

UNIVERSITY OF ST. MARK & ST. JOHN

***“I started the class in English... y la continué en Español”:
An Auto-ethnographical, Qualitative and Quantitative research study on
the Teacher’s code-switching in the EFL classroom.***

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**DISSERTATION SUBMITTED IN PART-FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTERS IN TESOL-
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES**

2014

Statement of Originality

I confirm that I have fully acknowledged all sources of information and help received and that where such acknowledgement is not made is my own.

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Dated: November 30th, 2014

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ACKNOWLEDGMENTS

I would like to thank the following people for helping me complete the Masters program.

My husband, my son, my daughter, and my brothers and sisters for their love and support during this challenging time. Your support encouraged and allowed me to persevere personally and professionally.

My course tutors for sharing their knowledge and experience, and for helping me to grow professionally.

My colleagues in the Masters for their patience, advice, and help.

Alison, Ade, Sarah, Paula, Ari, Tota, and Dixie, for guiding and supporting me.

Gerry, for your guidance and help.

My friends and colleagues, who motivated me when I needed it most.

I would not have been able to complete the program without the help from each and every one of you. Thank you.

Abstract

The use of the target language only for English Language Teaching (ELT) has been a debate within professional discussion. It has been assumed that English is best taught without the use of the learners' L1. Recently, however, this English-only assumption has been increasingly questioned and the role of L1 as a tool for learning ELT is being reassessed. Apart from this belief and assumption, there exists a personal interest on my part in discovering my students' attitude toward the target language only use. Because I grew up code-switching from a young age it seems natural to me to do it in everyday conversation and this reflects purpose and logic. This switch happens quite often in my everyday communication at home and very much so in my EFL classes.

The data reports on two questionnaires and audio recording of samples of possible functions for code-switching in class. The questionnaires were applied to my students, and the other to my EFL colleagues. The questionnaire to the students was intended to find out whether they were aware of their teacher's code-switching in the classroom and whether they held a positive or negative attitude towards it. The questionnaire to the EFL teachers was intended to compare and contrast my code-switching with my colleagues' and identify their attitude towards this L1 use.

Although there is variation between students and teachers findings, the questionnaires revealed that my students and colleagues did see a range of useful functions to the use of L1 in their teaching and hold a positive attitude towards it. Further research is suggested for the extent to which the L1 should be used in the ELT classes.

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Chapter 1. Introduction and background.

In this paper I am interested in finding out what my students feel about my constant code-switching and code-mixing in the EFL classroom. This switching probably occurs to some extent in the speech of all bilinguals with the understanding that a person is capable of using two languages. Harmers and Blanc (1985) state that ‘a bilingual is someone who possesses a very high competence in a second language without necessarily being perceived as a native speaker’. Being a bilingual is very common when one is accustomed to a particular speech community.

Speech community refers to a group of people who share a language in common, common ways of using language, common reactions and attitudes to language, and common social bonds (Montgomery 1995:175). What could be more natural for bilinguals (English-Spanish) living in or between two worlds than to express this community status through a bilingual speech style? Born and raised on the border of the United States (Arizona) and Mexico (Sonora), people from this region are social beings who are always committed to a certain group of people and constantly interacting with each other on a daily basis. From school friends, restaurant owners and employees to store clerks, they live together and form a social community or society. As a former member of this social community for eighteen years, we coexisted in many fields. One of the primary means used in the interaction was language. With this constant interaction people from both sides of the border were prone to constantly mix both languages at the time of speaking. An individual may change languages, either deliberately or unconsciously, to accommodate the perceived preference of the other

participant in the conversation. The perception of which language is regarded as more prestigious or as more accommodating may depend on the circumstance of the listener. To gain acceptance or status, a person may deliberately and consciously use the majority language (Baker 2001:14). In other words, we spoke in codes, a language in a variety or style of a language. The most common terms for these codes are code-switching and code-mixing. They are terms in sociolinguistics for language and especially speech that draw to differing extents on at least two languages combined in different ways, as when a Spanish/English bilingual speaks. These terms will be described in detail on Chapter 2.

Currently I am teaching three EFL groups in two private universities in Mexico. Both schools are private and English is a requirement to graduate. Two groups are at the upper-intermediate level and the other at the Intermediate level of the Common European Framework (CEF). It is important to make clear that my students are not from the border. More than half of each group is from Guadalajara (located in the central part of Mexico) and the other half are from surrounding states. Over the last few years I feel that I have been criticized unfairly by some of my EFL students. At least two out of twenty five students per group have mentioned how they wish there would be no switching from English to Spanish in the classroom on my part. This has been mentioned in the Teacher and Course Evaluations that all of the students in the English program are asked to electronically answer. All the teachers are able to see the results answered by the students; however, student names remain anonymous. Even though there is no official policy that states that an ELT instructor may not use the L1 in the L2 classroom, this can be presumed. Lucas and Katz (1994:558) argue that 'the use of native language is so compelling that it emerges even when policies and assumptions mitigate against it'.

Some people may consider that a teacher's code-switching may be a bad habit, a sign of laziness, or lack of discipline. They may argue that it could be due to a deficiency in

either one or both languages, however, Harmers and Blanc (1985) state that 'a bilingual is someone who possesses a very high competence in a second language without necessarily being perceived as a native speaker'. They may also argue that the teacher's switch to the first language may interfere with the students' learning. They consider that teachers should create a pure foreign language environment since the teacher is the sole linguistic model for the students, and therefore, code-switching could result in negative transfer in foreign language learning. As teachers, through our experience, we may detect certain strategies as effective teaching tools. It could be a type of strategy obtained over the years of teaching or maybe just a hunch. Brown (1987) presents the principle of 'intuition' as an effective tool for both native and non-native speaker instructors in the search of their 'ideal' approach towards learning/teaching a foreign/second language. Brown appreciates intuition as a resultant concoction of knowledge and experience; 'Intuitions are formed at the crossroads of knowledge and experience (1987:250).

Even though some scholars argue against the use of L1 in the L2 learning classroom, I hold a positive attitude towards L1 use in the EFL classroom and hope this study verifies my belief. The corroboration of other professional advocates helps me demonstrate how in fact code-switching can be a valuable and helpful tool for English language teachers and students altogether and not something that should be excluded.

Butzkamm states that a teacher may banish the L1 from the classroom, but cannot banish it from the students' minds. He argues that it would be counterproductive since it would mean trying to stop them thinking altogether (undated). Potential benefits of own language use and translation have been confirmed as an effective language-learning strategy (e.g. Oxford 1996). The ways, in which learners use their L1 to guide and direct their thinking about new language tasks, have also been discussed (e.g. Anton and DiCamilla 1999; Centeno-Cortés and Jiménez Jiménez 2004). In the same way, learners' first language use has been identified as the most effective way of learning

vocabulary by using bilingual dictionaries as well as a teaching strategy (e.g. Celik 2003; Nation 2003; Laufer and Girsai 2008). Moreover, Rivers (1972:1981) emphasizes that learner L1 is everywhere in the process of L2 learning and therefore, teachers can take advantage on their learners' L1 for giving instructions or clarifying difficult language. In facilitating the learning process, it is implied in Rivers' work that the uses of learner L1 may help accelerate the process of learning the target language. Buckmaster (2000) states how code-switching can be used to translate as a means of studying form and meaning. He also supports how it can be used to check comprehension, to understand complicated instructions, and even to understand jokes.

In the case of the Teacher/Course evaluations where a few students expressed their discomfort with my code-switching, at least 6 in each group of 25 commented how my teaching had cleared up long existing uncertainties in grammar structure. Uncertainties that had prevailed since their lower levels. Concerning these points of view, I hope to be able to find the answers to these questions:

Is code-switching helpful to my students' learning?

Is code-switching a valuable teaching tool in the EFL classroom?

In my opinion, using their own language is important and helpful in clearing up doubts students come across with on vocabulary, grammar, and writing.

The purpose of this study is to try to demonstrate it is even though there is a strong school of thought from various scholars that say we should not use the students' own language in the English classroom. For example, Krashen & Terrell who emphasize on immersing the learners as much as possible in the L2 in order to provide them with generous opportunities for exposure to the target language. Harbord, 1992 opposes to the use of L1 considering that teaching should take place without interference from the

L1. He also believes that the use of L1 is a sign of deficiently trained nonnative speaker instructors giving in to the pressure from students not to use the target language all the time.

As a complete bilingual, whose immediate family lives in the United States, my lifestyle is bilingual. On the other hand, my students' lifestyle is probably bilingual too, at least if they are going to make the best of their environments. Nowadays, this environment shows us that English is considered a second language and not so much a foreign language as before, at least not anymore in Mexico. It used to be optional to know the English language, now it is considered a requisite. Higher and lower school generations of students communicate in English through the Internet. Over the past 20 years, especially after the signing of the NAFTA (North American Free Trade Agreement) in 1992, people in Mexico started to be concerned about learning English because they started to encounter it in their daily lives. It became a requirement for most job offers in/from U.S. and Canadian corporations. More and more foreign companies were settling in our country. Ever since then, parents from middle class to wealthy children started to show interest in placing them in bilingual and bicultural programs in school as early as kindergarten. Even working class family students were obligated to learn English in their public schools, at a slower pace.

