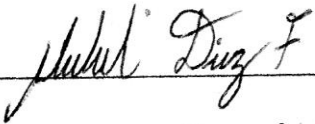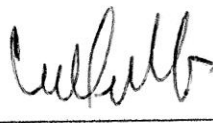**Note of Acceptance**

The project here entitled:

Code-switching: Uses and perceptions in the EFL classroom at Uniminuto

Prepared and submitted by Alejandra Velasco Vergara in partial fulfillment of the requirements for the degree of Bachelor in English Language Teaching has been examined is recommended for acceptance and approval.

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Name of Advisor

Advisor

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Name of juror

Juror

Code-switching: Uses and Perceptions In the EFL Classroom at Uniminuto

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B.A English Language Teaching

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INDEX

Abstract

The following research project is placed in the qualitative research paradigm; this research aims to analyze a specific educational situation that is why it is a case study. It is focused on the study of teacher's code-switching use in the classroom and what are the effects on students' learning process. This research project was carried out with Thirty three students from Corporación Universitaria Minuto de Dios from English III classes provided to students from all programs and it is organized and directed by Centro de Idiomas Rochereau. The data collection instruments used were field notes, video recordings, questionnaire and focus group. After the data analysis process, it was found how students felt when teacher uses and not code-switching in the classroom. , also code-switching does help student's English process once it is not over used.

Key words: Code-switching, L1 in the L2 classes, reactions and perceptions.

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I want to thank the director of Centro de Idiomas Rocherau who allowed me to carry my research project out. Professor Marlon Mont who let me be in his classroom doing my research project and also for giving me suggestions and help me to do my project better. Last but not least I want to thank English III students for participating actively and being respectful towards my research project.

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Introduction

Corporacion Universitaria Minuto de Dios offers all kind of professional programs and within the institution there is a language center called Rocherau. It provides different opportunities to study foreign languages such as Italian, Portuguese, German and some Spanish courses for foreigners. Moreover it is the responsible to manage the English courses given for all the students of all programs in the University and it is divided in three levels, English I, II and III.

The present qualitative study investigates how students' learning process deals with the use of code-switching in the English III classroom. In some cases, the use of L1 or mother tongue in the English III classroom was higher than the use of L2 or second language. The teacher uses Spanish due to the students' low English level even though they are in English III which means they have been through a process of learning English and have approved two more courses, which are English I and II. This was the beginning of the development of this project. This study, follow some specific steps also called, specific objectives in order to answer the research question and reach conclusions about what is the effect that code-switching has on students' learning process in the English classroom taking into account students English level, motivation and age.

Throughout the chapters the use of L1 and code-switching in the EFL classroom will be identified at Uniminuto English III classes, what is more in which specific moments it is necessary the use of code-switching will be identified according to some authors. Furthermore, this project describes what the effect code-switching is on students' learning process and the way the teacher develops it in his English class.

In the first chapter the reasons of implementing this project and the objectives are explained, the objectives to the project will be the steps to reach the answer to the research question. In the second chapter, the literature review is presented in order to support this project main and specific objectives and most important it will support the process of data collection and data analysis. Throughout chapter two, four articles are explained to start introducing what is code-switching and its uses. Within this chapter the theoretical framework will also be found, this will help to understand and clarify specific concepts used throughout this project.

In addition, in the third chapter the research paradigm, the research approach, the setting, the participants and the data collection instruments are explained. All the process of designing them and the specific goals each instrument to recollect will be explained. The information was recollected through four different instruments, field notes format, video recording, a questionnaire and a focus group. In chapter number four the analysis of the information registered with the instruments mentioned before is made and explained through two categories, Code-switching moments in the EFL classroom and Students' reaction in the EFL classroom.

In the last chapter the findings the conclusions and relevant findings will be addressed, besides that in this chapter could be found the answer to the research question. The result of the long process of this research is summarized and finally the implications and limitations of this research will be addressed in this last chapter, these two last elements are referring to the elements that need to be taken into account when implementing this project in the future.

Chapter 1

Justification

In Uniminuto English III classes one of its characteristics that caught the research attention was the use of code-switching during the class by both teacher and students in approximately 45%. This characteristic is recurrent in the EFL classroom in English III classes, so the main reason to develop this research study is to establish how do students react and perceive the main the uses of code-switching in the classroom, of course it is necessary being aware of motivation factors, interests, age, students' study field and most important students' English level.

The answer to this question will show some specific moments when the L1 (Spanish as mother tongue) must be used and when it is fine to use code-switching in the EFL classroom. So the research will be developed with students from Uniminuto, in the English III classes that are given for students of all different programs.

Research problem

At the beginning of the semester there were four observations in the English III classroom at Uniminuto made by the researcher of this project who was doing the teaching practice there and the most notable situation was the use of L1 in the class by both the teacher and students. Sometimes students who had higher English level tended to translate everything to their classmates; the teacher tries to explain several times in English before say it in the L1, it was evident that when the use of L2 (English) was higher students were most of the time not able to understand it. It is difficult for students when the teacher used a higher percentage of L2.So it is important to recognize how students' learning process deals with teacher's code-switching use during the classes and when it was necessary to use it.

Research question

How do students react and perceive teacher code-switching uses in English III classroom at Uniminuto?

Research objectives

Main objective.

Establish how the students react and perceive the uses of teacher's code-switching in the classroom.

Specific objectives.

Identify how often the mother tongue (L1) is used in the English III classes at Uniminuto.

Determine which moments are appropriated to use Code-switching during the development of EFL classes.

Describe students' reaction towards code switching

Evaluate the effect of teacher's code-switching use on students' learning process

Chapter 2

Literature review

In the paragraphs below, four previous research studies related to the use L1 and code-switching use in the EFL classroom will be explained in order to make easier the understanding in regards to the two concepts mentioned before. The literature review aims to support this study based on previous investigations and its results. So that it could be clear the selection of this particular education topic.

Zakaria (2013) mentioned that when using 100% English in the class the teacher can face a difficult situation trying to explain a specific topic because students will not be able to understand what the teacher said, even more when it has been used some technical English language. If the teacher uses L1 the students might understand it better because they have known such concepts in their first language. He adds that the use of L1 not only saves time but also helps students' comprehension. In addition, he affirms that the use of translation could be more useful than what is thought. Translation can introduce the students the importance of grammar, word order and vocabulary in the L2 through the L1.

Following the previous idea ,the use of the mother tongue is necessary in the EFL classroom because it is useful when students do not understand or when it is necessary to clarify instructions but teachers have to be aware of when and where to use it. In addition L1 can be used strategically to help students to be aware of the target language and the use may be beneficial for both teacher and students if it is used appropriately.

Despite the L1 helpfulness in the EFL classroom, it is better not to use it several times during the class because if the student is in an English class, this class should be mostly in English, it will not be a good idea to use only the mother tongue in the classroom but, teachers should give the opportunity to

students of learning a foreign language not getting rid of the L1. Depending on students' level the percentage of use of L1 in the classroom must vary. If the classroom presents an elementary level the use of the L1 must be between 58% and 60%. This characteristic is presented in the Uniminuto English III classroom, But sometimes because of their low level the teacher uses it more than expected. The students have been in a process of approving two other levels of English so it is expected that for them to have a higher level.

The importance of this study for this research project is the author's clarification of the appropriate percentage of Spanish that must be used in the English class according to students' level. Zakaria (2013) concluded that L1 can be an important resource to help students' awareness of the target language. He added that learning a foreign language is not an easy process, for that reason L1 could be necessary in certain moments, either to explain something that in L2 was difficult to understand or when teacher needs that students understand what they need to do in a difficult task so it is better to use L1. Furthermore in another supporting study Gill (2005) affirms that L1 is helpful for classroom management. If there is no understanding of the basic language when giving instructions, teacher could face difficult time managing the classroom.

In the paragraph above it is highlighted the importance of including L1 in the classroom, actually it seems most of the authors agreed with the use of it to avoid problems regarding English language learning, students are most likely to not understand the instruction given by the teacher, what is more students might get lost during the classroom, so the teacher should explain students some specific meanings and concepts using L1. All the uses of L1 mentioned by the authors are focused on helping students learn a foreign language because as said by them it is not an easy process. So why not make it a little easier.

This specific topic could be controversial in many aspects, the issue of when and why the L1 should be used in the classroom is being also developed by Vincent Ferrer (2009), he affirms that the L1 in the classroom could be used as a tool for students and teachers, but he clarifies the use of it must be limited. Ferrer (2009) agreed with Schewers (1999) about when it is appropriate using the L1 in the classroom. The first moment should be when the teacher finds difficult to explain a specific concept, or its explanation is complex; when the teacher perceives that the students are lost or do not understand anything about what has been said, in addition L1 should be used to check comprehension of students, a teacher cannot continue the class if it us not sure that students have understood the topic and finally to make the students feel comfortable and confident when learning a new language which as we know, it is not the same for everyone. Finally Ferrer (2009) affirms that even if students are not motivated to study, they pretend they do not know anything so the teacher must take part of the situation.

In the previous paragraph it was addressed how the use of L1 in the classroom has its benefits however it also has consequences in the students' learning process. For instance as mentioned by Ferrer (2009), in grammar the student who is constantly taught using the L1 will eventually find some gaps between the L1 and the target language. Things the students have learnt successfully are more meaningful that the explanation of each concept using the L1. It is better to teach through context and experiences rather than teaching only grammar without any contextual connotation. The language taught through experiences and in context is more meaningful than the other way around. The results showed in this study state that it is necessary using the L1 only when the teacher thinks it is necessary; the teacher must know when to do cross lingual references. In the observed classroom, English III, teacher tried to connect the grammar topic with real life experiences so it made the learning more interesting and experiential.

The use of L1 in L2 classes is always criticized because of its interference to the target language. The use of the target language must be higher than the use of L1. But it cannot be denied the fact that L1 must be used in some specific moments and of course it has positive impact in the classroom so, according to Pan & Pan (2010) students must be exposed to an important amount of the target language, but the use of the target language does not mean that the teacher can never use the L1.

For many years it has been reproduced the same discourse about the negative aspects of the use of L1 but as mentioned in the paragraphs above L1 must be seen as a tool during the EFL class, not only negative, when students are lost during the class it is better to explain it in L1, after several explanations of a new word of concept it is better to do it in L1 but if the teacher used it all the time and in every situation students will get used to it and they will neglect the use of the target language just because the teacher use L1.

On the other hand Pan & Pan (2010) express the positive effects of the L1 in the classroom. This will give another perspective to develop the project. One of the positive effects mentioned by Anton & Dicamilla (1998), (as cited in Pan & Pan, 2010) is that the use of the L1 helps students in the process and completion of a specific task. The L1 must be used in the explanation of the task and help the students develop it using L1 if it is necessary. Another positive effect of the L1 in the classroom is when the teacher uses the L1 to elicit the use of the target language in the classroom. "The good perception of the L1 in the classroom is inevitable, the problem begins when the teacher relies on its use and it becomes a routine" (Wells, 1999)

The use of L1 in the EFL classroom as stated above has good positive aspects, so it is not completely wrong to use it to help students in their learning process. But of course, neither teacher nor

students can rely only on the use of it to try to complete difficult tasks. When L1 is used in exact moments during the class it is commonly called code-switching.

