Influence of Code Switching on Students' Participation.

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Abstract

The following research aims to identify the influence of the teacher's code switching on fifth grade students' participation in the EFL classroom. It was developed by cause of the students' changes in terms of participation when teacher uses code switching and it was focused in mother tongue teacher's point of view, the relationship between participation and learning, and the uses of code switching in the classroom by the teacher. This study was carried out with fifteen fifth grade students from Institucion Educativa Bojacá Chia. The data collection instruments used were questionnaires, observations, and an interview. Subsequently in the data analysis process, it was found how code switching facilitated the transmission of messages between teacher and students, the teacher's point of view according to the use of Spanish as a tool to achieve assertive communication, and to promote the learning process through participation. Some of the findings made showed how code switching facilitates a proper environment for students' participation, the relevance of students' participation by the teacher, code switching as a way to fostered students' spontaneity, among others. Additionally, this research was conducted using a qualitative research paradigm following a case study research approach.

Key words: Code switching, code switching in the classroom, participation.

Resumen

La siguiente investigación pretende identificar la influencia que tiene el cambio de código por parte del profesor en la participación de estudiantes de quinto grado en la clase de lengua extranjera inglés. Esta fue desarrollada debido a cambios por parte de los estudiantes en términos de participación cuando el profesor usaba el cambio de código y está enfocada en el punto de vista del uso de la lengua materna por parte del profesor, la relación entre participación y aprendizaje, y los usos del cambio de código dentro de la clase de inglés por el profesor. Este estudio fue llevado acabo con quince estudiantes de grado quinto en la institución educativa Bojacá Chia. Los instrumentos de recolección utilizados fueron cuestionarios, observaciones, y una entrevista. Posteriormente, en el proceso de los datos analizados, se encontró como el cambio de código facilita la transmisión de mensajes entre profesor y estudiantes, el punto de vista del profesor en cuanto al uso del español como herramienta para lograr una comunicación asertiva, y promover el proceso de aprendizaje a través de la participación. Finalmente, Algunos de los hallazgos encontrados fueron como el cambio de código facilita un apropiado ambiente para que los estudiantes participen, la importancia que da la profesora a la participación de los estudiantes, el cambio de código como forma para fomentar la espontaneidad de los estudiantes, entre otros. Adicionalmente, esta investigación fue desarrollada utilizando un paradigma de investigación cualitativo siguiendo una investigación de tipo caso estudio.

Palabras claves: Cambio de código, cambio de código en el salón de clase, participación.

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Introduction

The following qualitative research has as main goal to identify the influence that teacher's code switching has on fifth grade students' participation in a public school from Chia – Cundinamarca. Thus, this research was focused on the poor and less participation that students have in their English lessons, as evidenced in previous observations and some classes given to them in my teaching training. In addition, the findings made at the end of this research such as: how code switching facilitates a proper environment for students' participation, the relevance of students' participation by the teacher, code switching as a way to fostered students' spontaneity, among others.

Therefore, this study was organized in five different chapters: The first chapter explains the problem and the justification of it, as well as the research questions, the general objective and its specific objectives. The second chapter denotes the literature review and the definition of each one of the key words of this project (Code switching, code switching in the classroom, and participation). The third chapter describes the paradigm of the research, the research approach used, the population, the setting where the research took place, the instruments used to collect data (observations, questionnaires, interview), the ethic, consent form, and confidentially. The fourth chapter represents the analysis of each one of the instruments individually and then the analysis of the three categories emerge from the triangulation analysis, and the fifth chapter describes the conclusions and different characteristics such as: relevant findings, research question answers, pedagogical implications, limitations, and further research.

Chapter 1: Research problem

Justification.

"Code-switching is the practice of alternating between two or more languages or varieties of language in a conversation" (Code switching, n.d.) in schools, for example, the use of code switching by teachers and students who are learning a L2 (second language) is clear. They use code switching to be understood and be understandable when people know or have an approach to a L2. However, fifth grade students' participation is different when they get trained in both Spanish and English.

At the beginning of the semester, two observations were made, both of them using field notes in a public school where it was noticed how the participation of fifth grade students (502) (Children from 9 years old to 13 years old) was low or absent in their English lessons when the teacher used only English, and it changed when the teacher used code-switching between L2 and L1 (Spanish). It was possible to recognize how students became discouraged and lost their attention in some moments and no longer wanted to speak English in class when the teacher used the L2 and had to gain their attention again by using the L1. However, most of the students avoided to ask to the teacher or participate in the English activities.