Some factors that demonstrate that English has become a second language, and as a result, influenced my students' lifestyle in becoming bilingual are in the music they listen to, in the books they read, in their school major required books, in the popular U.S. TV shows and series they currently watch, in the movies in English they watch that usually reach Mexico with Spanish sub-titles (not dubbed), in their exchange programs at school usually to countries where English is the L1, and principally in their online social media networks such as 9GAG, and Facebook, with the posts and friends from across the border and Europe. With reference to the online social media networks, Parveen and Aslam (2013) express that:

“Facebook is changing the way hundreds of millions of people relate to one another and share information. Language has also been influenced in terms of its usage and practices, as it is one of the favored modes of communication on the internet. Code-switching is one of the language phenomena where such changes can be traced”.

1.1 Background of the Research

Code-switching is commonly viewed with suspicion in the EFL classes. It is a term in linguistics that refers to the use of more than one language in conversation. Several names have been given to this phenomenon and will be explained in Chapter 2, the Literature Review. Code-switching has long existed as a result of language contact widely observed especially in multilingual and multicultural communities. People born and raised in these communities as the border of the United States and Mexico, are constantly speaking both English and Spanish, switching back and forth between both languages naturally and unconsciously. A person’s dual or multilingual ability and language usage have developed since birth.

With reference to this switch, I have chosen a part quantitative and part auto-ethnographical research study as a procedure for my investigation. It is very important to find out if it is a valuable teaching tool in the classroom and whether it renders a positive influence on the learning process of students. It is important to find a justification for why I consciously and unconsciously switch languages and try to demonstrate that the use of code-switching contributes to teachers’ teaching of EFL in universities.

1.2 Objective and Research questions

With the purpose of finding out how my students at the two universities perceive my code-switching in their English language learning, and reveal the effects it has on them, I have considered the following questions. At the same time, by questioning other EFL teachers, the last question will be used to compare and contrast my code-switching with the other teachers’.

1. What attitudes do the students have to the teachers’ code-switching in the EFL classroom?
2. What are the functions of the teachers’ code-switching within the class?
3. How do other English language teachers code-switch and what is their function in doing so?

1.3 Organization

This paper is organized in five chapters.

- Chapter 1 introduces the purpose of the study, the background of the research and the objective and research questions.
- Chapter 2 reviews the literature on the study, defines the terms of codes, code-switching, code-mixing, and bilingualism, and contrasts various authors’ points of view on whether code-switching helps or hinders the process of learning.
- Chapter 3 describes the research methods and instruments as well as the methodology used in this research based on auto-ethnography, stimulated recall (recordings), questionnaires to students, and questionnaires to teachers.
- Chapter 4 describes the findings and discussion on the strategies carried out and analyses their value and flaws.
- Chapter 5 presents an overall summary including conclusions as well as possible opportunities for future research.

Chapter 2. Literature Review

The purpose of this Chapter is to firstly relate my background to sociolinguistics and additionally connect it with the terms used to refer to a bilingual's manner of speaking. This Chapter will then define the terms (types of speech) according to various authors, together with some examples of each. The examples will come from the recorded data from my classes, as well as duly cited examples taken from other sources. Thirdly, due to the fact that the assumption of using English-only for ELT has been increasingly questioned and is therefore being re-evaluated, consequently, in this Chapter I will argue that the role of using one's own language in the EFL classroom is perhaps the best approach for students' learning and try to demonstrate how the function of the teachers' switching from the students' own language to the target language is beneficial according to many authors. Finally, I will comment on the learners' and teachers' possible attitudes, results I will report in Chapter 4.

Hudson (1996) defines sociolinguistics as 'the study of language and society' and Holmes (2001) focuses on how 'sociolinguists study the relationship between language and society'. Moreover he evinces that sociolinguistics is concerned when there is a relationship present between language and context in which it is used because the way people talk is influenced by the social context in which they are talking, where they are talking, who is listening to them, and how they are feeling.

As mentioned above in Chapter 1, I would describe myself as a 'bilingual', balanced in both English and Spanish. Since the ability and language usage have developed since birth, I can mention that I dream, count, pray, and think aloud in English. If a person were to ask me what language I think in, I would respond English. As an eighteen-year member of a social community in the border of the USA and Mexico, we considerably used the two languages on a daily basis with different people, in different contexts, and for different purposes. When bilinguals use their two languages on a daily basis, language use is not accidental. For example, if the person is a family member, friend or

classmate, a relationship has already been established through one language. If both are bilingual, they have the choice of switching to the other language (e.g. to include other people in the conversation). If the other person is a stranger, a bilingual may detect which language to use. A person's own attitudes and preferences may influence what language to use and may also change languages consciously or unconsciously in order to adapt to the preference of the other participant in the conversation. A bilingual may move from one situation to another as well as the language. Baker states that '(...) an individual's two languages are never static but ever changing and evolving', in other words, both languages are always used and will not remain in one language (2001:15). Concerning how people contemplate code-switching as negative, Baker states that it is unjust to measure a bilingual's English proficiency against that of a native monolingual English speaker (e.g. US and UK) because bilinguals will commonly speak in their two languages with different people and in different situations and therefore may be stronger.

2.1 Terms and definitions.

Regarding to the relationship between language and social context, there are many different names given to this style of speech. For example, according to Wardaugh (2006:88), it is possible to refer to a language as a 'code'. He states that this expression can be considered neutral contrary to terms like dialect, language, style, etc., which are liable to arouse emotions. He mentions how the term 'code' can be used to refer to any kind of manner in which one person or more communicate. Moreover he also mentions how compelling the circumstances under which a particular code on a particular occasion is chosen and why people decide to use one code instead of another. What is the cause of the shift? Why do people sometimes prefer to use a code formed from two other codes, switching back and forth between them or even mixing them? The intention of this paper is to be able to answer these questions by using examples of these types of speech from data recovered from EFL classes or other sources.

In addition, a code may be a language or a variety or style of a language. For instance, the terms of code-switching and code-mixing (described below) in sociolinguistics for language and especially speech are used to differentiate the scope on at least two languages combined in different ways as when an English/Spanish bilingual speaks. Various terms have been used to describe switches between languages in conversation.

Subsequently, the term code-switching emphasizes movement from one language to another while the term code-mixing emphasizes hybridization, mixed in the same sentence. Mixing and switching probably occur to some extent in the speech of all bilinguals, so that there is a sense in which a person capable of using two languages, English and Spanish, has three systems available for use: English, Spanish, and a mixed combination (a range of hybrid forms that can be used with comparable bilinguals but not with monolinguals of English and Spanish). Cook (1991) puts the extent of code-switching in normal conversations amongst bilinguals into perspective by outlining that code-switching consists of 84% single word switches, 10% phrase switches and 6% clause switching. Below we can see two examples of code-mixing, where the change occurs in the same sentence (intra-sentential) and two examples of code-switching, where the change occurs in the same utterance but not in the same sentence (inter-sentential).

Examples of code-mixing:

Example 1: Donde esta *working* el Luis? = Where is Luis working?

Example 2: Are you trying to *impresionar* your boss? Are you trying to impress your boss?

Examples of code-switching:

Example 1: 'Come to the table. Bwyd yn barod' (food is ready).

The first phrase is in English; the second in Welsh.

Example 2: El gato se ha de haber salido otra vez, don't you think so?

The first phrase is in Spanish; the second in English.

In order to understand these terms more clearly, in the following paragraphs, I will begin by stating some definitions from important authors to both terms.

2.1 Code-switching.

Code-switching is a term in linguistics that refers to using more than one language (or dialect) in conversation. According to Gardner-Chloros (in Coupland and Jaworski 1997:361), a great number of people use more than one language in their daily lives and it is not surprising to find that code-switching is a far from similar phenomenon. Gardner-Chloros states that the actual behavior involved in switching codes varies depending on the sociolinguistic circumstance as well as the language combination concerned.

Eldridge (1996) briefly defines it as the alternation between two (or more) languages. He states how at that time (1996), it had been receiving growing attention over the years and that far from being viewed as a random phenomenon; it had come to be seen as a highly purposeful activity. He states how most of the research had been carried out in true speech communities. In the case of this investigation, it will help to focus on this type of study and then relate it by finding similarities with the one done in the EFL classrooms. Additionally, in the case of finding causes and explanations to code-switching, Woolard defines it as 'the investigation of an individual's use of two or more language varieties in the same speech event or exchange (2004)', which is precisely what is intended to be carried out in this study.

Subsequently, another definition on Code-switching comes from Holmes (2000). She states that speakers have a genuine choice about which words or phrases they will use in which language. Cook (2001:155) backs this up by stating that teachers may decide on the spot when their own language should be used and when a switching to target language is appropriate in order to enable comprehension and meaningful involvement of students. The types of switches she mentions are for spontaneous reasons, for direct translation at the time of giving instructions about activities, and for checking comprehension.

I would like to focus on several examples from my collected data that show a checking comprehension type of switch. The recorded data was collected during a Listening activity on the differentiation of the 'say' and 'tell' family reporting verbs.

T: ...reassured?

Ss: me

T: So it's a 'tell' verb, *muy bien* (very good).

T: ...insisted?