Mora & Muñoz (2006) explain the use of L1 in the classroom as an issue for all educators in Colombia since it is a resource that teachers and students may use in order to achieve a specific communicative purpose. In addition to that they invite educators to consider the use of L1 as a tool rather than an obstacle in the teaching learning process .The data collection of this project include the perspective of the English teachers for the appropriate use of L1 in the classroom and on their own. This is why this specific project was developed, it is important to take into account perspectives about the use of L1 in the classroom, but in fact most of them talk about the importance of not overusing the L1 in the L2 classroom.

Mora & Muñoz (2006) state that educators should see the phenomenon of code-switching as a resource rather than a problem, using L1 is a helpful way to students for developing their communicative skills and in that way they could improve their speaking in the L2. As seen English III classes, teacher sometimes get a quicker output by enhancing the students' language through the L1. Their study is going to help this research project because the idea of this project was to observe the different attitudes and issues found in an EFL classroom where code-switching exists. So in the Uniminuto English classes it was important to recognize the use of L1 and the reaction and perception of students and the teacher when this happens. Is it accepted by both or just by half of the population?

In their findings Mora & Muñoz (2006) could identify some discourse functions of code-switching: affective, topic switch, interjections and repetition. Those functions are used to create a good and comfortable environment in the process of teaching a foreign language. For example, the purpose of affective function is to maintain a warm relationship teacher-student. Topic switch is used to clarify

grammar or structures using Spanish. Interjections and repetition were used to make a really common environment using colloquial expressions; and repetition is used to know if students understand or not an instruction. "The use of these functions evidence that the use of Spanish has communicative and motivating purposes in the classroom since children could have access to their native language and maximize their knowledge in the bilingual context" Mejía (1998), (as cited in Mora & Muñoz 2006).

It is completely different the learning process and the teaching process when the population varies for example, in some cases it is important to clarify grammatical rules in Spanish so students make a connection and the learning is meaningful. So that is why teachers tend to use colloquial expressions in the mother tongue to make students feel comfortable with their own learning process.

Similarly Mora & Muñoz (2006) found some discourse functions used by students: reiteration, floor holding, equivalence, interjections and qualification of the message. For example, in relation to reiteration the purpose is conveying meaning by repeating an instruction in L1. Regarding floor holding students used Spanish to maintain communication. About equivalence students used their mother tongue in order to clarify the meaning of a word. The interjections as well as teachers are used to express important or relevant things using colloquial expressions; and qualification of the message refers to students who help their classmates using L1 to complement sentences expressed.

Consequently with the information mentioned before, at the moment of observing the classrooms at Uniminuto English III classes those functions mentioned above by Mora & Muñoz will be taken into account in order to reach the objectives proposed and make a conclusion in which the code-switching is explained in all its stages. Mora & Muñoz (2006) concluded that those functions have two main purposes: to create a comfortable environment in the classroom and to clarify information.

As a result, the use of the L1 can be justified but it becomes a problem when the teacher uses it unlimited. The use of the L1 in the classroom should always help the student to build up knowledge; in addition it needs to be used in order to facilitate interpersonal interactions between students and teachers. Also an important aspect when using L1 in the classroom is that it depends on the students' level and his/her special needs, finally the L1 must not have the same status as the target language; the target language will be always higher.

All in these four articles showed the importance of the L1 in the classroom as well as its limited use. The L1 is not a neglected resource in the L2 classroom but teachers and students need to be aware when to use it. It cannot be overused because the students' learning process could be influenced in a negative way. Teachers must motive students to use the foreign language more often but this means student's confidence needs to increase by external factors but mainly within the EFL classroom. For example, if students do not understand anything spoken in English that is another situation when it is important use L1 to build up confidence and to create a bridge between the L1 and the L2, besides the accomplishment of requirements teachers aim to teach successfully a language so if it is necessary the use of the L1 to reach it, it is not a neglected resource.

Theoretical framework

In order to support most of the process of this research, it is essential to explain the basis of theory that helps to develop this research project. Through concepts and theories it will be able to understand the most used ideas through this entire project. Furthermore, with the understanding of concepts the answer to the research question will be stated later on. In this research project, the concepts that support the basis of this research project are, code-switching which is the most important one,L1 use in L2 classes, students' reaction in the EFL and Students' reaction towards code-switching.

Code-switching

According to Gardner-Chloros (2010) code-switching can be also called code-mixing, it is the use between two languages or two dialects or registers of the same language, also mentioned that it occurs more often in conversation than in writing. It is known that code-switching in English classes is a big issue due to students are depending on L1.

Gardner-Chloros,(2010) that code-switching performs several functions; for example people use it to hide fluency or memory problems in L2; also it is used to mark switching from formal and informal situations; another function is to practice control in the classroom by the teacher and finally it is used to link speakers with others in specific situations. It is clear that the first function is going to help the research study with the fact that the major reason of not to use L2 is to hide the few knowledge that the person has about the language and the fear to show it. As mentioned before, the low level of the students of English III classes, the use of students' code-switching is evidenced and supported by Zentella (1985)

On the other hand there is a function stated by Zentella (1985) which is referred to the students' parents influence in students learning process and use of English. However, in the real context the majority of the parents do not know English so it is difficult to expose the students to an environment when the L2 is constantly used, that is why it is called EFL and not ESL. So this function presented by Zentella (1985) it is not helpful for this project. In the real life students barely use English.

At the beginning of the classes plan, teacher has to be focus on giving the class making use of a lot of L2, if students see that, they will realize that the understanding is not difficult. It should be clarified that are moments in which L1 is necessary for example when an instruction has not been understood but after several explanations using in different ways. In this case the use of the mother

tongue is taken as the last resource, so it implies another whole different process rather than if the teacher gives the students the translation of the word.

Take into account Coffey's (2008) statement:

Code-switching is the practice of moving between variations of languages in different contexts. Everyone who speaks has learned to code-switch depending on the situation and setting. In an educational context, code-switching is defined as the practice of switching between a primary and a secondary language or discourse.(p.25)

The different variations that could exist in a class, in this case, between L1 and L2, could change the purpose of the class, for example if the learning objective is related with communicative skills and the students are overusing the use of L1 the objective could not be reached, it is probably that the students can develop the oral activity but not in the proper way.

The educational context that will be addressed is really exposed to L1 and unfortunately teacher and students do not realize that the lack of L2 is not helping with the development of a real English class, if the use of L2 increases the students' learning will improve; everything is involved with the motivation within the class.

Nilep (2006) specified that code-switching is defined as the practice of altering linguistic elements to contextualize talk in interaction, also in his article it is mentioned Vogt (1954) who explained that code-switching itself is perhaps not a linguistic phenomenon, but rather a psychological one, and its causes are obviously extra linguistic.

Code-switching is recognized as phenomenon due to the issue is affecting a whole group of students, in this case at Uniminuto English III classes and as this is nearly a global problem, it should exists a solution to improve the use of different languages.

On the other hand, Mora & Muñoz (2006) affirm that the use of code-switching in the classroom is an issue for all educators in Colombia since it is a resource that teachers and students may use in order to achieve a specific communicative purpose. In addition Cook (cited by Mora & Muñoz (2006) states that code-switching may create problems in the classroom because students may be neglected the use of the L2. He recommends that learners should share the same native language.

Taking into account the contrasts that Mora & Muñoz (2006) establish between positives and negatives aspects, they cited Skiba (1997) who said code-switching "provides continuity in speech rather than presenting interference in language" and Mejía (1998) cited by Mora & Muñoz (2006) too, supports the use of code-switching by claiming that it helps to maximize the learning opportunities in the bilingual classroom. What it is relevant about what they said is that the most important thing to bear in mind is teacher's attitude and the way to build up confidence and motivation.

According to the observations sessions in the classroom, the teacher at English III classes tries to motivate students by giving examples and doing activities based on their real lives so for them is easier to connect the new knowledge with their context, in this way It is evidenced the way the teacher builds up students' confidence and motivation to continue improving their English level, however the use of code-switching even in this situation is still evidenced. Teacher has to use the mother tongue in the classroom either ways students would not be able to understand what has to be done.

To put in another way, Mora & Muñoz (2006) considered that code-switching was not as inappropriate as it was generally viewed due to Mejía (1998), (as cited in Mora & Muñoz 2006) state

that teachers could consider code-switching as a valuable tool for making meaning in the classroom, especially in the early stages of Second or Foreign Language Learning.

 Mora & Muñoz (2006) describes three functions of teacher's code-switching.

1. **Topic switch:** Teachers alter their language according to the topic. For example, depending on the complexity of the topic teacher uses more or less L1.

2. **Affective function:** Code-switching is used by the teacher in order to build solidarity and intimate relations with students. In English III classroom this aspect is evidenced, teacher jokes sometimes in the mother tongue to create relationship with the students he tries to make students feel a part of the classroom and the learning process is one of the priorities.

3. **Repetitive function:** The teacher code-switches in order to clarify meaning. When it has been explained in the target language without any response the teacher switches.

Those functions are going to help the project because they could contribute at the moment of the data collection. The idea is to use all of them and see if they work or not in the EFL classroom, in addition they will attribute to the conclusion related to code switching. So far all three functions had been evidence within the English III classroom. When the teacher does not receive back any response

On the other hand there are three functions of students' code-switching which were originally proposed by Mora & Muñoz (2006).

1. **Equivalence:** Students use the native equivalent of a certain lexical item in the target language and, thus, code-switch in the native language.

2. **Floor-holding:** Students make use of the L1 in order to avoid gaps in communication since they may lack appropriate target language structures.

3. **Reiteration**: The message in target language is repeated by the student in his native language through which he tries to give meaning by repetition.

Those students' functions will help at the moment of data collection because the researchers could see students' code switching in different moments and determine in which ones are more constant or which ones help students when they communicate. "Code-switching serves as a bridge to express emotions and build up individual and collective knowledge". (Mora & Muñoz 2006)

L1 use in L2 classes

According to Thornbury (2010*)* new knowledge is built on the basis of existing knowledge (e.g. of the L1), and to ignore that is to deny learners a valuable resource. As he mentions in the foreign language classroom in this case the English classroom the current knowledge is closely related with the knowledge a person has in his/her brain about the mother tongue. The easiest way for a learner to learn something new is connected that new item to the closely related in the mother tongue. Sometimes it makes the learning easier but many times it is interrupted.

Additionally, Thornbury (2010) also said that the "natural" way of acquiring a language is through direct experience and exposure, not through translation. Translation is one of the most common uses of the L1 in the L2 classroom but as he said it is not the best option. The language is learned by

exposure to it so sometimes translation also interrupts the students' learning process. The L1 in the classroom for him is a tool that must be used in a suitable way, sometimes the L1 system interferes with the development of the L2 system. Sometimes it is thought that the use of the L1 is a neglected resource but as Thornbury (2010) mentioned it is also a part of the students.

On the other hand according to Atkinson (1987) the use of L1 in the L2 classes provides the students confidence allowing them to express what they are and what they think. Also he mentioned some of the advantages of the use of the mother tongue in an EFL classroom.

The first advantage mentioned by Atkinson (1987) is the use of L1 to elicit the student's language. He mentioned that sometimes this will be made the students feel more comfortable with what they are saying and it is not necessary for student to use the first language as well. The second advantage is for checking comprehension, teacher might ask in the target language if students understand the topic but sometimes if the level of students is not high enough, they will not comprehend the question so it is necessary to repeat it in the L1 unless they already know some commands. Giving instructions is the other moment in which it is acceptable to use the mother tongue finally to present or reinforce the language.