In this public school located in Chia – Cundinamarca, fifth grade students felt comfortable when the teacher used the L1 during their English lessons because it is the language used daily to communicate their ideas to other people as family, classmates, etc. However, it is not the same when the teacher uses the L2, the change in the classroom is evident and most of the time the teacher is the only one talking in the classroom. Therefore, this could result in various aspects that may cause difficulties in the process of learning of a L2. As a result, to identify the influence that code switching has on fifth grade students' English participation becomes an important

aspect in the process of learning a L2. On the other hand, through my experience in two different public schools in previous semesters, one of them in Mosquera and another in Bogotá, the same issue was noticeable, thus making the experience for the students in Chia not a particular circumstance. Talking through my own experience as a primary student, in a public school in Bogotá when the teacher spoke in English it was difficult to pay attention to him because I did not understand anything in the L2. My English level was low, and I tried not to work or participate in the class because I did not feel comfortable. I noticed how the perception that I had for my English classes changed causing me to avoid talking in class and taking part in the activities.

Additionally, this is not the first time that somebody research about code switching in a learning context. Code switching might be misunderstood for people, teachers or students. However, there are some studies and researches in the educational context which talk about the use of code switching and its importance or consequences in different fields. One of those is the study conducted by Velasco (2016) which seeks to establish how students react and perceive the use of code-switching by the teacher, having in mind motivation factors, interests, age, and students' English level. This study showed some relevant findings as how the use of code switching was positive in the classroom and how the use of the L1 decrease from the beginning to the end of the semester, among others. On the other hand, there is another research carried out by Vinchira (2015) called "Uses of teacher's code switching in the EFL preschool classroom". In this study, Vinchira seeks to explain how long the use of communicative functions of code switching should be used by the teacher in the ELF preschool classroom. The data for Vinchira's research was collected through recordings and reflective journals which showed how the mother

tongue supports teacher's discourse and how code switching in the EFL preschool classroom helps to achieve the goals of each lesson.

Those researches have contributed in educational context, particularly in EFL classes in Bogotá, and Uniminuto University. However, there are some aspects that have not been researched in the code-switching field such as its consequence in participation, its point of view by administrative schools, etc. Therefore, this research aims to identify in which way code switching by the teacher positively or negatively influences student participation in the EFL classroom. As a result, to understand those influences in their English classes would help teachers to encourage students learning and to analyze which aspects in students' participation are important to have in mind when a teacher uses code switching in EFL classes.

This research will help other teachers as a reflection of the advantages or disadvantages of using code switching in their classes and as a tool that could help them to identify students' reaction and what could be the best way to solve any issue in their classes. Future researchers could use this research as a tool or reference to develop their studies and look for the improvement of schools and teacher's methodologies in L2 lessons. In addition, in my role as a teacher and as someone looking for improvements in my English lessons to help my future students in their L2 knowledge, I hope to promote values and inspire them in helping others using the information and research conducted in this study. Finally, to the students who were the main participants in this research, this study was made with them and for them and is intended to facilitate students' participation.

Research Question

How does the use of the teacher's code switching influence fifth grade students' participation in the EFL classroom?

General Objective

To identify the influence of the teacher's code switching on fifth grade students' participation in the EFL classroom.

Specific objectives.

- To describe in which class situations students participate.

- To examine the reasons why the teacher uses code switching.

- To report students' perceptions about the use of code switching by the teacher.

Chapter 2: Theoretical Aspects

Literature Review

The following chapter presents five studies about code switching, one study about students' oral production in the EFL classroom, and one more about participation. In those studies, researchers show different aspects and points of view about these topics, which support and provides information for the correct progress of this research. The following studies were divided into international and national studies. The first four studies were developed in China, Pakistan, Mexico, and Zambezi. Moreover, three national studies; two of them developed in Bogotá and the third one developed in Pereira.

Based on international studies, there is one research about code switching entitled as "Teachers' code switching to the L1 in EFL classroom" (Jingxia, 2010). The researcher's main point was to investigate and find out the general situation of switching to Chinese and English while attempting to test the positive role of the use of Chinese in the EFL classroom in three Chinese universities with 259 students and 60 teachers in total; applying questionnaires and classroom recording, this study was focus in a case study method.

Jingxia (2010) showed nine items. The frequency of code-switching occurred in the majority of English classes by teachers and students. The teachers' consciousness in the use of Chinese was about 85%. Also, it was possible to identify a good attitude in the use of code-switching between teachers and students as well as the preferences in many of the students when the teacher used Chinese in their English classes. The use of code-switching as a strategy of efficiency in EFL classes, inter sentential code-switching as the dominant patter used by the majority of the teachers, the situations in which code switching was used explaining grammar,

checking comprehension, among others; and the factors and functions in the use of Chinese in EFL classes.

On the other hand, the results of the classroom recording showed two aspects. The frequency of the patterns and the functions of code switching to Chinese, Jingxia (2010). Those aspects indicated that inter-sentential switching was used most of the time in classes and the use of Chinese helped teachers to ensure comprehension.