Ss: "tell verb"

T: *Que seguía de* (what was after) insisted?

Ss: on going

T: Good, *no puedes decir* (you can't say) insisted me!

From the same data, the following type of switch examples were done intentionally, like giving individual comments to student while the teacher is going round the class like in a pair work activity, or giving feedback to pupils on an individual basis in their own language to make it feel more real to the students. It was done at the time of checking upon students who were answering a hand out on reporting verbs.

T: (notices mistakes on their verb choice) *Estas seguro que es esa?* (Are you sure it's that one?)

Ss: *Si, por el significado.* (Yes, because of its meaning)

T: *Pero fijate que despues de la linea esta 'that'.* (But notice that after the line there is a 'that')

Ss: *Ah, entonces va un 'say' verb verdad?* (Ah, so then a 'say' verb goes there right?)

T: *Si, muy bien,* very good. (Yes, very good)

Concerning times when the teacher is unaware of the fact that she is switching, in other words, when the switches are done unconsciously (e.g. Tikunoff, 1985; Ovando & Collier, 1985; and Mattson & Burenhult, 1999, all mention this type of switch). This was the case in a Conditionals review lesson that happened on a different occasion:

T: *Con que empezaban los Conditionals?* (How did the Conditionals start?)

Ss: con "if"

T: *... y tenian dos partes, como se les llamaba?* (... and they had two parts, what were they called?)

Ss: (silence)

T: Remember the conditionals are separated into two clauses, *se les llama* (they are called) the 'if' clause, which is the 'main' clause and the 'result' clause, *o sea* (in other words), *si haces esto, el resultado es este* (if you do this, the result is this).

2.2 Code-mixing.

As mentioned above, the term 'code-mixing' has sometimes been used to describe changes at the sentence level (e.g. when one word or a few words in a sentence change). A mixed language sentence such as 'Leo un magazine' (I read a magazine), may be a different example code-mixing (Baker 2001:101).

Other examples of code-mixing taken from other sources are:

¿Dónde estás *TEACHING*? (Spanish/English) = 'Where are you teaching?' (Pfaff 1979 in Dussias 2003:5).

Siempre está *PROMISING* cosas. (Spanish/English) = 'He is always promising things.' (Poplack 1980 in Dussias 2003:5).

Many times the expression of code-mixing has been closely associated with code-switching, and means intra-sentential code-switching. Nevertheless, current research has given a new definition to this term. Maschler (1998) defines code-mixing (or mixed

code) as the use of two languages in a way that a third code appears and in which parts from the two languages are included into a structurally definable pattern. In other words, the hypothesis of code-mixing is considered when two languages are mixed, the development of a third code has structural elements special to that new code. For example Suwito differentiates code-switching from code-mixing stating “if an utterance is switched from one language to another language supporting a distinctive function, it is called code-switching (1985:68). Otherwise, if an utterance, either phrase or clause, consists of a clause or phrase that does not support a distinctive function, it is called code-mixing”. Therefore, we can infer that code-mixing is a mixture of words, phrases, and clauses of two languages that occurs when a speaker uses a certain language to speak, however, he inserts some pieces of the other language. For example:

- Mi marido está *WORKING ON HIS MASTERS*. (Spanish/English) = ‘My husband is working on his Master’s.’ (Redlinger 1976, cited in Dussias 2003:5).
- Estaba *TRAINING* para pelear. (Spanish/English) = ‘I, he/she was training to fight.’ (Pfaff 1979 in Dussias 2003:5)

Wardhaugh (1986) describes two kinds of code mixing. Situational and conversational code-mixing.

Situational code-mixing occurs when the speaker uses both languages together to the extent that they change from one language to another in the course of a single utterance, for example:

Los estudiantes han *ELECTED A NEW REPRESENTATIVE*. (Spanish/English) = ‘The students have elected a new representative.’ (Toribio 2001b in Dussias 2003:5).

Conversational code-mixing has to do with deliberate mix of two languages without an associated topic change. The following is an example of conversational code-mixing among Spanish - English bilinguals:

No van a *bring it up* in the meeting. = They are not going to bring it up in the meeting (Plaff 1979).

According to the background literature of this study, code-switching is now the term generally used to describe any switch within the course of a single conversation, whether it is done at word or sentence level or at the level of blocks of speech. Therefore, for the rest of this research study I will refer to the switches between L1 and L2 as code-switching.

2.3 Use of L1 in the EFL classroom – a favorable approach

Socio-cultural theories of learning and education indicate that learning progresses better when it is “scaffolded” onto existing knowledge (Vygotsky 1978). As a structured learning environment, this will provide a natural sequence of thought and language. Beliefs of compound or integrated bilingualism (in which the comprehension of two or more languages is integrated in learners’ minds instead of kept separate) come from cognitive approaches to second-language learning (Cook 2001; Widdowson 2003). Cummins (2007) states that learning is likely to be more efficient if teachers draw students’ attention to the similarities and differences between their languages because these are said to interact and to be interdependent in the minds of language learners (who are bilingual language users) as well as relating English with Spanish can help the learner with the learning process. Krashen and Terrell (1983) suggest that learners should turn to their L1 to bridge the gaps in communication due to their interlanguage insufficiency to initiate utterances. This may be favoured and fostered in class by their EL teachers. Matsuda (1996) mentions how as an English composition instructor, she

adapts the contribution of the L1 so her learners may obtain writing skills and by relying on her L2 learner/teacher experience, she openly allows her learners to take advantage of their L1 as a technique to let their creativity and reflection loose. By allowing the learners to relate the techniques in both languages, learners will freely produce writing and improve their writing skills. Corder (1981) concurs to the extent that he considers the L1 use as a 'heuristic technique' resultant from learners' strategies to master the target language. Enabling a person to discover or learn something by him or herself is a beneficial strategy. Rutherford appears to be insistent about the learners' L1's favourable contribution to L2 learning by stating that 'both of these cognitive capacities are crucial, for without them, no language learning would be possible at all (1987:8). In O'Malley and Chamot's (1990) CALLA (Cognitive Academic Language Learning Approach), which is partially based on their learning strategies investigation, also proclaim and support the learner's L1 as a helpful learning aid. With reference to relating code-switching to culture, Prodromou (1992) states that the learners' mother tongue lends itself as an instrument for the activation of their cultural schemata in the process of learning the L2 and Lado states that when learning a foreign culture, the learner's 'native culture experience will facilitate learning' (1964:27-30).

Pedagogical arguments for native language use consist of the efficient conveying of meaning, maintaining class discipline and organization, and the teacher-learner rapport and contact between the teacher and learners as real people (e.g. Polio and Duff 1994; Cook 2001). If teachers and learners empathize, learning will become more understandable. What is more, Kim and Elder (2008) suggest that the learners' own language is often used for the social goal of expressing personal concern and sympathy. Additionally, a number of studies point out the role of the use of L1 as potentially establishing more equitable intra-class relationships between the teacher and the learners than by the exclusive use of the target language (e.g. Auerbach 1993; Brooks-Lewis 2009). Edstrom (2006) suggests that arguments concerning L1 use go beyond concerns about language processes or classroom management and involve value-based

judgments in which teachers have a moral obligation to use the learners' L1 judiciously in order to recognize learners as individuals, to communicate respect and concern, and to create a positive affective environment for learning.

Rolin-lanziti and Varshney (2008) classify pedagogical functions as teachers' 'medium-oriented goals' and their 'framework goals', in other words, teaching the new language (the medium) itself (e.g. teaching grammar or explaining vocabulary) and framing, organizing and managing classroom events (e.g. giving instructions or assigning homework).

Another advocate for the use of L1 is Skinner (1985) in Macaro. His pedagogical argument states that the exclusive use of the L2 is detrimental to the process of concept development by, at times, providing an obstacle to connecting with thoughts and ideas already developed in the L1. In other words limiting the use of L1 in the classroom hinders connection to the L2 and interrupts the relation between both languages (Macaro 2001).

2.4 Learners' and other teachers' attitudes.

The extent to which L1 use occurs in a class depends on the attitudes of the learners and teachers towards its justification and usefulness.

Chapter 3. Research Method and Instruments.

3.1 Participants

The research was directed to two different groups of students of private universities in Mexico with both males and females. Their social background is from middle working class to upper class. One group was from a university where the students were at the upper-intermediate level of English. Their ages ranged from 20 to 24 years of age. The other group was from a university where the students were at the intermediate level of English. Their ages ranged from 18 to 20 years of age. Both are private universities where students are required to take core classes, specialize in other subjects related to their major, and complete an English language program which is a requirement for graduation. The study was carried out during part of the first Fall bimester (August – October) and the beginning of the second part of the second Fall bimester. The study on the EFL teachers was carried out at the same time. The recordings were carried out throughout both bimesters.

3.2 Research instruments and method

The style of research used for this paper was auto-ethnographic. Brewer 2000 describes it as:

The study of people in naturally occurring settings...by methods of data collection which capture their social meanings and ordinary activities, involving the researcher participating directly in the setting... in order to collect data... without being imposed on them' (Brewer in Bell 2010:14).