"In such cases the most efficient approach can be a simple explanation or demonstration of the rule, followed by a translation exercise" (Atkinson, 1987)

Atkinson (1987) perceives the use of L1 in the EFL classroom as a tool that must be used. But he also mentioned in which specific moments should be use and some teachers think it is the accurate amount of times that the L1 needs to be used. The problem begins when the L1 in the classroom is overused. In some point the learning of the foreiung language will be interrupted by the overused of the L1. If teachers consider the L1 as a tool and they use it appropriately it will bring some positive aspects

to the students' learning process. He also offers three reasons for allowing limited use in the EFL classroom. Firstly it facilitates student – teacher communication. Secondly it facilitates students' learning and finally it facilitates the teacher – student relationship.

Atkinson (1987) provided three reasons for the use of the L1 in the classroom. The relationship between teacher – student it is not related with the use of the L1 in the classroom. It is though that there are some other factors which make this easy or difficult. Maybe the use of L1 could avoid some misunderstandings but it is not tie with the relation teacher – student.

In contrast, in the real context of the Uniminuto English III classes, the use of the L1 does gather together the relationship between teacher and student. The reaction when the teacher starts using the L1 change dramatically. They feel confident and they start talking a little bit more. So I do not agree with the previous idea. As I have evidenced the relationship had been better when the teacher clarifies topics using the L1 or even when it is used to make a joke.

Finally, L1 in L2 classes and code-switching are the most relevant points in the research as it principal aim is to address how the learning process could change if the correct use of L2 is higher than the use of the L1. The use of code-switching and the L1 are seen as a tool but the teacher and the students need to be conscious when the proper time to use them is. All the previous researches taken into account for the developing of this current one were chosen because they show the advantages and disadvantages of the use of L1 in the classroom also when it is appropriate to use it. L1 and code-switching are really similar concepts but before code-switching is fully explained it is important to clarify the differences, as mentioned before L1 is also referred to mother tongue and according to the authors L1 in the L2 class should be used in specific moments however sometimes it is used for many other things not related with the class so code-switching has specific functions for teachers and students and it is used for a specific educational purpose which not always happen with L1.

Students' attitudes and reactions in the EFL classroom

As mentioned by Che Choy & Salah Troudi (2006) students generally have an attitude or feeling towards the learning of a new language. Some of their attitudes and reactions are tightly related with their proficiency and level of in this case English. Motivation is one of the factors that influence the most students' feelings, attitudes and reactions when learning the new language. Moreover the situation and context where the language is learning influences how students feel. Another important factor that Choy & Troudi (2006) mentioned, is the influence of the teacher on the students. The teacher play an important role in the process of learning English but also on how students react towards the language.

In the study, Choy & Traudi (2006) affirms it is normal for students to feel insecure and lost when the teacher does not do cross-cultural refferences, but again it is related with students proficiency and motivation in the classroom. They find it difficult to learn English because of what they remember they learnt at high school, some of the students feel afraid of learning English because it is not easy to become good at it. Most of the times students have bad references of studying English because of their background or their attempting to learn it at school. However not everything has a negative connotation, some students are glad they are learning English because of what they have been taught of the possibilities and opportunities English does bring to their professional lives.

In addition, Choy and Troudi (2006) affirms, during the English class students also feel afraid of failure and they are not comfortable when teacher correct the mistakes they made. They do not feel confident when using the language but it could be caused because of the environment in the classroom or once again the students' level.

Finally according to Jafre, Pour-Mohammadi & Alzwari (2012) affirm 70% of students have a negative reaction when learning English. In their findings it was discovered that the cause of this

negative reactions was related to the traditional way of teaching some teachers had. As it is commonly known students are usually bored in the classrooms so teachers need to keep them motivated so when using those traditional methods students will not have a positive reaction towards it. In this study also was was found students do not feel relaxed in the EFL classroom and besides that as mentioned before they feel afraid and anxious when they have to speak in front of their classmates. This study showed many different reactions students have while learning English. So for the researcher is relevant take into account these types and various reactions.

Students' reaction towards code-switching

According to Nordina, Alib, Zubirc & Sadjirind (2013) usually students' reaction towards code-switching is positive, less than the twenty percent of the students population perceives code-switching as something negative to their learning process. It is evident students like the teachers use their mother tongue in the classroom. Not only for the advantages mentioned before but also because sometimes they found it difficult to learn the new language. When code-switching is used in the specific moments there is no reason why students feel the necessity of stop it. Actually there are students that think the use of code-switching in the EFL classroom helps their performance and process of learning English.

In addition to the above, Nordina et al (2013) affirm the use of code-switching in the classroom help students to feel confident and comfortable so it becomes now significant to student when it is used. However, the use of code-switching must be for learning and teaching purposes only to build up students' confidence towards the learning of English and the use of it in the classroom. As a result students feel pleased when teacher explain some differences and similarities between aspects of the L1 and the L2, when teacher clarifies information and when teacher explains difficult grammar topics and instructions.

Additionally, the majority of students feel something positive when the teacher uses code-switching. They feel code-switching is necessary in the English class but as Nordina et al (2013) state code-switching is to use sometimes or occasionally otherwise students learning process will be affected and students also feel like it. Some of them say code-switching must be used 68% in the classroom but only for specific learning purposes. What is more, a small percentage of students in this study think code-switching is not helpful and it's not necessary to use it. Students with high proficiency will find it easy and they will feel confident when learning the new language so for them the use of code-switching could be seen as a barrier to achieve the target language.

This study shows students' attitudes and reactions towards code-switching, the majority of it points to the fact that students feel more confident and comfortable when teacher uses it in the classroom. Furthermore, they feel code-switching is helping their English process. Nonetheless, there are some others that think code-switching should not be used in the classroom because they perceive the use of it may affect their learning. In English III classes students were very welcoming towards they use of code-switching their reactions change for the better when the teacher starts to use it, they feel confident and motivate to complete required tasks

Naveed (2014) affirms students' always react different to different educational phenomenon, however, in the research study were found 4 different attitudes towards the use of the code-switching in the classroom, some students said they preferred the teacher using their mother tongue in the class because it would make them interested in what was happening, other students show their positivity towards the use of the foreign language but also they preferred the teacher to make the examples in their mother tongue as well as the new vocabulary. This study was useful for the researcher because it show more reactions than the ones expected.

In the relevant findings of the research study Naveed (2014) affirms code-switching is an strategy to connect students with the class. Students mainly react positively towards code-switching they feel there were sometimes where they felt the necessity of the mother tongue to be used specially when there were some terms and examples they could not understand.   However, there are students who thought the use of code-switching was not useful for their learning process, so they preferred the teacher not to use it.

Chapter 3

This chapter aims to describe in depth the research paradigm as well as the research approach, the setting, the participants and specially the data collection instruments that were used in this phase of data analysis. An extensive description of how the instruments were designed and what was expected to recollect according to its objectives. A description of the specific moments when each of the instruments were going to be used will be including in the paragraphs bellow.

Research paradigm

This study was located in qualitative research paradigm. There are two specific elements that have linked this study with this type of research. To begin with one of the elements mentioned by Qualitative Research Consultants Association (2015), qualitative study is designed to reveal an audience's behavior and their perceptions about a specific topic or issue and its results are descriptive rather than predictive. The idea of this study is to know how the students' learning process is when code-switching is used in the English classroom. For that it is necessary to observe students' behavior and perceptions taking into account the L1 use. At the end of the data collection phase and data analysis the idea is to describe all those perceptions, attitudes and feelings from students towards code-switching use in the EFL classroom and what is the effect teacher's code-switching has on students' learning process.

Moving on, according to Denzin & Lincoln (2005), qualitative studies work in the natural setting where the phenomenon or issue occurs in order to obtain the population's perception about it. According to what the authors mentioned, it is important to take into account the population's opinion and feelings about the phenomenon that it is occurring in the classroom in this case code-switching. How the students perceive the use of the L1 through their language learning process.

Research approach

In the qualitative research there are approaches that help to analyze specific population and the educative issue. One of the approaches is case study. As Baxter & Jack (2008) mention, case study methodology provides tools to study complex phenomena within their context. One of the reasons to locate the study in this approach is the fact that this studies a phenomenon. Analyze code-switching in the EFL classroom, but also as Yin (2003) affirms, the focus of the case study methodology is to answer how and why a specific phenomenon or issue happens.

There are three different kinds of cases study, explanatory, descriptive and exploratory. For this study the approach that fits better with the context is exploratory case study. Yin (2003) refers to this methodology as the type of study that explores those situations in which the intervention being evaluated has no clear outcomes. In this case, the expected output could be the answer of the main objective, how students' learning process deal with teachers' code switching use? This specific question has not reached a conclusion yet, so the exploratory case study helped this research to deeply explore the perception and the feelings of the population towards code-switching but also will explore how and why this phenomena is involved in the context.

Setting

To start with, it is necessary to do an overview of the chosen population. Corporacion Universitaria Minuto de Dios has an average of one hundred and twenty thousand students among different bachelors and programs including professional, technical and technological education. All students of all programs have the requirement to course three levels of English. Within these English classes the participants are sharing with students from all programs. Engineers, Psychologists, teachers to be, Social workers and managersCorporacion Universitaria Minuto de Dios is a private University with over twenty sites located in Colombia. The chosen population is located in the principal site in

Bogotá, Colombia.(Calle 81B No 72B – 70) in the English classes provided by Centro de Idiomas Rochereau for all academic programs.

Participants

The participants are students of English III so they had been a part of a process of studying English. In the classroom there are thirty-three students. They were students from different programs, eight of the students are studying engineering, eight students are studying social work, four students are studying psychology, seven students study and 10 students are from Education programs. They were in different semesters and programs but the common characteristics is the English level, as mentioned before they had studied and approved two more English classes and despite of this their level is not necessarily high, apart from five students whose level is higher than their classmates.

Sometimes it is difficult to work without motivation because it is known that most of the students are not motivated for learning a new language, it is commonly seen that students are just in the classrooms because they have to accomplish the requirement of attending to English classes and approve the levels with the higher or the minimum grade. So sometimes it is difficult to achieve some of the objectives for the class.

Instruments

The data collection instruments used in this project were field notes, video recordings, a questionnaire and a focus group. Each of them had a specific objective so it also was used in a specific moment of the research. The first instrument, field notes, basically aim to recollect information about what happened in the classroom, who, how and why code-switching was used. When the observator is taking notes about what is happening in the classroom, not all the situations are observed because the observer cannot be focus in many things at a time so that is why video recordings were also used. The

questionnaire used for the data collection phase of this project was mainly to identify all the attitudes and reactions students have towards the English class, and of course their feelings towards the subject of matter for this study that is, code-switching.

Additionally, the focus group made at the end of the semester, was made to discuss a little about the use of the L1 in the English classroom and if they think it helped their process. In the focus group 6 questions were designed and 12 students participated in the closure. The field notes and the video recordings were used gradually during the semester to also prove how students' English level changed since the beginning until the end, if there were positive and negative changes in their process. Apart from this, the focus group must be recorded to have an evidence of what students say during the session, so video recordings were also used in the focus group. The field notes were designed in English and implemented in English but as for the questionnaire and the focus group was created in English and implemented in Spanish due to the students' English level.

Video recording.

As Jewitt (2012) affirms, the use of video in research is one of the most useful tools when capturing natural behavior of participants. In order to register what will happen in the EFL classroom it is much easier to use video recording so in this way the information collected was major and it could perceive some aspects that are not perceived by the observers.

According to Jewitt (2012) video recordings have some important characteristics and aspects. In the first place video recordings capture real time moments and behavior. In the second place, video recordings may provide information that the observers could analyze more than once so it was convenient to recollect the information needed and watch it for further information. Finally one of the

characteristics of video recordings is that supports exploratory researches, so everything will be connected at the end.

