/16 ☆



para mí ▾



inglés ▾ > español ▾ Traducir mensaje

Desactivar para: inglés x

You are welcome!  
Please give my best wishes to Irma!



Wendy Rivera <wenriver2001@gmail.com>

23/11/16 ☆




para Julie ▾

Ok. I will.

Regards.



Haz clic aquí para [Responder](#) o para [Reenviar](#)

 **Md. Obaidullah** <obaidullah.ovi@gmail.com>  
para mí

19/11/16



Usuarios (3)

inglés > español Traducir mensaje

Desactivar para: inglés

Hello,

It's nice to hear that you enjoyed reading the paper. It's good if the paper helps you design your thesis. You can use the instruments of my paper.

Good luck with your paper.

Thanks.

Best regards

\*\*\*

On Sat, Nov 19, 2016 at 8:32 AM, Wendy Rivera <wenriver2001@gmail.com> wrote:

Dear Professor

Receive a cordial greeting from Ecuador my name is Wendy Rivera Alvarado, and I am pursuing a Master degree in Teaching English as a Foreign Language and at the moment I am doing my thesis in this topic " Factors that influence the use of code-switching on EFL A1 learners of an Ecuadorian public University ". So one of the sources that I found was your paper that it is fascinating. And I enjoyed reading it, for that reason, I am writing you because I am interested in using the instruments you used in your paper that was called " Code- switching in EFL classrooms: A Bangladeshi Perspective." For that reason, I am writing you to asking for authorization to let me use your instruments if you do not have any inconvenience.

Regards

Lcda. Wendy Rivera Alvarado, MSc

Md. Obaidullah  
Lecturer, Dept. of English  
Northern University of Business & Technology, Khulna  
Email: [obaidullah.ovi@gmail.com](mailto:obaidullah.ovi@gmail.com)  
Web: [www.nubtkhulna.ac.bd](http://www.nubtkhulna.ac.bd)  
Mobile: +880-17-12786273

 **Wendy Rivera**

19/11/16

Hello. Thank you very much for letting me use your instruments. Best wishes f...