Ethnographic researchers attempt to develop an understanding of how a culture works. The advantages of auto-ethnographic research are how it is written and recorded by individuals who are the subject of the study (Ellis 2004; Muncey 2010; Brewer 2000). Muncey defines it as having the idea of multiple layers of consciousness, critiquing the

self in various contexts. When the individuals listen to the recording of the class, or read the transcript, it makes it easier analyse and recall the functions to the language being used in class. Spradley and McCurdy (1972) state that ethnographies are reconstructions of intact cultural scenes, which delineate the shared beliefs, and behavior of some people. It is then possible to identify the purpose of the spoken language in the classroom.

In order to have a general and genuine reflection on my code-switching in the classroom, both qualitative and quantitative research methods were used. Dornyei (2007) says that with the use of these forms of research, the issue is not whether to use one form or another, but rather how these may work together to foster the development of theory (2007:43). The qualitative data collection instrument was stimulated recall research - recordings in order for the researcher to study and analyze oneself in a natural setting, and the qualitative data collection instrument was two sets of questionnaires, one to my students and the other one to other EFL teachers.

The stimulated recall method is usually done with recordings (or video) of the participant in action, in this case, while teaching. This potential qualitative method is very useful in research because it allows the participant to recall her concurrent thinking during a class when prompted by a recording or video. It also allows the participant to gain an insight into the thinking behind her decision-making.

Stimulated Recall is also a valuable tool when accompanied with other carefully constructed research methods. It is a technique in which 'the researcher records and transcribes parts of a lesson...and gets the teacher to comment on what was happening. Such a technique can yield insights into processes of teaching and learning' (Nunan 1986:94). If the researcher and the teacher are not the same person, then stimulated recall may help for a triangulation method of data collection.

Woods in Nunan (1986:94) says that stimulated recall elicits teachers' comments about the options considered, decisions made and actions taken in the classroom (...)'.

The class recordings are intended to serve as great help for retrieving excerpts of types of code-switching in the classroom and under what circumstances. With the help of these excerpts, the reasons for my code-switching are intended to come about, as well as the patterns and functions to switching to Spanish.

A quantitative research method was used with the intention of having a general and genuine reflection on my code-switching in the classroom from my students' point of view. An electronic questionnaire (see Appendix A) was created and sent to my students. It was necessary to contact some of my previous students due to the fact that the second bimester in one of the universities usually has a decrease in the number of students who register. The questionnaire was designed with questions to find out about the students' awareness regarding their teacher's code-switching and at the same time, discover their attitude towards the switch to Spanish. With attitudinal questions, I was able to find out what my students thought, their opinions, and beliefs (Dornyei 2007:102). Approximately 100 students were invited to participate in the questionnaire, however, in spite of the fact that it was sent via their social group and Moodle, the amount of students who answered it was 40. Prior to completing the questionnaire, the students knew that a) it was anonymous; b) it was not a test; c) there were no right or wrong answers; d) the answers would help me with my dissertation. Dornyei (2007:121) mentions various benefits on collecting data via the Internet. Some advantages he mentions are the simplicity of accessing to specialized populations, in this case, my students and colleagues. It was very easy to post the questionnaire on their social group because they are often checking it. Another advantage he mentions is the possible international access. Some of my previous students were not in Mexico however, they were able to answer the questionnaire and let me know once they had done it.

Another quantitative research method was used. It was created with the intention of comparing and contrasting my classroom code-switching with other EFL teachers (colleagues). An electronic questionnaire was sent (see Appendix B). Ellis comments on the importance of researchers consulting other teachers in order to identify specific situations that needs to be addressed (Ellis 2011:188). The link to this questionnaire was sent to all my colleagues in both universities via email in order to collect quantitative data on the various reasons why, in case they did, they code-switched in their classes. Dornyei (2007) mentions how popular questionnaires can be. He states that it is due to the fact that they are relatively easy to construct and uniquely capable of gathering a large amount of information quickly in a form that is ready to be processed. Various inquiries were included in this questionnaire. To mention a few, teachers' were asked to identify their attitude towards code-switching, the factors that may influence their code-switching, and the functions for the switch in the EFL classroom. Their backgrounds were not the same as mine. It varied between bilingual (English-Spanish) teachers, and native speaking teachers. The majority are female; their level of proficiency varies as well as the years that they have been teaching English. A total of 55 teachers answered the questionnaire. It is important to mention that none of the EFL teachers involved in the study have the same background as mine because I consider that attitudes and beliefs might vary according to the teachers' background. The answers and findings to this questionnaire will be displayed on graphs on the Findings Chapter 4.

3.3 Analysis of the data

The analysis of the data will be as follows:

- The answers from the questionnaires will be displayed in figures with numbers and percentages of each.
- Some excerpts of the recordings will be partially transcribed (see Appendix C) and chosen as examples of types of code-switching and code-mixing mentioned in the Literature Review. It was necessary to listen to the recordings and choose the most clear and useful expressions.

The Research questions will help me structure the Findings. Each question will be answered with the data recovered.

Chapter 4. Data Analysis and Interpretation; results.

The following information emerged from the analysis of the two questionnaires, the questionnaire for my students, the questionnaire to other EFL teachers, and also from excerpts taken from one of my classroom recordings. With the intention of answering the three research questions, I will first report and interpret the findings from the questionnaire to students. Secondly, I will describe an attempt to triangulate the data with the stimulated recall information of the functions in the classroom of the teacher's switch to the L1. Finally, I will report, interpret, and compare the findings from the teacher's questionnaire.

4.1 Students' Questionnaires.

Research question 1. What attitudes do the students have to the teacher's code-switching in the EFL classroom?

The students' questionnaire consisted of 7 items and was answered by 40 students (out of 100 who were invited). With reference to this research method (see Appendix A), questions 1 and 2 (see Figure 1 below) referred to the students' awareness to their teacher's code-switching in class.

Question 1: How often does your teacher use Spanish in the EFL classroom?

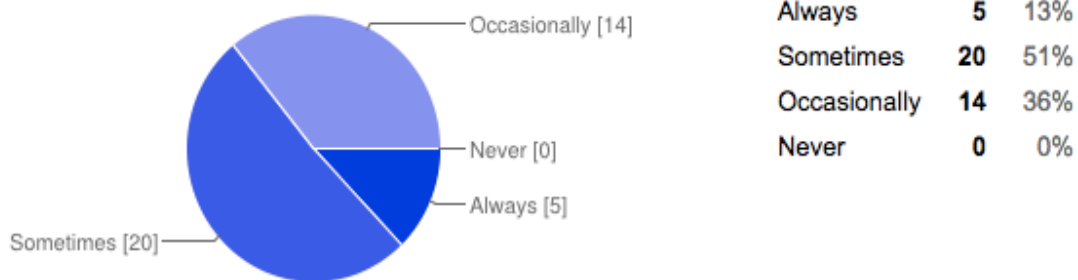
The results were as follows: 5 students (5%) said *always*, 20 students (51%) said *sometimes*, 14 students (36%) said *occasionally*, and 0 students said *never*. According to the analysis, many students were aware of the teacher's classroom code-switching so it was evident to them and not a word choice that could be ignored.

Question 2: *Are you conscious of the teacher's code-switching to Spanish in the EFL class?*

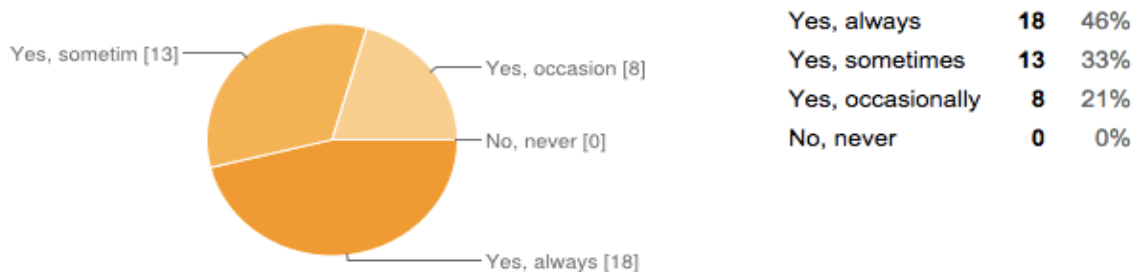
All the students responded affirmatively but with a frequency of: *always* (18 students= 46%); *sometimes* (13 students= 33%); *occasionally* (8 students= 21%); no one said they were not aware. The results to this question showed that all the students were conscious about my code-switching in the classroom, therefore, this reflects that they in fact are aware of my manner of teaching and speaking.

Figure 1.

How often does your teacher use Spanish in the EFL class?



Are you conscious of the Teacher's CS to Spanish in the EFL class?



The interpretation to questions 3,4, and 5 revealed the following results (see Figure 2 below).