In this research project the video recording was used in three moments, first to identify the reasons why the teacher uses code-switching in the classroom and also to see how students' reaction changed when teacher did not use code-switching and when he does. Finally videorecording was used to register the last session of focus group which is done at the end as a way of conclusion.

Field Notes.

Another instrument that was used to collect information from the students and teachers about the use of the L1 in the classroom was field notes, according to Natasha Mack, Woodsong , Macqueen , Guest and Namely (2005) field notes are data collection that researchers use to analyze not only what have been said but also different aspects of the observed population for example behavior, participant's reaction to certain situation in the place as well as the relationship participants have to each other. Researchers have to be able to distinguish interpretation from observation. Interpretation of data goes after the observation and the field notes have been made.

The field notes format used for the data collection stage was designed to achieve the following objective, the researcher will be able to stablish when L1 as well as code-switching is used in the English classroom and how much of this influences on students reaction and learning process. It must be clear that L1, code-switching and translation seem to be the same but they are not. However, these three aspects are presented in the classroom, code-switching and translation could be immersed within L1 but the use for specific purposes makes them different.

The format was divided in six cells the first three aims to determine when L1 and code-switching is used. Who is using L1 and code-switching and finally how often were these aspects used. The

information collect in the fourth cell is the evidence of how is students' reaction when the teacher does not use L1 finally the next cell is to observe how students' reaction is when teacher. (See annex 1)

The classes where the field notes format is used where chosen to see if students have an evolution on their English learning process and if at the end the use of code-switching was less than at the beginning of the semester, so there are two classes from March , two classes from April and two classes from May. In this way it is log the information in a progressive and organized way.

Questionnaire.

As stated by Ram (February 2007), questionnaires are one of the most common data collection instruments used in research. The reason is that through questionnaires, attitudes, behaviors, opinions and feelings can be recollected. Moreover there are two types of questions in questionnaires

Closed or restricted form: yes or no answer, short response, or item checking; is fairly easy to interpret, tabulate, and summarize.

Open or unrestricted form: free response from the respondent; allows for greater depth of response; is difficult to interpret, tabulate, and summarize

The types of questions that will be used are open questions because students could express any feeling or thought they have without limitation. On the other hand, three closed questions were designed so students could have the opportunity to show interest or agreement with some items; and at the end there would be an overview about what students think and feel. (See annex 5)

For the researchers it was useful to create a questionnaire because through this could be found important facts that students could feel important to share but they are shy so the questionnaire could help them with the anonymity. Also the questionnaire could give a random perspective of what the

participants thought about code-switching and the different classes because the questionnaire will contain some questions in which the student has to describe his/her perception about the classes, the use of L1 during the classes and how do they feel when the teacher only uses L2 to develop the class. It was decided the questions from the questionnaire were going to be in Spanish so students could freely express what they think and feel. As it was mentioned before the population of this project has an elementary-pre-intermediate English level though they have approved two other English courses.

Focus groups.

According to Morgan & Spanish (1984) it is an instrument that consists on tape-recording group discussions among four to ten participants who share their thoughts, feelings, experiences and perspectives related with a specific topic. In addition Cohen & Crabtree (2006) highlight some characteristics to consider. First of all it is important to standardize the questions, secondly it is important to recognize the number of participants per group and finally the involvement of the moderator must be measured.

Cohen & Crabtree (2006) explain some benefits of focus groups, firstly the ability of producing a large amount of data on a topic in a short time, secondly it is important to have access to the topics that might have been unobservable and finally it provides access to comparisons that focus group participants make between their experiences.

Taking into account what was mentioned before, the focus group was made at the end of the class sessions of the semester. The six questions for the focus group were carefully designed so there

was not a repeated question from the field notes format, nevertheless the format was taken into account so the questions where related. The objective of the focus group was to make a closure of students' process and how they felt throughout the lessons since the beginning to the end, how they perceived their learning process, if they thought got better or on the other hand it has no progress. Also the objective of the focus group is to discover students' reactions and feelings towards the use of code-switching during the English classes.

The focus group helped the project because through this session, was evidenced the different students' perspectives and feelings about code-switching and how are their thoughts when the classes are only in L1 or L2. On the other hand, the focus groups can build students confidence so they can share their experiences and improvement they would like in the EFL classroom. As well as the questionnaire the questions are applied in Spanish. If it was not possible students do not how to express themselves correctly and freely.

There were four ways of data collection in the development of the study, but it is important to identify the similarities and differences between each other. Bradley & Harrell (2009) said that these three ways of data collection provide depth information about the research topic however not the three of them generalize the topic, for example in focus groups the information cannot be generalized most of what the participants will say it is infer in the context and in a specific topic. All of these four instruments provide different characteristics to the study, some personal thoughts about how students feel and perceive the use of code-switching, besides the way they behave and react in the classroom when L1 and L2 are used and finally the facility of observe when the teacher uses code-switching during the English class.

Ethic

This research project used different policies which were taken into account to guarantee ethical responsibility and educational objectives.

Consent form

For the development of this project, it was necessary to ask permissions in order to be able to recollect information from the classroom, as one of the data collection instruments was video-recordings the director of Centro de Idiomas Rocherau, and English III students need to sign a consent form were they allowed me to use their images and information to continue with the project.

The procedure of the form followed all the University requirements and specially Centro de Idiomas Rocherau procedures in order to start the data collection phase. (annex 1) (annex2)

Confidentiality

The instruments used for the data collection phase were, video recordings, and focus group, especially in these two instruments the students' faces and voices appeared. So, in the consent form it was specified the names and the images of students are not going to be showed, the information recollected is under the researcher's use and development of the project.
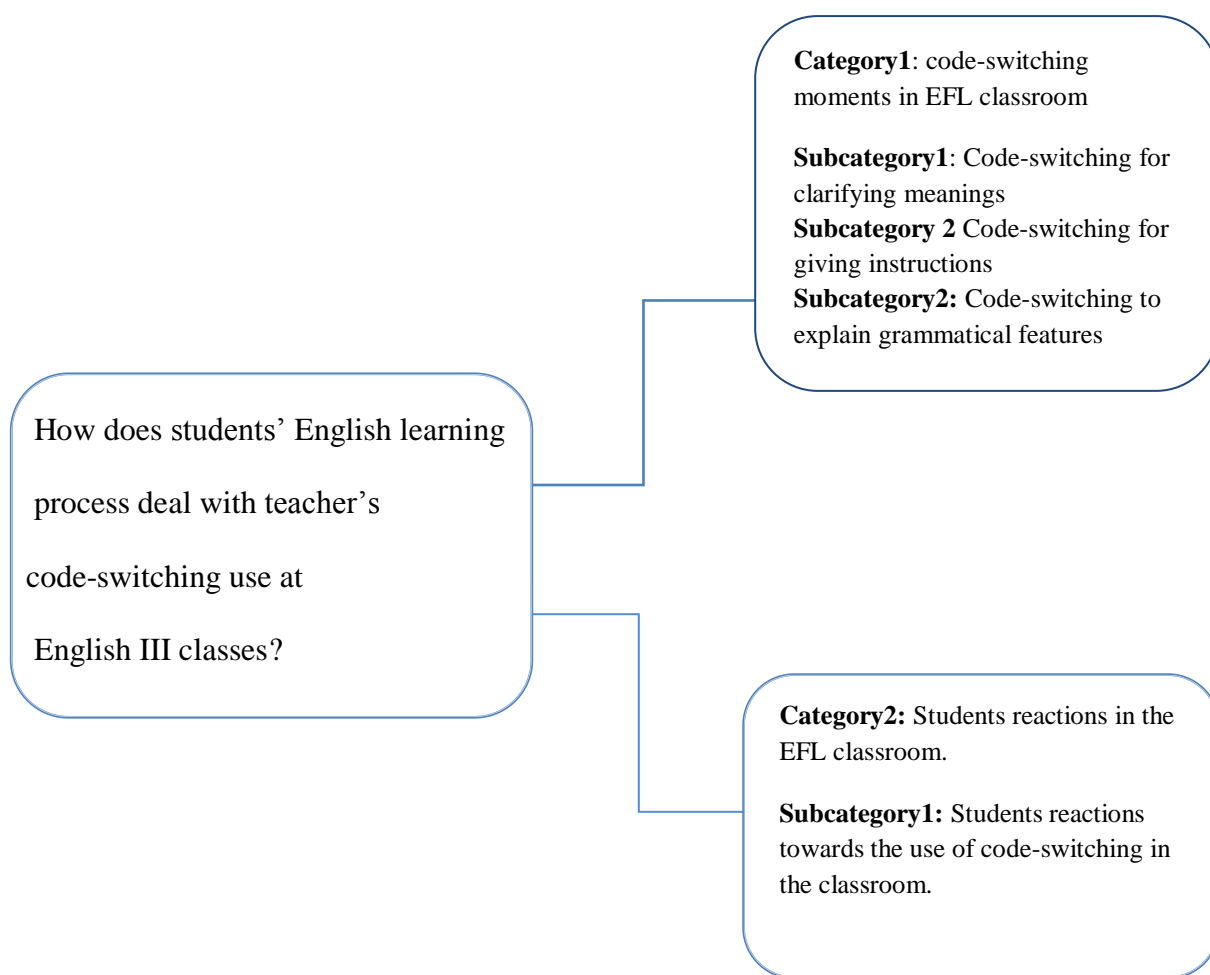
Chapter 4

Data analysis

During the creation of the field notes format, some of the categories emerge, the moments code-switching use and the reactions towards the English class and the reaction of students towards code-switching. This is called Apriori because they emerge before the analysis of the information.

Throughout the previous chapters the use of L1 and code-switching in the classroom, the attitudes students have when learning English and students' reactions towards code-switching were addressed. So, in this chapter the result of the data collection and the data analysis will be explained through two main categories, the first category is Code-switching moments in the EFL classroom and the second category is Students' reactions in the EFL classroom, in order to reach the conclusions and stablish how students' learning process deal with teacher code-switching use in English III classes.

The use of L1 and code-switching is not a neglected resource in the EFL classroom but as it has its advantages when is properly used, it also has some negative influences in the classroom. In English III classroom at the beginning of the semester the use of L1 was higher than at the end. The use of the four data collection instruments helped to recognize this and also in which specific moments L1 was used in the class. The field notes, the video recordings, the questionnaire and the focus group were really useful to identify the information I required, the moments where L1 is used and students' reaction and attitudes during class were registered. It was important to describe and capture students' reaction during the classes and there were many characteristics found when analyzing the data.

After the data analysis, two categories were established. The first category is called, code-switching moments in EFL classroom. This category has three subcategories, the first one is code-switching for clarifying meanings the second one is code-switching for giving instructions and the last

one is code-switching to explain grammatical features. The second category found after the data

analysis is Students' reactions in EFL classroom. This category has only one subcategory called,

students' reactions towards the use of code-switching in the classroom. (See table

Category1: code-switching moments in EFL classroom

Subcategory1: Code-switching for clarifying meanings
Subcategory 2 Code-switching for giving instructions
Subcategory2: Code-switching to explain grammatical features

How does students' English learning process deal with teacher's code-switching use at English III classes?

Category2: Students reactions in the EFL classroom.

Subcategory1: Students reactions towards the use of code-switching in the classroom.