Question 3: *What is the ideal frequency of the teacher's use of Spanish in the EFL class?*

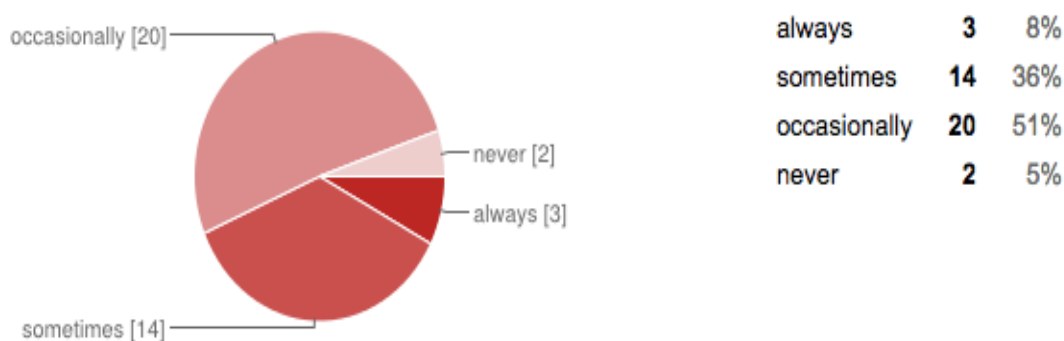
This topic revealed that the ideal frequency for the teacher's use of Spanish prevailed as follows: 20 students would desire it were *occasionally*, 14 students would like it to be *sometimes*, very few students preferred it to be *always* (3 students) and only 2 expressed that it should be *never*. These results demonstrate that the students would rather I did not switch languages so often. Moreover, the ideal frequency on teacher's code-switching in the classroom has to be further researched since evidence from this was not examined in the literature I reviewed. Aside from lacking research to find out the recommended frequency, the results to question 3 stand in opposition to the results to...

Question 4: *Do you think that CS to Spanish is an efficient strategy of learning and teaching English?*

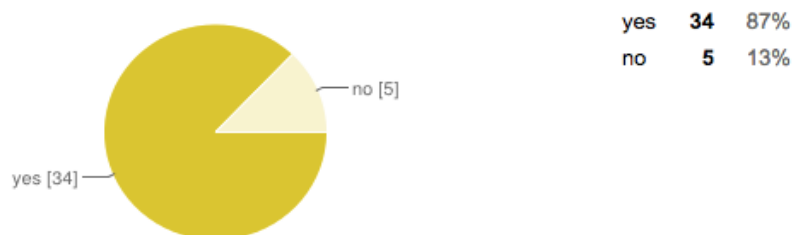
The results displayed that 87% (34 students) considered it was an effective strategy and only 5 students (13%) did not. This result is very meaningful to me because it indicates that their feelings about code-switching are not negative for the majority of them.

Figure 2.

What is the ideal frequency of the Teacher's use of Spanish in the EFL class?



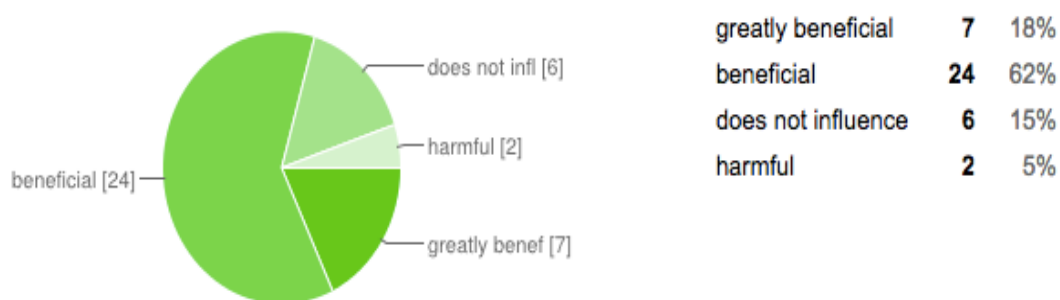
Do you think that CS to Spanish is an efficient strategy of learning and teaching English?



Question 5: *How does CS into Spanish influence the EFL class?* (see Figure 3 below). The results showed that 16% claimed that it was *greatly beneficial* and in greater amount 62% replied that it was *beneficial*. The percentage of 15% stated that it *did not influence* the EFL classroom, and only 2 students (5%) said that it was *harmful*. This information confirms that my belief and the students' belief about their attitude towards code-switching coincides with mine.

Figure 3.

How does CS to Spanish influence the EFL class?

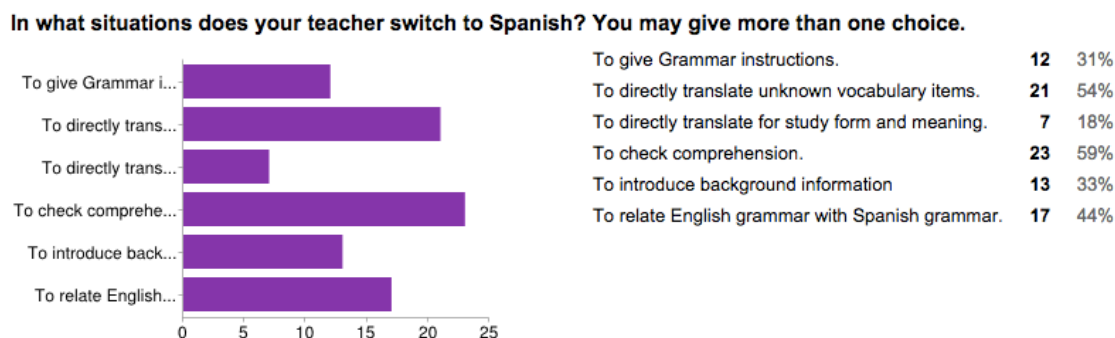


4.2 Stimulated Recall – recording.

Research question 2: What are the functions of the teachers' code-switching within the class?

On question 6: *In what situations does your teacher switch into Spanish?* (see Figure 4 below), students were allowed to give more than one choice. Predominantly they consider I change to Spanish to directly *translate unknown vocabulary items* (54%), to *check comprehension* (59%), and to *relate English grammar with Spanish grammar* (44%). Although they mainly believed I switched to *translate unknown vocabulary items* and more so to *check comprehension*, I felt that my principal switch was distinct. I sensed it was to *relate English grammar with Spanish grammar* especially because I often feel that after explaining or reminding the students of structures I need to make sure their understanding is assimilated by linking it to their L1's grammar knowledge. However, in order to find out about my intuition, I listened to one of my class recordings with the purpose of analyzing my switches. I was able to tally and classify only a few functions. They were recorded in a word document created for the activity (see Appendix C). The success of the activity was not the one intended. It was difficult to differentiate the functions due to the fact that many of the code switches were 'fillers' and expressions that reflected empathizing from the teacher to the students. An obstacle to the success of this triangulation was the choice of recording. A suggestion for future analysis of the functions would be to have one or two teachers observe my class and tally the switches in it not before clearly explaining the definition of each function.

Figure 4.



4.3 Triangulation.

In order to compare my functions, I asked one of my colleagues, Guillermina, to listen to the same recording and analyze the frequency and reason for my switches. She recorded the results to her analysis in a copy of the same word document used by me (see Appendix D). Altrichter et al mention some advantages and disadvantages of triangulation. One advantage is that it is an important method to contrast and compare different accounts of the same situation' (2008:147). They also mention that combining different methods of data collection and/or data provided by someone else, we can better locate the meaning of our data' (Altrichter et al 2008:145). The triangulation was not an easy task due to some unclear instructions on the activity and this was a disadvantage. The activity did not include an example of the situations for switching and therefore complicated the task for Guillermina. She was only able to detect a few examples from the recording and expressed that she had had difficulty in distinguishing the functions. She classified the evident ones and wrote the other ones that she had heard at the bottom of the form since the function was not clear to her. She mentioned how a possible glossary defining the functions with an example of each would have been useful to her. The functions revealed in the recording were not beneficial for the classification. The recording analysed was chosen because it was the class with the longest recording, however, a large amount of switches were for 'filler' reasons and I did not incorporate that as a function to select. This is the reason the data obtained were not very useful in comparing my classification with Guillermina's. It was interesting though to analyze an outsider's point of view on her choice of functions. This activity also helped me reflect on the errors to the clearness of my intention. Practitioners see triangulation as threatening because it demands a high degree of self-confidence to confront ones own reflection for which one feels responsible and contrary to feeling threatened (Altrichter et al 2008:147). However, as mentioned above, the lack of clarity on defining the functions to my code-switching were the main impediment to the success of this triangulation as well as the difficulty itself on understanding another person's reason for research.

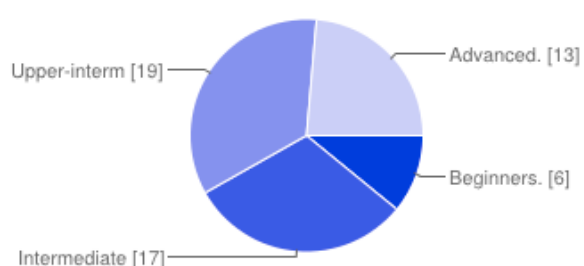
4.3 Teachers' Questionnaire.

Research question 3: How do other English language teachers code-switch and what is their function in doing so?

The Teacher's questionnaire consisted of 13 items (see Appendix E). It was answered by a total of 55 English Language Teachers which level of English they taught ranged from Beginners to Advanced (see Figure 5 below). The level that predominated was Upper-Intermediate (19 teachers), then Intermediate (17), Advanced (13), and Beginners (6).

Figure 5.

Level of English being taught at the moment.