Table 1

Category 1: Code-switching moments in the EFL classroom

On this study, the first category involves the moments for using code-switching in the classroom according to the theory and according to what it was evidenced in English III classroom. The use of L1 in the classroom was evident due to the students' low English level despite the fact that they had approved two more English levels. In the classroom there were specific moments when teacher always switched into Spanish, that is what is called code-switching for specific purposes. Use code-switching to present a difficult topic or to clarify the instruction given, in the classroom it has a specific teaching purpose. If the use of Spanish in the classroom did not have a specific educative function this was not identified as code-switching but it was identified as L1 use or translation. But although these two elements were evidenced in the classroom, teacher's code-switching was identified to be used in specific moments for the development of the classes.

Code-switching use in the classroom played a role of facilitator for students learning process, it was evidenced that once teacher switched into Spanish, students seemed to really understand whether it was a difficult grammar topic or simply the instructions they must have followed. The moments where code-switching was highly identified were the use for clarifying meanings, for giving class instructions and texplaining grammar features.

In the field notes format excerpt bellow it was important for me to describe if the use of Spanish was into the category of L1 or the code-switching category because as mentioned before it was not the same but it was necessary to know it.

"Teacher and students use L1 during the class in several moments, students speak to each other in English , teacher use it to explain jokes he has made and students didn't understand, students ask for permission using Spanish and show laziness, for example Teacher said they need to do some assignments for the class and students say ' no! es mucho!' (FieldNote#4, 3/31/2016)

Teacher uses Code-switching:

1. Four times for giving instructions

2. One for motivate students

3. Three times to control the classroom

4 Four times for checking students understanding". (FieldNote#4, 3/31/2016)

As mentioned by Atkinson (1987) The use of L1 must be seen as a tool but the overused of it can cause interferences in students' learning process, it is also said that the L1 use in the classroom would make easier the communication between teacher-student however as mentioned by Mora & Muñoz (2006) when the mother tongue is used for specific purposes is now considered code-switching, in other words Mora & Muñoz (2006) stated some specific function of code-switching. One of the functions is repetition, this is used to clarify meanings and in the mother tongue, this includes a specific word it is not clear for students and clarify the instruction given, the other function is topic-switch this is used to explain a specific grammar feature, affective function is to make students feel good in the classroom and control the environment. However, for the development of the category and because of what it was evidenced in the collected data I will be addressing those functions as the following: code-switching for clarifying meanings, code-switching for giving instructions and code-switching to explain grammatical functions.

Subcategory 1: Code-switching for clarifying meanings

Since the beginning of the semester students' English level was one of the reasons why L1 was used in the classroom but as mentioned before one of the main uses of code-switching in EFL classroom is for clarify meanings. If students do not understand what the main activity or, what is the example or what is the task the teacher is mentioning, they won't be able to do perform in class properly, actually students won't be able to even start doing different activities so that is when teacher has to switch into

the mother tongue or use code-switching to clarify what the lesson is going to be about, what the exercise is about or what is the example about. Code-switching was used at least in ten different times during the classes and four of those were for clarifying meaning.

According to what it was observed in the classes and with the evidence of the field notes, giving instructions and control the environment were the moment when code-switching was used, however this use is immerse in clarifying meanings. In fact, teacher was so conscious about this issue that he tried to explain more than once the instructions in English before he switches into Spanish. The name I am giving to the different uses of code-switching are not the ones stated by the authors, nevertheless, Mora and Muñoz (2006) state the first function of code-switching as repetition, it is when teacher must clarify meanings or words in order to be understood. In the classroom, this was evidenced many different times, to clarify an example, an instruction and proposed activities, in the following extract of a video transcript it is seen how teacher needs to clarify what he said because students do not understand the example.

> **T:** El earthquake, el terremoto (at this point every student is paying attention to what is been
>
> said) (Video transcript1 (4/11/2016)

Teacher had to clarify what he was saying in order to continue with the class, if not students might have been confused and they should have done different things. Mora and Muñoz (2006) affirm how depending on students reaction this function is worth, if after the clarification of meanings students repeat the pattern or they start participating actively in the class, the function is helping their process. It is really important not to confuse this function with translation, due to the fact that the teacher is explaining most of what it is said in the mother tongue it might be confusing for people why is it not

considered as translation, for me it is because it has a specific purpose of education, this function aims

to help student understand what is been teaching in the classroom so its objective is merely educational.

T: how do you say deforestacion? (Students don't know how to say it in English) Unforest.

T: What is pollution caused by? (Students are lost) ¿Cuál es la causa? ¿Que causa la contaminacion?

(now students' reaction change , they are thinking what to answer)

T: ¿cuál es la causa de la contaminación?

Ss: ¿Cuáles son los causantes? (Asks) Ah, los carros, la basura,

T: ah ok the garbage, the cars, factories, illegal miner Yeah?

(Videotranscript#2 04/21/2016)

Teacher needs to clarify some specific things about the example but not everything. As

mentioned by Mora and Muñoz (2006) topic-switch is made depending on the topic and its complexity,

however as found in Uniminuto English III classroom it also depends on students English level, that is

why at the beginning of the project it was clarified the percentage of L1 during the L2 classes and it

mainly depends on students profiency. Finally as seen in the following excerpt from the focus group

format it is seen how students feel towards the use of code-switching for clarifying meanings and in

general some words.

E.12 Si por que aún hay muchas palabras que no se entienden o por el nivel hay muchas cosas que no son

fáciles de entender. A veces para hacer actividades requeridas en clase es muy difícil comprenderlas sin que haya

una explicación en español.

T Por ejemplo, cuando damos una instrucción y ustedes no entienden, en este momento es necesario usar

español?

E.13 Si o cuando vamos a realizar actividades. (Focus group, 5/23/2016)

Subcategory 2: Code-switching for giving instructions

It was identified the use of code-switching for giving instructions in the class, from activity instructions to classroom rules that are considered instructions to students on how to behave in class. Another function stated by Gardner-Chloros (2010) is exactly the same as it was identified in the classroom, the use of code-switching for giving instructions; however, it is also stated by different authors as the use of L1 to give instructions during the class. As it is mentioned before code-switching has specific pedagogical purposes but L1 for giving instructions is one of the most used and also one of the most popular function of the mother tongue in the EFL classroom and it has specific pedagogical purpose so that is why in this research it is taken as code-switching. In the following excerpt from the field notes it is seen how teacher uses code-switching to make a behavioral instruction.

'Teacher uses code-switching to control the environment, 'don't use Google translator it is not going to help' then he says ' No usen google traductor no les va a ayudar' then he gives an instruction 'can you give me back your papers please?' after a few minutes without answers he said " que si me devuelven las hojas por favor" (FieldNote#7, 5/16/2016)

In the previous excerpt, teacher uses code-switching in what is seems two different moments but after the analysis it was found both belongs to the same category. When teacher tried to control the environment he is in fact giving a behavioral instruction. So as Atkinson (1987) affirms teacher must give an explanation of what he said followed by a translation so students can start doing what they need, if not it will be difficult for them and the class.

T: Ok go to page 113 read the instruction and after I am gonna check it.

S: ¿Que página?

T: Vayan a la Página 113 (VideoTranscript#2)

Finally it this code-switching function was also express by students who felt the need of clarify instructions in the classroom as seen in the next excerpt from the focus group.

Creen que el uso del español debe ser en momentos específicos durante la clase?

Student.12 Si por que aún hay muchas palabras que no se entienden o por el nivel hay muchas cosas que no son fáciles de entender. A veces para hacer actividades requeridas en clase es muy difícil comprenderlas sin que haya una explicación en español.

Teacher Por ejemplo, cuando damos una instrucción y ustedes no entienden, en este momento es necesario usar español?

Estudent 13 Si o cuando vamos a realizar actividades. (Focus group, 5/23/2016)

It is important for them to understand what the teacher is saying so they also ask for the use of Spanish when they need to. So it would help to the development of the classroom and the understanding of instructions students need to follow. In conclusion this function is useful for both students and teacher; it totally contributes to the teaching and learning process.

Subcategory 3: Code-switching to explain grammatical features

As stated by Zentella (1986) the switch between languages helps the development of the class and the connection between students and teacher, it avoids to create gaps in the communication, that is why in the classroom another function of code-switching that was repeatedly recognized was when teacher tended to switch into Spanish to explain grammatical features, especially in this case it avoided important gaps during the class because English III classes were still very focused on grammar.

"Teacher used it twice to explain grammar and some important aspects about present perfect"

(Field Notes 4/7/2016)

Another function mentioned by Mora & Muñoz (2006) was topic-switch; this specific function is used depending on the complexity of the topic. Present perfect is sometimes difficult to work because of the amount of elements it has, so in this case the purpose beyond grammar is not to confused students by adding the explanation completely in English.

"Teacher uses code-switching to explain grammar, " cual es la diferencia entre Which and what? Students don't know so teacher said " usamos which cuando hay opciones, what es una pregunta abierta pero which no for example " what is your favorite color?" Which color do you like more, blue or red"

(Field Notes 5/20/2016)

In this case, the grammar is not complex but one of the reasons of using code-switching as mentioned before, is to make students feel confident and to make them pay attention, occasionally when students do not know what it is been said they tend to not pay attention or even if they are focused on the class there are some things they do not understand so for the teacher it is better to explain in the mother tongue so there are no gaps in the communication and more when is known the topic will be in an upcoming exam.

Finally, another function mentioned by the authors Mora and Muñoz (2006) is the affective function: "Code-switching is used by the teacher in order to build solidarity and intimate relations with students" For me it is not necessary to talk students with tender words in order to build up their confidence, it is necessary simply to have a good tone of voice and also and the most important is to be aware of students learning process so if switching into Spanish helps students to understand more, to feel secure, confident in the classroom and to be able to develop the class feeling calm, code-switching has accomplish one of its functions.

T: La segunda pregunta es ¿Qué tiene que hacer la comunidad internacional?

Ya hemos visto la diferencia entre obligaciones y consejos. So the international community HAS

to….”Ecuatorians SHOULD….. (Video transcript1 (4/11/2016)

During the classes, teacher usually did some examples related with the real life so the was more interesting for everyone, so in this case he was referring to an natural disasters so he could connect the topic with the grammar feature for the session.

In conclusion explaining grammatical features during the class is one of the important functions of code-switching and the reason why L1 is seen as a tool in the EFL classroom, basically in Colombia it has been a long process to make our classes communicative rather than only focused on grammar, however even if the learning approach is communicative in some point of the process grammar will be explained not necessarily deductively but according to the classes in Uniminuto classroom, students need to know some grammatical elements in order to understand and be able to put it in practice.

2nd category: Students reactions in EFL classroom

As it is mentioned before in this research, students in the EFL classroom and in any other education environment, go through a process which makes them have a reaction towards it. In the EFL classroom those feelings are more evident because students are exposed to the challenge of learning a new language that means they, in some point, have to talk in English making students feel afraid, insecure or depending on their classmates’ level they feel confident and comfortable. During the process of collecting data, it was really important to capture students' all kind of reactions in the English classroom taking into account the moments when the teacher use or not code-switching. One element that influences students’ feelings and thoughts was their English level. Six students out of 33 have really good English level so of course they feel comfortable and confident at the moment of doing activities

the teacher asked for. Actually they feel their English was going to increase if teacher talked all the time in English, however it is not as easy as it sounds.

Another factor that influences students' attitudes in the English is why students are in the course. For most of them, English is just a requirement so they are there because they have to. That is why their attitude was not positive throughout the semester, especially during the first weeks.