Beginners.	6	11%
Intermediate.	17	31%
Upper-intermediate.	19	35%
Advanced.	13	24%

Question 2: *How often do you use Spanish in the EFL classroom?*

The results revealed the following frequency: 37 teachers answered *occasionally*, 9 teachers answered *sometimes*, 8 teachers marked *never*, and 1 teacher selected *always* (see Figure 6 below).

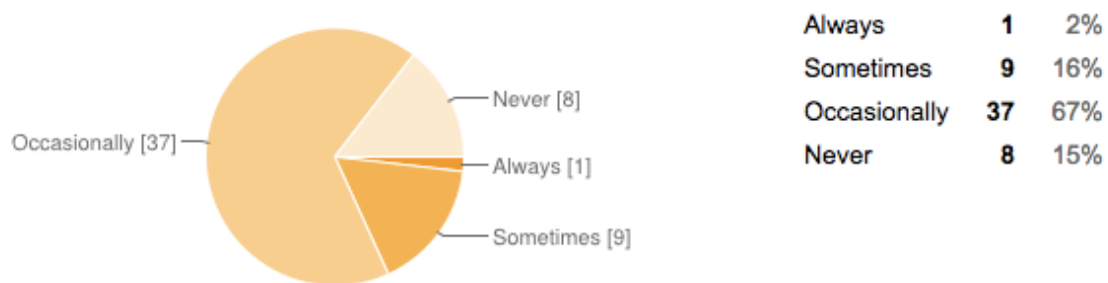
The findings suggested that other EFL teachers in fact do use Spanish as an aid to their teaching. Cook (2001) states that those language teachers that speak the learners' native language use it in class "every day".

An option of *frequently* could have been added to the items between *occasionally* and *sometimes*. In this way the percentages could have been relatively more balanced.

'Care needs to be taken to make questions clear and to ensure that the way they are constructed will lead to the kinds of information being sought' (Burns 1999:129).

Figure 6.

How often do you use Spanish in the EFL classroom?

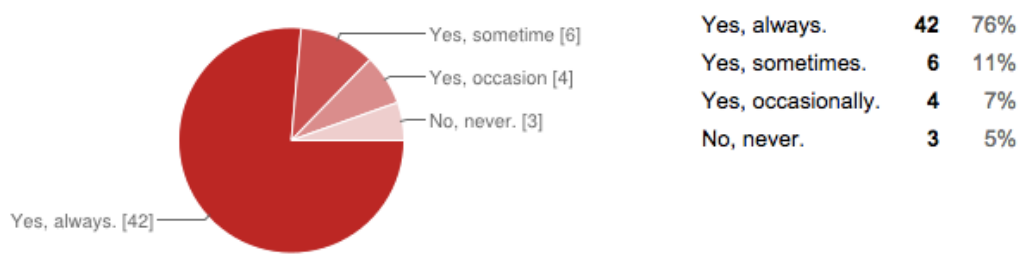


Question 3: Are you conscious of Spanish switching in the EFL classroom?

The results showed that 76% (42 teachers) were conscious of switching while the other 13 teachers reported less awareness (see Figure 7 below). The report to this question is opposed to my belief and the reason could be that much of the literature reviewed stated that the teacher's use of code-switching is not always performed consciously; which means that the teacher is not always aware of the functions and outcomes of the code-switching process. Therefore, in some cases it may be regarded as an automatic and unconscious behaviour' (e.g. Sert 2005:2).

Figure 7.

Are you conscious of Spanish switching in the EFL classroom?

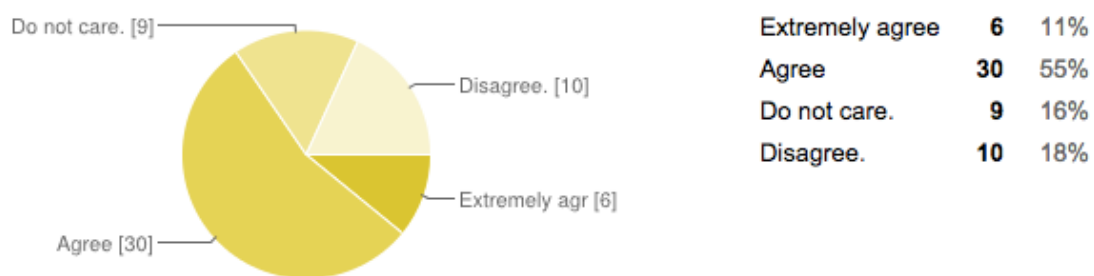


Question 4: *What is your attitude towards the use of Spanish in the EFL classroom?*

This question was a very significant one regarding my investigation since I would *strongly agree* to the use of Spanish in the classroom. The results showed that 30 teachers *agreed* to switching the language, 9 *did not care*, 6 *strongly agreed* and 10 *disagreed*. This figure comes to show that the majority of my colleagues were not reluctant to this phenomenon, which was surprising to me (see Figure 8 below).

Figure 8.

What is your attitude towards the use of Spanish in the EFL classroom?

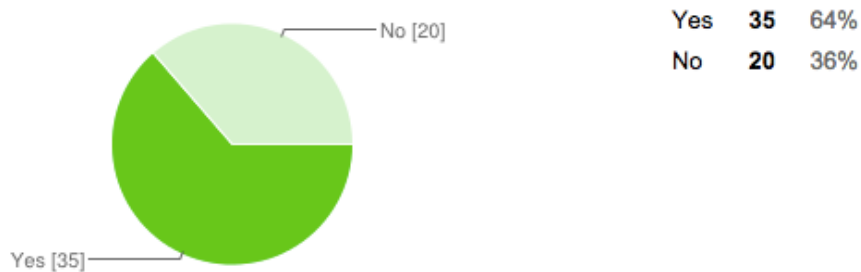


Question 5: *Do you think CS to Spanish is an efficient strategy of learning and teaching English?* (see Figure 9 below).

Whether they thought code-switching to Spanish was an efficient strategy, 64% (35 teachers) thought it was and 36% (20) thought it was not (see Figure 8 below). It is satisfying to see that in majority, they think it is a beneficial aid. This belief has been supported by important scholars such as Oxford (1996) who states that the L1 use is an effective language-learning strategy.

Figure 9.

Do you think CS to Spanish is an efficient strategy of learning and teaching English?



Question 6: *How does CS to Spanish influence the EFL class?* (see Figure 10 below).

The amount of 32 teachers (58%) said it was *beneficial*. This was a positive result overall despite being able to notice that 11 teachers (20%) considered it *harmful*.

Figure 10.

How does CS to Spanish influence the EFL class?



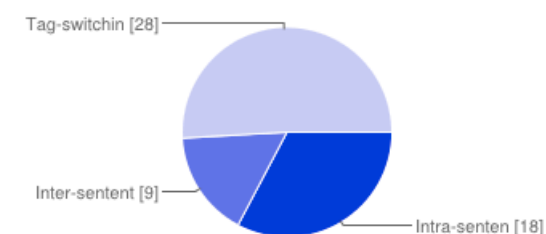
I consider that the following question was a challenge to my colleagues.

Question 7: *Which of the following is the pattern of CS into Spanish you use most in the EFL class?*

It must have been a difficult question to answer especially since they may not be familiarized with the expressions of Intra-sentential and Inter-sentential, terms that concern this investigation. These terms could have been described in more detail or even explained on the email sent to the teachers at the time of requesting their participation in answering the questionnaire.

Figure 11.

Which of the following is the pattern of CS to Spanish you use most in the EFL class?



Intra-sentential CS (it occurs at a clause or sentence boundary).	18	33%
Inter-sentential CS (it takes place within the clause or sentence).	9	16%
Tag-switching (it is the insertion of a tag, phrase from one language into an utterance from another language).	28	51%

Question 8: *What are the factors that may influence CS to Spanish in the EFL classroom?*

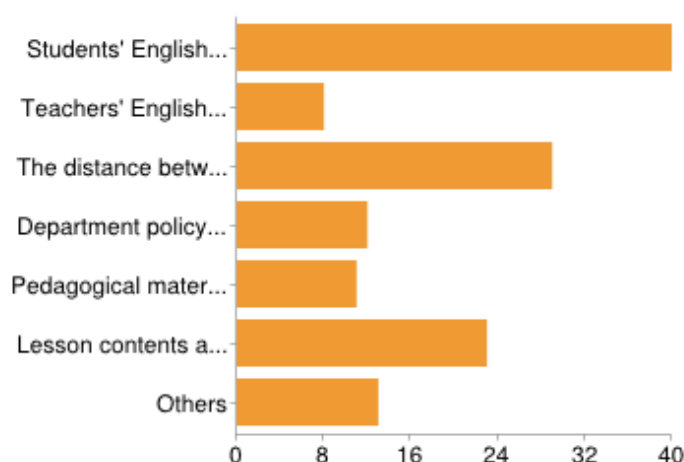
(see Figure 12 below).

The findings showed that 73% (40 teachers) said they code-switched due to the *Students' English proficiency*. A low English level is a justifiable reason why the teacher would decide to help the student by switching languages to make sure that they understand. This could be an important reason to justify the switch, however, I would also agree with the 29 teachers (53%) that chose the option of *the distance between the linguistic systems of Spanish and English*. Many grammar structures can be linked and

related to the Spanish structure, however other structures cannot. An example of a structure that cannot be linked is the Causative. Therefore, the fact that teachers have to link similarities in both languages in order to get across is a principal and supported theory. Buckmaster (2000) states that not only does the use of L1 empower the L2 learner, but also that if it is used by the teacher, it can allow the students to compare and contrast English with their L1. An example of a structure that can be easily linked to a Spanish structure is the Cleft sentences, e.g. What I like about Seattle is the city itself. *Lo que me gusta de Seattle es la ciudad en si.*

Figure 12.