"They seem completely lost, so they call the teacher to explain them again what is happening, they identify students with high level and wait for them to answer what teacher ask, most of the time they remain quiet."(FieldNote#1_/31/03/2016)

As stated by Choy & Troudi (2006) students find difficulties when learning a foreign language that is why sometimes they do not have a specific attitude towards it and most of the time it is because they don't understand. Usually in the classroom students seem lost during the class when teacher was explaining grammatical features, or simply giving them an instruction. Choy and Troudi (2006) also affirm that students negative feelings towards is due to their low English proficiency, the first month students had similar reactions. They feel afraid, they didn't understand so they did not do much during the classes, however as shown in the interview and the focus group made, they do not feel it is ok for the teacher to talk constantly in Spanish.

Eighty percent of the population felt interest during the English classes, teacher always tried to make the class environment good and pleasant for everyone so even if students did not understand they feel good during the class.

Interview, Question #1

How do you feel during the English class?

Twenty out of thirty students answered positively to the questions however student #5 answered to the question:

'Bien, depende de si entiendo o no. S4 InterviewQuestion #1

As Mentioned by Che Choy & Salah Troudi (2006) students' feelings and attitudes towards English depend on students' English proficiency, if they understand what it has been saying they will feel more confident or not during the class. Moreover, as Choy & Troudi (2006) stated students see English as a way to bring new opportunities to their lives so even though they are not good or do not understand everything throughout the class, they do not feel uncomfortable or bad. Additionally Choy & Troudi (2006) mention how teacher has a high responsibility in the way students feel. However twenty percent of the population answered differently in question number one. All of them said they felt either confused or lost.

'A veces confundida porque hay palabras o temas que no comprendo pero a medida de la clase con los ejercicios y ejemplos me contextualizo mejor' E23 Interview Question#1

'Confundido, algunas veces no entiendo algunas de las actividades' E24

In field notes format number two some attitudes and reactions of students during the class were registered. How is students' reaction when teacher doesn't use L1.

'At the beginning of the class in the opening and greeting they seem calm and it is usual for them to listen to it in English, but when the teacher starts with the topic they first look at the person who has higher English level, second they look for someone to translate what has been said 3rd they seem confused 4th they remain quiet or they answer in Spanish'   (FieldNote#2, 31, 03, 2016)

When student is able to even answer in Spanish instead of English it means student understand what is said, however it still shows the lack of confidence or proficiency in English. Of course they are used to hear the teacher saying hello to them so it is almost natural to say it. Also students sometimes feel language anxiety as stated by Choy & Troudi (2006) students feel afraid of making mistakes when talking English or to be corrected when talking in English so instead they speak in their mother tongue.

Once again confidence and English proficiency are tightly connected. Students feel confident or not depending on how well they understand what is said or how good they are in English, so for them it is easier to communicate. What is more even if the majority of students answered positively in question number one from the interview they also mentioned they feel confused and scared when teacher only speaks English during the class, more than sixty percent of students agreed on that. So they feel good about the fact they are learning English but they do not feel confident enough to not receiving any help from the mother tongue in the classroom.

In the following video transcript it is seen how students feel and react when teacher uses English and when he doesn't.

Video transcript 4

T: Hello students how you have been? (Students don't say anything)
teacher insist, How have you been? Students don't say anything; one student says I don't know.
How have you been class?

T: Okay okay, again, listen my question, How have you been?, Say, 'Teacher I have been pretty good' or ' I've been good' se les olvido presente perfecto? (students laugh) you forgot? You forgot present perfect? Yes?.
Okay again. How have you been? (students don't say anything they just look at each other and smile or laugh)
So my questions is:

 what places around the world will you visit and why?

what places around the world will you visit and why? Right?

Do you understand the question? Yes or no?

Some students say yes and others say no.

T: Ok uds son millionarios y no tienen que trabajar más , mi pregunta es:

what places around the world will you visit and why? Ok quickly guys.

T: Por ejemplo ,yo visitaré , I will visit china or Russian or Dubai. You know is one of the most expensive places

around the world. A night in a hotel of Dubai costs more or less $7.000.

Una noche en Dubai cuesta 7.000 dólares, (students look at the teacher when he starts talking in Spanish)

While studetns are working Teacher starts to explain the project class to them in Spanish.

(VideoTranscript#4. 05/16/2019)

As read in the video transcript above some students do not have a specific reaction towards the

class but participating is a positive answer to it. As mentioned by Choy and Traudi (2006) students feel

afraid of failure when they are speaking because they feel ashamed if the teacher correct their mistakes,

that is why throughout the class students try to use English but they remain quiet most of the time, they

feel afraid of use it due to their English level and the fear of being corrected.

As seen in the following focus group transcript at the end of the semester students' reaction

changed towards the English class and al how it was easier for the teacher to smoothly continue with the

English class without change too much into code-switching but simply the necessary.

"¿Ha cambiado su actitud cuando el profesor habla solamente en inglés durante la clase?

E.3 Pues uno va reconociendo ciertas palabras y ciertas estructuras que permiten que no sea algo extraño escuchar al profesor hablando en inglés por eso la reacción ya no es la misma. Aunque no se entienda todo ya es normal e interesante escuchar la mayoría de la clase en inglés.

E. 9 Si ha cambiado porque ahora sabemos más vocabulario ya sabemos cómo decir más cosas entonces no nos sentimos asustados como antes si no más confiados."(Focus group, 5/23/2016)

As soon as students gain confidence and knowledge they affirm it was better for them and even they feel different than before during English class. They do not feel scared as often as before. However, it is still complicated to reproduce everything in English. Their speaking skills are higher than before. It is noticed that the skill they improve the most was definitely listening, they understand what it is been saying so at the end of the semester students seem happier in the classroom and even more interested in the class.

To conclude, in EFL classrooms, students are facing different emotions and reactions, from positive ones to negative, but as mentioned before by the authors and from what was presented as evidences from English III classroom, students reactions and feelings depend on how well they understand what it is been said in other words it is referred to English proficiency. Students with high English level tend to feel confident enough to help their partners, to participate actively and to express themselves without the fear of being corrected, on the other hand the majority of students, the ones with intermediate and low English level where often quiet, shy or afraid of sharing their opinions to others, maybe for the perception students have towards English, that it is difficult. What is more, both, students with high and students with low English level, showed an improvement in their English and of course due to this situation at the end students were more interested and participative during the class.

Subcategory 1: Students reactions towards the use of code-switching in the classroom.

In the previous category, I analyzed the way students react during the English class what were their feelings and thoughts. Also, I addressed specific factors about the use of Spanish and English during the class, for instance; throughout this subcategory It will be demonstrated how students' reactions change when teacher uses only English during the class and when teacher switches into Spanish during the class. As seen in the following field notes at the beginning of the semester, it was difficult for students to catch up with the teacher, if the teacher spoke only in English students would not understand what teacher was saying so that was when teacher started to use code-switching often. He did not do it as first resource when students did not understand but he had to do it sometimes.

"Students are quiet and they pay attention to the class but after an instruction they look at each other and follow what their partners do. For example, teacher says "take out a sheet of paper" and not every student understands the instruction. Some of them follow the instructions and the others also follow it but just because they saw it.
Students are not doing the exercise, maybe they are thinking or they don't know anything.
Students seem lost, they do not participate much but they seem interested. Some of them don't pay attention to the class. Most of the time students have problem saying things in English so they do it in Spanish" (FieldNote#1, 03/28/2016)

There are seven different reactions capture in the class, as said before this course must be taken for all students, it is a requirement, so motivation it is not high in the English classes, that is why some students do not even try to focus on the class, however, some students try to do it even though they do not understand everything that it is said. What is more, students show they understand but they cannot express themselves in English, this specific reaction, is actually a part of the functions of students' code-switching, originally proposed byMora & Muñoz (2006):

Floor-holding: Students make use of the L1 in order to avoid gaps in communication since they may lack appropriate target language structures. Furthermore, the speaker code-switches due to the fact that he wants to maintain the conversation when expressing his ideas (p.38)

It is a function of students' code-switching but for me it is taken as a reaction because it is usually the first thing they do when teacher is talking in English and he tries to elicit students' use of language. Being lost and confused is another common students' reactions and as mentioned before in the previous category this type of feelings are connected with their English proficiency, moreover, as Choy and Traudi (2006) remark motivation as a big aspect when learning English as a foreign language so it is reasonable to think that teacher has an important role when referring to students reactions towards the use of the target language.

It was showed how students reacted to the use of English in the classroom it is now important to highlight the reactions students had when teacher used code-switching during the English class. It is important to mention is how students answered to question number three the applied interview.

¿Cómo se siente cuando el profesor habla solamente en inglés durante la clase? (Interview#1Question#3)

To this questions twenty-six students were interviewed, six of them answered they felt confident towards the English use, three of them answered they felt interested in knowing what the teacher was saying and seventeen out of twenty-six students answered they felt confused. In contrast, when they answered question number five:

¿Cómo se siente cuando el profesor usa español durante la clase de inglés? (Interview#1Question#5)

Students' answers to this questions are mainly divided into four groups eleven students said they feel better, seven students answered they feel confident, five students comment they feel interested in

the class and three students said they think the use of Spanish during the class is not good for their process of learning a foreign language. It is said by them and also mentioned by Nordina et al (2013) that the use of code-switching make students feel confident and comfortable during the English class additionally from this type of answer Nordina et al (2013) make an inference about the way students really feel about code-switching, they feel it is contributing to their learning process. However, there are three students who felt the opposite to their partners, these three students are the ones who have an intermediate-advanced English level in the class, so the same pattern is repeated, when they have a superior English level they feel confident enough to think they do not need the use of code-switching to continue with their English process as seen in the following field notes.

"Students feel comfortable but I notice that some of them (high level) prefer to be taught in English. This is a new reaction from the previous lessons I did not see this aspect before" (FieldNote#4. 11/03/2016)

However, Naveed (2014) found students from her research preferred to be taught in their mother tongue because according to them, the use of their mother tongue will make them listen attentively to the class. That was exactly one of the reactions found in my classroom, as soon as teacher switches into Spanish they first, pay attention immediately and then they started to participate more actively in class.

T: Hello class how are you today? So the topic for today is climate change and we are going to talk about the consequences in the future.

T: Does anyone know what climate change is? (Students look at each other but nobody answers) in Spanish, what is climate change? (A girl who has a high English level answers first)

Ss: Cambio climático.

T: Yes, so now what is climate change?

Ss: Es un día soleado.

T: no, pues por ejemplo, Bogotá era muy fría, ahora, que pasó con Bogotá?

Ss: Aahhhhh

T: Les gusta cómo está Bogotá ahora? O no mucho?

Ss: NO, no mucho, mas o menos. A veces. (They answer)

T: That is also caused by the global warming. Nos estamos calentando.

T: Why do you think this is happening? The climate change and the global warming? (students are thinking about the question) Why is it happening? (The same student translate what I said to her classmates, porqué está pasando?)

Ss: Por la contaminacion! (a student answers)

T: How do you say Contaminación?

Ss: pollution. (Another student answer)

T: Yes, what other thing? (Students don't answer, they are paying attention but they don't answer), what other thing can cause global warming?

What is causing global warming? Que otra cosa esta causando?

Ss: Terremotos.

T: No, earthquakes are not causing global warming.

Ss: Está causando sequías, deforestación y está afectando la agricultura.

T: OK. Now how do you say that in English? (Students laugh)

As seen in the transcript and mentioned by Ana Naveed (2014) students start participating more actively during the class, they feel the need to express their ideas in Spanish but is because they now understand what it is been saying and the instructions the teacher is giving. In this specific class it is highly evidenced this situation. It is seen the teacher elicit student's language in an indirect way by using the mother tongue and it worked, students definitely participate more when they heard Spanish and it is because it make them feel confident.

Finally in the focus group session, students said at the end of the semester they feel code-switching it is in fact necessary for their learning process even if they feel their level is higher than before:

¿Aún considera necesario el uso de español en la clase de inglés?

Estudiantes dicen que sí,

Student 10 Si porque hay veces en las que todos los estudiantes nos quedábamos con cara de perdidos sin saber que sucedía entonces en esos momentos el profesor ayudaba en una mezcla de Inglés- español o a veces con significados era más fácil saberlos en español para entender ciertas cosas.

Student 7 Sobre todo cuando se está explicando cierto tema en inglés y ahí quedábamos perdidos en cambio es chévere cuando se explica en inglés pero también en español y así es más fácil entender cosas y no sentirse perdido durante la clase. (Focus Group. 04/21/2016)

Even if students have a higher level in English now, most of them agreed that Spanish must be still used during the English classes because there are some moments where they do not understand anything and they feel confused and lost, furthermore they did not mention they wanted all English class in Spanish but that it was necessary in some occasions to provide a better understanding of topics and of the class in general, for me this demonstrates they do want to succeed in their learning process, they want to be able to understand everything what is said or explained so they can perform better. Naveed (2014) also found what their students really feel like towards the use of code-switching in the classroom; most of them feel it necessary to be able to complete successfully their English process because students suggested the use of code-switching is a tool when they do not understand or can express their ideas in English.

Finally according to Naveed (2014) statement:

This is a complex issue which does not lend itself to definitive answers but one general view that

is gaining popularity (Hall& Cook, 2012) is that the L1 should be seen as a resource which can

support L2 learning. This does not mean that the use of the L1 should dominate over the L2 but

on the other hand it implies that attempts to ban the L1, particularly in classes where the teacher

and students share a common language, are not likely to be productive. (p.65)

As stated in the paragraph above, students and teachers share the same reaction towards code-

switching; it must be used during the English class. It is evident for most of the students in the

classroom how positively their reactions changed when teacher used code-switching however, as it was

demonstrated in this category students also feel their English process might be affected due to the use of

code-switching in the classroom. To conclude, during their English classes, students had all kind of

reactions from positive to negative. They seem to be scared in the class but they also demonstrated their

interest for learning English that means motivation was not that low how it was first described. Finally,

the majority of students show their interest and their feelings towards code-switching, and it was not

negative, however, the mother tongue cannot overtake the English classes.

Chapter 5

Conclusions

Taking into account all the research process, especially the data analysis and the categories found, I identify some relevant findings and most important the answers to the research questions are stablished, however during the development of the study some implications and limitations are also identified.

Relevant findings

a. The use of code-switching was highly positive in the classroom, as seen in the evidence the use of it was not the same since the beginning to the end, the categories were not focused on this specific factor furthermore it was observed the use of code-switching decrease in the process.

b. Even if the theory said using the L1 during the classes was harmful, this specific characteristic was not evidenced, in fact, after the use of code-switching during an activity students were able to develop specific activities and tasks. However as mentioned before the decrease of L1 during the semester was due to the progress students made since the beginning to the end of the semester.

c. In many cases it was identified how students could not follow instructions not only in English but also in Spanish, because of this some evidence had to be deleted due to the incoherence between what was asked and what was answered, so beyond students' low

English level, the lack of being able of follow instructions was an important factor for this project.

d. Even though students say they do need the use of code-switching in the English classroom they recognize Spanish cannot be overused because they are not in a Spanish class, so they demonstrate they care about their learning process, they need to be exposed to English and use Spanish according to their needs.

e. It is important the use of real life examples and exercises to promote meaningful learning as well as it was seen with the use of code-switching in the EFL classroom. As soon as teacher used Spanish, students immediately pay attention or started to participate and it was only one word needed. So students demonstrate it was necessary but as mentioned before it was better to do it according to their needs.

f. Throughout this project, the functions of code-switching were stated and one of the function mentioned that was not found in the classroom was code-switching for motivate students, teacher did not use it as often he did for giving examples or for clarifying meanings, he build up students' motivation most of the time in English rather than in Spanish.

g. Finally, when code-switching was over used in the classroom students feel way too comfortable. At the moment of speaking task they were not able to reproduce everything in English because sometimes they did not receive enough input to be able to express themselves in English, nevertheless, the majority tried to do it but they felt more confident using the mother tongue.

Research question answers

After the analysis of the data, it was possible to reach a conclusion to the following question

How do students react and perceive teacher's code-switching uses at Uniminuto English III classes?

Code-switching is the mix between languages, in this case between English and Spanish, the use of it in the EFL classroom had been neglect for many years, however due to the students' characteristics and needs code-switching is used and was definitely used in English III classroom. Within the expression *deal with* is immerse first of all if students' English learning process improve or not , also how do they perceive the use of it in the classroom and what are their reactions towards it. Finally it was really important to describe what is the effect of code-switching on students' learning process.

In general terms the use of code-switching in the classroom was well accepted, students usually were more attentive towards the class when teacher made an Spanish inference, students appreciated when teacher explained instructions , meanings and grammar elements through code-switching, what is more it was identified the decrease of code-switching through the semester and students English process was successfully achieved, this was evidenced in what students did in the previous classes before the semester ended, they tried to use English more even though it was not perfect and they recognize the importance of code-switching being aware of it was an English class, so students' learning process deal pretty good with the use of code-switching in the classroom, because most of the times it was used in the moments were it was supposed to be used. The moments when code-switching was overused students of course understood what it was said but they were not able to produce by themselves.

Pedagogical implications

After the recollection the data and the analysis of the information, I could evidence some important aspects when using L1 during the L2 classes. First of all it is necessary to know where code-switching needs to be used. Teachers cannot take for granted the use of it in the classroom. It is recommendable to register how students react towards the use of English in the development of the class and be aware of each student process. Not every student feels the need of the use of code-switching to improve or contribute to their English learning process. Besides that, when it is necessary to control the environment it is better to do it the mother tongue.

The population of this project was about 18 to 24 years old so the use of code-switching depends on external factors like motivation, age and English level and not every students learn in the same way so as I previously mentioned code-switching is highly tight with students' needs and interests. Whether or not the use of L1 is high in the classroom the most important thing is the students' process so meaningful learning needs to be connected with the use of code-switching in the classroom, once again it needs to have a pedagogical purpose.

Limitations of the study

Some difficulties during the recollecting of the data were firstly sometimes the use of L1 did not have a pedagogical purpose so it was not useful to the study that is why I reinforce the idea of knowing the specific moments when code-switching must be used. What is more during the development of the project it was not clear the difference between L1 and code-switching, so it is really important to take into account those two concepts that seem the same but they are definitely not.

Another difficulty when recollecting the information was the terrible problem students have following instructions and reading carefully what the teacher was asking. So beyond the use of the mother tongue in the classroom it is recommendable the reinforcement in students ability of following instructions. Sometimes I had to obliterate some of the information I recollected because it was not what I was asking for. Students and teachers need to work together to overcome this difficulty in the classroom, and as I said before not only was because the use of English, in the mother tongue students did not understand what was asked for.

Finally, another concept that could interfere with code-switching is translation; students are used to develop ideas in Spanish and translated them into English. In many other EFL classroom students prefer to translate everything instead of doing a mental work and try to understand in English what it has been said. Sometimes students did not let the teacher explain meaning in English before they did it in Spanish so the first option was make it in Spanish and avoid the process of analysis.

Further research

      After the conclusions I stablished, I found really interesting the connection between code-switching and meaningful learning, so I would like to do further research about this connection. Also, I think it is interesting how code-switching can influence over the four skills, listening, writing, speaking and reading, is it similar in all the skills or does it have its specific effects on each of them? It would be interesting go further this topic. Finally I would like to go deeper in Students' use of code-switching, I was focused mainly on teacher's use of code-switching and not so much on students' use of it and I think it would be interesting to investigate.

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Appendix

Annex #1

Bogotá Mayo 2016

Directora centro idiomas Rocherau
Marisol Urquijo

Por la presente solicito a usted la autorización para realizar la fase de implementación y observación de clases del proyecto de monografía en el aula de Inglés III del centro de idiomas Rocherau en la cual yo Alejandra Velasco Vergara cc 1019092731 estudiante de octavo semestre de la licenciatura en idioma extranjero Inglés estoy haciendo las prácticas profesionales. El proyecto quiere demostrar como el uso de la lengua materna en el aula de inglés puede o no influenciar el aprendizaje de la lengua en los estudiantes. Para esto se va a realizar un proceso de observación usando entrevistas y videograbaciones .El uso de las grabaciones será confidencial y se garantiza el anonimato de los estudiantes.

Agradezco su atención.

Atentamente

Alejandra Velasco Vergara   Mabel Díaz
CC. 1019092731   Asesora de monografía

Annex#2

Bogotá Mayo 2016

Director grupo inglés 3

Marlon Paolo Mont Mont

Por la presente solicito a usted la autorización para realizar la fase de implementación y observación de clases del proyecto de monografía en el aula de Inglés III del centro de idiomas Rocherau en la cual yo Alejandra Velasco Vergara cc 1019092731 estudiante de octavo semestre de la licenciatura en idioma extranjero Inglés estoy haciendo las prácticas profesionales. El proyecto quiere demostrar como el uso de la lengua materna en el aula de inglés puede o no influenciar el aprendizaje de la lengua en los estudiantes. Para esto se va a realizar un proceso de observación usando entrevistas y videograbaciones .El uso de las grabaciones será confidencial y se garantiza el anonimato de los estudiantes.

Agradezco su atención.

Atentamente

Alejandra Velasco Vergara   Mabel Díaz
CC. 1019092731   Asesora de monografía

Annex #3

Bogotá Mayo 2016

Estudiantes Inglés III

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Yo_____ con C.C_____ estoy de acuerdo con lo anteriormente establecido y autorizo el uso de mi imagen y nombre para el desarrollo de la investigación de la estudiante Alejandra Velasco.

Annex #4

Field Notes format.

Session:	Date:			
Criteria				**Comments**
Use of L1 in the classroom? Who is using L1? When is it use? How often?	L1 is also referred to mother tongue, when it is use in unspecific moments of the class. Just the use in general. Zakaira (2013) For elementary level L1 must be used in 58-60 % during the class)			
Use of Code-switching in the classroom? Who is using code-switching? When is it use? How often?	The use of switch from the target language to L1 for specific purposes			

	Comments
How is students' reaction when teacher doesn't use L1?	
How is students' reaction when teacher uses code-switching?	

Annex#5

Code-switching: Perception in Uniminuto English III classroom

Data collection Instrument

Questionnaire

Career:

Age:

1) How do you feel in your English classes?

2) Does the teacher speak English all the time during the class?

3) How do you feel when the teacher speaks only English during the class?

   a. Confident
   b. Confused
   c. Scared
   d. Upset
   e. Annoyed
   f. Other?

4) Do you think is ok for the teacher to speak Spanish during the class?

5) What would you think if the teacher speaks Spanish all the time during the class?

6) How do you feel when the teacher speaks Spanish?

   a. Confident
   b. Happy

    c. Engaged with the class
    d. You feel better
    e. You feel that the teacher should not use it
    f. You think is not good for your learning process.
    g. You start doing things so the teacher uses Spanish
    h. Other?