What are the factors that may influence CS to Spanish in the EFL classroom?



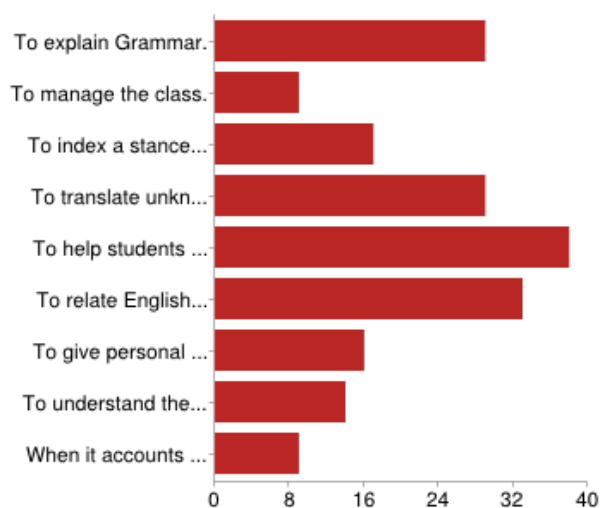
Students' English proficiency	40	73%
Teachers' English proficiency	8	15%
The distance between the linguistic systems of Spanish and English	29	53%
Department policy on Target Language use	12	22%
Pedagogical materials	11	20%
Lesson contents and objectives	23	42%
Others	13	24%

Question 9: *What are the functions of CS to Spanish in the EFL classroom?* (see Figure 13 below)

The results from a very important question in my research, concerning the teachers' functions behind code-switching into Spanish in the classroom were the following: It revealed that 69% of the teachers considered that the main reason for the teachers' switching was *to help the students when they had difficulty in understanding* something to be learned in a lesson. This could be from problems understanding vocabulary to tedious grammar structures. This percentage was followed by 60% and it was *to relate English grammar structure with Spanish grammar structure*. Again, this can be related to question 8 above that revealed the same function to code-switching by the teacher. These two reasons mentioned before are the cause why I switch as well. Additionally another reason for me is to give feedback. I consider that it can be clearer to the student when the teacher uses their L1 to clarify errors made by them. One should have an understanding to the phenomenon of switching languages and its primary reasons. This understanding will provide language teachers with a strong awareness of its use in the classroom language. In addition, a strong personal reason why I switch is to empathize with my students especially with 'fillers' such as *mijito chulo* (dear). The option of *to empathize* could have been included in the questions and possibly several other teachers' reason for switching could have been this.

Figure 13.

What are the functions of CS to Spanish in the EFL classroom?



To explain Grammar.	29	53%
To manage the class.	9	16%
To index a stance of empathy or solidarity towards students.	17	31%
To translate unknown vocabulary items.	29	53%
To help students when they have difficulty in understanding.	38	69%
To relate English grammar structure with Spanish grammar structure.	33	60%
To give personal feedback.	16	29%
To understand the difficult and complicated topics easily.	14	25%
When it accounts for student preparation for English-only activities (e.g. Assignments, Essays, etc.).	9	16%

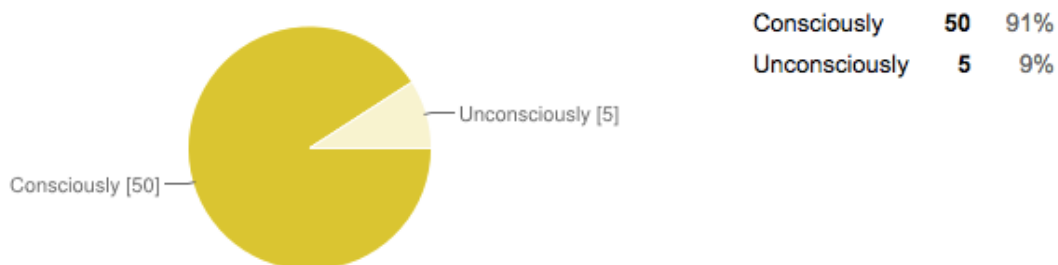
Question 10: *While teaching a class, do you switch codes consciously or unconsciously?*

(see figure 14 below) revealed the following:

Almost all the teachers (91%) declared to be conscious about switching languages at the moment of teaching. This demonstrates that if they switch language, they are aware and nevertheless continue to do it. Opposed to my response, I code-switch unconsciously and the moment I realize I am switching, I immediately try to focus on using the target language principally. The empathizing fillers such as “mijito chulo” (my dear) are most likely to never disappear from my teaching language. It is a humanistic approach towards my students that has identified me as their teacher for many years.

Figure 14.

While teaching a class, do you switch codes consciously or unconsciously?

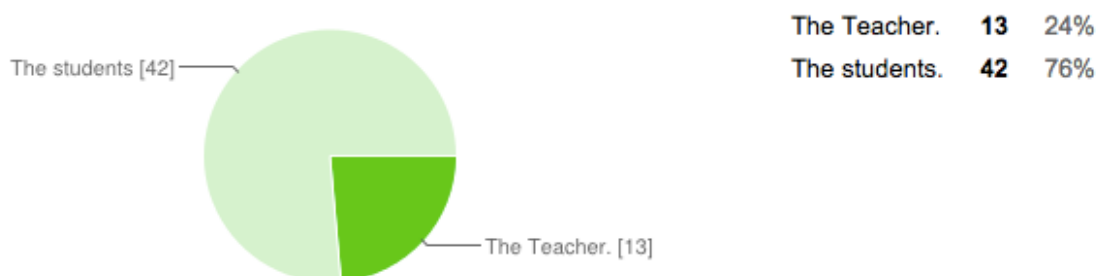


Question 11: *Who initiates the Code-switching first?* (see Figure 15 below)

I consider that it is common for the student to code-switch in class. Therefore, the result of 76% (42 teachers) that answered that it was the students who initiated the switch first came to no surprise to me. This answer was possibly the answer that I had expected because from 23 years experience, I have frequently heard my students code-switch when interacting with the teacher, however, mostly to their classmates.

Figure 15.

Who initiates the Code-switching first?

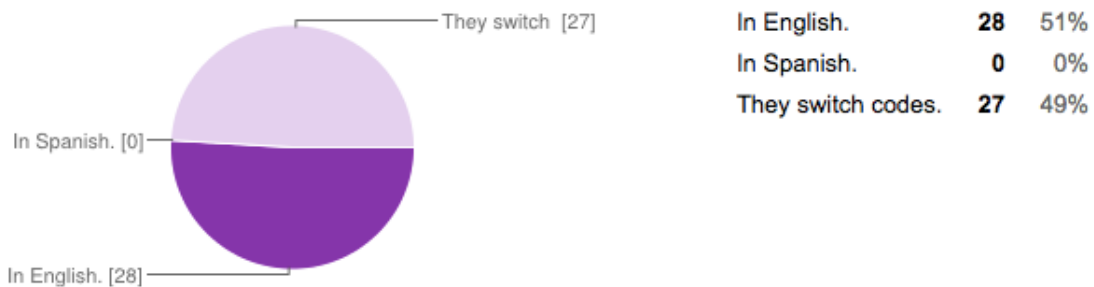


Question 12: *How do your students respond to you in class?* (see Figure 16 below)

The results to this question were divided. It showed that their students responded to their teachers in English (51%) and by switching codes too (49%). Nevertheless, according to the teachers, no one responded in Spanish. These findings were not surprising either. Many students worry about practicing their target language quite often and under any circumstance during class. However, there are other students who are sometimes reluctant to participate in English and therefore find the smallest excuse not to interact in English.

Figure 16.

How do your students respond to you in class?

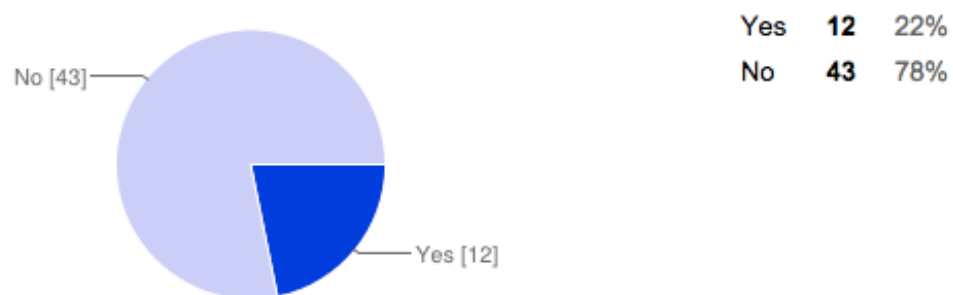


Question 13: *Do you possess any negative attitude towards classroom code-switching?* (see Figure 17 below)

The last question to the teachers had to do with their attitude towards code-switching in the classroom. Most of the teachers (78%) answered that it was not negative to do so and only 22% of the teachers answered that it was. I am glad that my colleagues do not consider it negative to switch languages when teaching because of the many benefits this study has uncovered. My desire is that the phenomenon of code-switching is proven to be beneficial and considered a magnificent tool in aiding our students in their learning.