Annex#6

Code-switching: Perception in the English III classroom at Uniminuto

Focus group session Monday, May 23rd

Questions:

1. ¿Cómo siente que ha sido su desempeño en las clases de inglés?
2. ¿Siente que su uso de L2 en el salón de clases ha mejorado?
3. ¿Cree que L1 debe ser usado en momentos específicos durante la clase?
4. ¿Considera Ud. que el profesor usaba más L1 al principio de semestre que ahora? ¿por qué cree que sucedió?
5. ¿Ha cambiado su actitud cuando el profesor habla solamente en inglés durante la clase?
6. ¿Aún considera necesario el uso de L1 (code-switching) en la clase de inglés?

Annex#7

Transcription formats.

Video 1 April 28th Transcript

T: Hello nice to see you again.

T: Today I am not gonna make a quiz, much better, much better I am gonna make a workshop okay? (Students remain quiet and do not answer to what the teacher is saying) Work in pairs, okay? (Students are still quiet, they seem lost)

T:Take out a sheet of paper and write the names.

Some students who are sit in the front chairs start to look for the sheet of paper, then because of that the rest of students start making the same.

T: Take out a sheet of paper and write your names. (Students now understand what they have to do thanks to their classmates)

T: Okay, don't forget to write your names on the paper.

T: The situation, listen the situation, so I am gonna explain the situation, and then you are going to answer the questions, okay? (Students seem to understand what the teacher is saying, they look calm)

T: (Teacher start explaining the situation) Eight or nine days ago, there was a difficult situation in Ecuador, an earth quake destroyed some cities, so many people were affected (at this point not many

students are paying attention) by the earthquake in Ecuador. Si o no? (Students pay attention when teacher make this brief Spanish intervention and answer yes).

T: How should Ecuadorian people face the difficult situation? Here you are gonna give me 5 advice. (Students are writing the questions on the blackboard on their notebook; they seem that they understand everything what the teacher is saying)

T: The other question will be, what does the international community have to do for helping Ecuadorian people? Give me five statements. Yeah, no more , go ahead. (students start talking to each other but they don't start writing It is evident they haven't understood yet the questions given by the teacher)

T: Do you understand the first question? Yes or no?

Students do not answer either yes or no.

(a whisper is heard in the background, students are looking to each other but nobody answers)

T: Do you understand the first question? YES OR NO?

S: Some of the students answer no.

T: Ok, very good ,¿Cómo deberían enfrentar los ecuatorianos esta situación? (students facial expression change)

T: If you have any question you can come here and I will help you.

T: Vengan acá y les ayudo, si tienen alguna pregunta o algo.(Students are calm and they are paying attention to what the teacher is explaining) Listo, miren la primer pregunta , ¿la traducimos o ya la entendieron? (I tell the teacher they haven't understood and some of them also say they don't

understand) ¿Cómo deberían los ecuatorianos enfrentar la dificil situación? El earthquake, el terremoto (at this point every student is paying attention to what is been said) y la segunda es ¿Qué tiene que hacer la comunidad internacional?.. Ahora, pueden utilizar expresiones como 'How about o why don't. Porque recuerden que cuando hablamos de should son puras sugerencias, consejos, suggestions, okay? Y en el otro, el segundo punto si son obligaciones, ¿Que tiene que hacer la comunidad internacional? Entonces por ejemplo ' international community has to collect money' recolectar dinero, ayudar.

Es para entregar a las 7:40.

Grupos de a dos, no tres. Si aparecen tres nombres en ese taller no lo califico. Si aparece uno sí.

Dos son compañía, tres ya son multitud.

While teacher is explaining all of that some students are not paying attention and they are arriving to the class, some others are now confident on what they have to do. The rest of the video is the students working on the assignment, they talk to each other in Spanish and they use dictionaries and translators.

Video Transcript 3

Segment of the class, exercise

T: I will give you a situation and you will tell what would you do or should do.

T: Do you know James Rodriguez right, he is going to play at Juventus team or Manchester team. There is a whisper. Ok what's the idea, I am gonna make a question. Ok,? Im gonna make a question to you, and so you're going to be a wizard, you know? You are going to predict his future, in the European football. Do you understand the situation that I propose? Yes or no (students remain quiet but they didn't say yes or no so the teacher take it as a no) No. okay.

James, has been playing in real Madrid during 2 seasons, yeah? 2 or 3 seasons?

Cuantas temporadas ha estado James en el real? How many seasons 2 or 3?

S: 2 (a student asnwers but nobody else says anything.)

 T: ok, 2 seasons in real madrid, but his performance hasn't been so good. So the journalists <mark>has</mark> said

bad comments about his performance. Y han hecho malos comentarios la prensa , han hecho muy malos

comentarios de su desempeño. I said, there is a whisper and it says that <mark>james</mark> could be playing in

Juventus or Manchester. Ok. I'm gonna make some questions about James.

T: Ok the first one is:

T: Where will James play football?

T: The next is, Why should James choose between Manchester or Juventus?

T: And the third one, Imagine how much money will James be sold for?

Do you understand the last question? Por cuantos millones será?... (a student answers "vendido")

Ok very good as you can see, you're gonna use will, you are gonna use , should and you are gonna use

will AGAIN. Try to imagine the future. Intenten imaginar el future de James en el football europeo.

Pobrecito a mí me da como pesar, aunque dicen que el hombre se está portando como mal.

Your answer must be according to your English level, sus respeustas deben ser acorde a su nivel de

inglés, denme opinion, no quiero eh por ejemplo: Por cuanto dinero será vendido James? Entonces

colocan ahí, forty million.Noo! He will be sold for 40.000.000 million

Video transcript 4

Class segment

Activity

T: Hello student's how you have been? (Students don't say anything)

teacher insist, How have you been? Students don't say anything; one student says I don't know.

How have you been class?

T: Okay okay, again, listen my question, How have you been?, Say, 'Teacher I have been pretty good'

or ' I've been good' se les olvido presente perfecto? (students laugh) you forgot? You forgot present

perfect? Yes?.

Okay again. How have you been? (students don't say anything they just look at each other and smile or

laugh)

T: Ok forget it. Never mind.

T: Sit down welcome to the class.

T: What did you do yesterday?

S: Yesterday I make (teacher interrupts, ' you made') I made the project.

T: You were studying yesterday? Oh, the first student who study on Sunday. Do you have girlfriend?

S: No!

T: ooh so that's the reason you were studying. , Ok Sergio what did you do yesterday?

S: I studied English. (Everyone laughs)

T: haha No I don't believe it. Ok, Hernan, what did you do yesterday?

S: I sleep.

T: Did you sleep or slept?

S: Slept, and I studied the bible.

T: good, religious, that's the life I need. Esa es la vida que yo necesito. (students laugh)

T: I'm gonna put some questions on the blackboard and you are gonna imagine you are millionaire.

T: Imagine that you are millionaire, imagine that you have a lot of money. Imagine that you have a lot of money in the bank. And you don't have to work anymore. Delicious, you know. Andres Cepeda said it. Andres Cepeda said I don't have to work anymore. Eso dijo Andrés Cepeda, que el ya no tenía que trabajar más. Que días dijo. Ok so you are millionaire so your plan is to travel around the world. So my questions is:

 what places around the world will you visit and why?

what places around the world will you visit and why? Right?

Do you understand the question? Yes or no?

Some students say yes and others say no.

T: Ok uds son millionarios y no tienen que trabajar más , mi pregunta es:

what places around the world will you visit and why? Ok quickly guys.

T: Por ejemplo yo visitare, I will visit china or Russian or Dubai. You know is one of the most expensive places around the world. A night in a hotel of Dubai costs more or less $7.000.

Una noche en Dubai cuesta 7.000 dólares, (students look at the teacher when he starts talking in Spanish)

While studetns are working Teacher starts to explain the project class to them in spanish.

Focus group transcript

May 23rd 2016

Lo primero que vamos a hacer es decir a que carrera pertenecen

1. Trabajo social
2. Administracion de empresas.
3. Ciencias bíblicas
4. Trabajo social
5. Trabajo social
6. Trabajo social
7. Trabajo social
8. Ingenieria industrial
9. Ingenieria industrial
10. Ingeniaria industrial
11. Licenciatura en Educacion física
12. Licenciatura en educación física

El tema de mi investigación es como la lengua materna influye en el proceso de aprendizaje del estudiante entonces la primera pregunta es:

1. **¿Siente que su desempeño en la clase de inglés ha cambiado desde el principio hasta el final del semestre? ¿Cómo ha sido ese cambio?**
   E.10 Creo que si ha cambiado a pesar de que yo sé un poco inglés si he notado un cambio a favor gracias a las estructuras y a las cosas que ustedes han enseñado para mi escritura más que todo porque asi para hablar pues todo el mundo puede hablar pero escribirlo es más complejo.

   E.8 Yo pienso lo contrario a mi compañera se me hace más fácil escribirlo que escucharlo y hablarlo, he mejorado mucho en el listening.

   E.11 Pues para mí el Inglés ha sido difícil siempre me he considerado malo pero ya siento un poco más de agrado porque se porque se utilizan ciertas cosas entonces si siento que mejoré.

2. **¿Siente que su uso del inglés en el salón de clases ha mejorado?**

    Todos los estudiantes dicen que si

    E.3 A veces cuando lo llamaban a uno a preguntarle uno tenía que enfrentar sus miedos y tratar de hablar usando las herramientas que se habían adquirido durante el semestre

    E.4 Si al final ya era más fácil hacer tareas o exposiciones porque pudimos aprender más y también por la confianza que teníamos con el profesor entonces eso permite que podamos aprender más y comunicarnos más fácil.

3. **Creen que el uso del español debe ser en momentos específicos durante la clase?**

    E.12 Si por que aún hay muchas palabras que no se entienden o por el nivel hay muchas cosas que no son fáciles de entender. A veces para hacer actividades requeridas en clase es muy difícil comprenderlas sin que haya una explicación en español.

    T Por ejemplo cuando damos una instrucción y ustedes no entienden, en ese momento es necesario el uso de español?

    Si o cuando vamos a realizar actividades.

4. **¿Considera Ud. que el profesor usaba más español al principio de semestre que ahora?**
    E.1 Al principio del semestre yo note que el profe usaba más español que ahora porque después de vacaciones uno entra con la mayoría de cosas olvidadas pero con el transcurso del semestre el profe y nosotros usamos menos español durante las clases.

5. **¿Ha cambiado su actitud cuando el profesor habla solamente en inglés durante la clase?**
    E.3 Pues uno va reconociendo ciertas palabras y ciertas estructuras que permiten que no sea algo extraño escuchar al profesor hablando en inglés por eso la reacción ya no es la misma. Aunque no se entienda todo ya es normal e interesante escuchar la mayoría de la clase en inglés.

    E. 9 Si ha cambiado porque ahora sabemos más vocabulario ya sabemos cómo decir más cosas entonces no nos sentimos asustados como antes si no más confiados.

6. **Aun considera necesario el uso de español en la clase de inglés.**

Estudiantes dicen que sí,

E.10 Sí porque hay veces en las que todos los estudiantes nos quedábamos con cara de perdidos sin saber que sucedía entonces en esos momentos el profesor ayudaba en una mezcla de Inglés- español o a veces con significados era más fácil saberlos en español para entender ciertas cosas.

E.7 Sobre todo cuando se está explicando cierto tema en Inglés y ahí quedábamos perdidos en cambio es chévere cuando se explica en inglés pero también en español y así es más fácil entender cosas y no sentirse perdido durante la clase.