Figure 17.

Do you possess any negative attitude towards classroom Code-switching?



Chapter 5. Conclusions and Recommendations.

5.1 Conclusions.

In summary, the findings on the students questionnaire showed that the students are aware of their teacher's code-switching in class and do not disapprove of it. The findings also showed that with reference to the ideal frequency of code-switching in class it varied; my understanding is that my students preferred I did not switch so often. On the other hand, 87% revealed that they considered the switch an effective strategy. The findings also revealed that a great number of students identified the situations when I switched in class and consequently considered code-switching beneficial.

The functions to my switching were...

The findings on the teachers' questionnaire showed that they occasionally code-switched in the classroom. In this question another option (frequently) could have been included to balance the results as well as given the teachers another choice. The findings showed that the teachers were conscious about their switch in the classroom, conversely to my opinion of not being conscious at the time of switching languages. Concerning their attitudes, the majority agreed to code-switching in class and a large number considered it an efficient strategy. Moreover they agreed in majority that it was beneficial and that the pattern for using the L1 was mainly as a tag ending. Many language teachers today were trained in a philosophy that believed that a learning environment should consist of using the L2 at all times. The teachers' factors to using L1 showed that it was mainly to the students' proficiency in the target language. The findings to the functions were mainly to help students understand the objective. Another function that was revealed was for the purpose of relating English with Spanish grammar. Finally, the majority of the teachers indicated that they did not have any negative attitude to this phenomenon. Cook (1991) puts the extent of code-switching in normal conversations amongst bilinguals into perspective by outlining that code-

switching consists of 84% single word switches, 10% phrase switches and 6% clause switching.

It may be concluded then, that when code-switching is to compensate for a language difficulty it may be viewed as interference and when it is used as socio-linguistic tool it should not (Skiba 1997).

5.2 Recommendations.

When considering the methods used for collecting data, it needs to be pointed out that it was difficult to classify the functions to my code-switching and even more so for my colleague Guillermina. A future possible solution could be to explain in detail the types of switches to one or two colleagues and afterwards invite them to observe my class to tally the times and types of switches as possible. Another problem with the triangulation activity was the recording I chose. It was not helpful in obtaining the functions I was trying to investigate. It mainly revealed 'fillers' of empathizing with the students. A more careful choice of recording should have been considered.

Concerning both questionnaires, I would add other options to some questions and perhaps one or two open-end questions in order to.

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QUESTIONNAIRE FOR STUDENTS APPENDIX A

Major* _

How often does your teacher use Spanish in the EFL class?* _

- ☐ Always
- ☐ Sometimes
- ☐ Occasionally
- ☐ Never

Are you conscious of the Teacher's CS to Spanish in the EFL class?* _

- ☐ Yes, always
- ☐ Yes, sometimes
- ☐ Yes, occasionally
- ☐ No, never

What is the ideal frequency of the Teacher's use of Spanish in the EFL class?* _

- ☐ always
- ☐ sometimes
- ☐ occasionally
- ☐ never

Do you think that CS to Spanish is an efficient strategy of learning and teaching English?* _

- ☐ yes
- ☐ no

How does CS to Spanish influence the EFL class?* _

- ☐ greatly beneficial
- ☐ beneficial
- ☐ does not influence
- ☐ harmful

In what situations does your teacher switch to Spanish? You may give more than one choice.* _

- ☐ To give Grammar instructions.
- ☐ To directly translate unknown vocabulary items.
- ☐ To directly translate for study form and meaning.
- ☐ To check comprehension.
- ☐ To introduce background information

- ☐ To relate English grammar with Spanish grammar.
As a student, I consider that I could become more proficient in English if the Teacher spoke only in English.* _
- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Teacher's Questionnaire

APPENDIX B

Dear Teachers:

In foreign language classes, sometimes teachers may switch from one language to another (e.g. from English to Spanish) in their teaching. This phenomenon is called Code-switching (CS), which refers to the alternate use of the first language and the target language.

I am carrying out a research on Classroom Code-switching of English Language Teachers at all levels.

The following Questionnaire is designed to find out the reasons for the Teacher's Code-switching.

Please answer the following questions based on your classroom experience by clicking on your choice. Your identity and opinion will remain anonymous.

Thank you so much.

Martha Cabrera

Level of English being taught at the moment.*

- ☐ Beginners.
- ☐ Intermediate.
- ☐ Upper-intermediate.
- ☐ Advanced.

How often do you use Spanish in the EFL classroom?*

- ☐ Always
- ☐ Sometimes
- ☐ Occasionally
- ☐ Never

Are you conscious of Spanish switching in the EFL classroom?*

- ☐ Yes, always.
- ☐ Yes, sometimes.
- ☐ Yes, occasionally.
- ☐ No, never.

What are the factors that may influence CS to Spanish in the EFL classroom?*

You may click on more than one choice.

- ☐ Students' English proficiency
- ☐ Teachers' English proficiency
- ☐ The distance between the linguistic systems of Spanish and English
- ☐ Department policy on Target Language use
- ☐ Pedagogical materials
- ☐ Lesson contents and objectives
- ☐ Others

What are the functions of CS to Spanish in the EFL classroom?*

You may click more than one choice.

- ☐ To explain Grammar.
- ☐ To manage the class.
- ☐ To index a stance of empathy or solidarity towards students.
- ☐ To translate unknown vocabulary items.
- ☐ To help students when they have difficulty in understanding.
- ☐ To relate English grammar structure with Spanish grammar structure.
- ☐ To give personal feedback.
- ☐ To understand the difficult and complicated topics easily.
- ☐ When it accounts for student preparation for English-only activities (e.g. Assignments, Essays, etc.).

What is your attitude towards the use of Spanish in the EFL classroom?*

- ☐ Extremely agree
- ☐ Agree
- ☐ Do not care.
- ☐ Disagree.

Do you think CS to Spanish is an efficient strategy of learning and teaching English?*

- ☐ Yes
- ☐ No

How does CS to Spanish influence the EFL class?*

- ☐ Greatly beneficial.
- ☐ Beneficial.
- ☐ Does not influence.
- ☐ Harmful.

Which of the following is the pattern of CS to Spanish you use most in the EFL class?*

- ☐ Intra-sentential CS (it occurs at a clause or sentence boundary).
- ☐ Inter-sentential CS (it takes place within the clause or sentence).
- ☐ Tag-switching (it is the insertion of a tag, phrase from one language into an utterance from another language).

What are the factors that may influence CS to Spanish in the EFL classroom?*

You may click on more than one choice.

- ☐ Students' English proficiency
- ☐ Teachers' English proficiency
- ☐ The distance between the linguistic systems of Spanish and English
- ☐ Department policy on Target Language use
- ☐ Pedagogical materials
- ☐ Lesson contents and objectives
- ☐ Others

What are the functions of CS to Spanish in the EFL classroom?*

You may click more than one choice.



- ☐ To explain Grammar.
- ☐ To manage the class.
- ☐ To index a stance of empathy or solidarity towards students.
- ☐ To translate unknown vocabulary items.
- ☐ To help students when they have difficulty in understanding.
- ☐ To relate English grammar structure with Spanish grammar structure.
- ☐ To give personal feedback.
- ☐ To understand the difficult and complicated topics easily.
- ☐ When it accounts for student preparation for English-only activities (e.g. Assignments, Essays, etc.).

While teaching a class, do you switch codes consciously or unconsciously?*

- ☐ Consciously
- ☐ Unconsciously

Who initiates the Code-switching first?*

- ☐ The Teacher.
- ☐ The students.

How do your students respond to you in class?*

- ☐ In English.
- ☐ In Spanish.
- ☐ They switch codes.

Do you possess any negative attitude towards classroom Code-switching?*

- ☐ Yes
- ☐ No

ACTIVITY FOR TRIANGULATION APPENDIX C MARTHA CABRERA

In what situations does your teacher switch to Spanish?	Number of times
To give Grammar instructions.—III	
To directly translate unknown vocabulary items.III	
To directly translate for study form and meaning.—III	
To check comprehension.	
To introduce background information. II	
To relate English Grammar with Spanish Grammar. III III	

In what situations does your teacher switch to Spanish?	Number of times
To give Grammar instructions.	
To directly translate unknown vocabulary items.	*a big difference between fulano de tal is... que no tiene que ver nada con asegurar... *mas bien es tranquilizar o confortar... * mas bien es tranquilizar o confortar...
To directly translate for study form and meaning.	*ok, le pones that *so, donde ponemos a need *este es de exclamar *que seria de insistid *vamos a tener puros that *donde esta el reassure * mas bien es tranquilizar o confortar...
To check comprehension .	*a big difference between fulano de tal is... que no tiene que ver nada con asegurar... *mas bien es tranquilizar o confortar... * ves ahi está

... no he visto perros, eh , todavía / let me.. mijito/
te iba a preguntar... / ay, Eduardo es muy bonito in English / que diera yo por esos tacos /
ay gracias, mijito / oye hija, pérame / no puse asistencia