In conclusion, Jingxia's (2010) research displayed how switching to L1 is relevant in the EFL classroom and how it played a positive role in the process of teaching and learning the English language. This study as a resource contributes to this research in several aspects. The first one shows the advantages to use code switching in the EFL classes and why it is important in the progress of the class and the easy comprehension that would carry. The second one, in the use of inter-sentential switching which is part of code-switching as a strategy to teach using Spanish that allows an easy understanding. Finally, with the objective of collecting effective data in my research, the use of classroom recordings to collect dominant patterns of code switching in the EFL classroom was necessary.

Straightaway, Gulzar (2010) in his study called "Code-switching: awareness about its utility in bilingual classrooms" applied to 406 teachers, aims to identify the significance of each function of code-switching and what specific pedagogical functions of code-switching served in the classroom. This research was conducted in a quantitative paradigm based on survey data and using questionnaires as a tool to collect information.

Gulzar (2010) concluded that code-switching answers student necessities and it should be used as a strategy for teaching English in the bilingual classroom, having in mind student's English levels. As part of my research, this study provides another context to be developed,

keeping in mind that in Gulzar's research the study was applied in a bilingual environment. However, for this research the study about code-switching was not applied in a bilingual public school. In addition, Gulzar's study helps to understand how those functions are focused on students' necessities more than the teacher's performance. Thus, this research requires the need of student participation.

Consequently, as it was mentioned in the beginning of this chapter, there is one study conducted by Fernandez (2008) called "Improving oral production in adult EFL students at the language center of UABC-Tijuana". This study has as a main goal and as its title suggests, improving adult students' oral production in the EFL classroom. The method used for this research was a case study based on an action research project using an intervention program as the procedure in the research and the instrument to collect the data were questionnaires.

The information collected by the three different questionnaires (for English teachers, subject of the study, and self-assessing) showed the demographic characteristics of the group of study such as gender, age, place of birth, etc. In addition, it provided the researcher the interest and needs of the students to speak fluently instead of learning English grammar, and if they showed the disposition to work hard in their weaker areas. (Fernandez, 2009, p. 8)

She concluded in her research that the use of interactive speaking activities and a nice environment contributed in the development of adult students' oral production. Additionally, the students lost the fear to speak, and vocabulary was not a problem because it was given at the beginning of the activities, and they were able to understand the instructions given in English. In this way, according to the previous study, this research demonstrates that using appropriate strategies or methodologies helped students develop their oral production in different context using a variety of activities. This allowed to achieve a better participation inside the classroom

and it was strongly influenced for the use of code-switching by the teacher in each one of the lessons. In the same line of thought, Fernandez's study was focused on adult learners, and this aspect allow to think that some of the aspects that she mentions in her research also contributes in children context.

Finally, Simasiku (2016) in his article called "The impact of code switching on learners' participation during classroom practice" seeks to investigate whether the use of mother tongue could enhance classroom participation. Simasiku used in his methodology a qualitative paradigm with a case study method and using questionnaires, interviews and observations as instruments to collect data.

The information received by the 3 instruments applied to grade 10 ESL teachers from Zambezi showed that seven teachers agreed that code-switching improved learners' participation. It also showed that half of the teachers made their students speak in English all of the time in their classroom activities while the other five were flexible with students speaking in L2 and L1.

In his research, Simasiku (2016) concluded that "the use of mother tongue did not constraint learners understanding of the learning content" (p. 157) and teachers agreed that code-switching helped in medium classroom students' participation. In this way, this study showed that in the teachers' point of view the use of code switching helped to increase the participation. However, that study was focused on teachers' point of view, whereas, this study is focused on students rather than the teacher.

Once, being shown the international studies, it is important to have a clear point of view of this topic in our context. Being aware that each culture is completely different than ours as well as the education systems, the following studies were taken from Colombia with two of them in

Bogotá and one in Pereira. This last one developed by Posada (2009) was focused on two main objectives. The first one was to analyze and describe the code-switching functions and the second one to investigate the perspectives about code-switching in eleven grade students from a bilingual school. This study followed a qualitative paradigm, the type of study used in this research was case study and the data was collected through three instruments: audio-recording, interviews and field notes.

The findings made through audio-recordings, interviews and field notes showed the functions of code-switching and how they were related to the use and purpose of how students used code-switching according to the interlocutor, the communicative intentions of students, the emphasis of their message, the necessity of maintaining a conversation to clarify messages, the ability to transmit emotions, to relay another person's message, repetition between mother tongue and foreign language, the change for a pet phrase and the use of switching to change the topic, among others (Posada, 2009).

Posada (2009) concluded that the students who were in a bilingual school used two languages at the same time and it did not allow them to avoid the use of both languages in different circumstances. In addition, students were able to use Spanish in their EFL classes, however, they avoided doing so. The use of code-switching was a good strategy to minimize the use of their native language. The advantages of using code-switching functions had positive results during the research and can be used as a tool for future researchers and teachers to develop better English classes. This research allowed a new perspective of code-switching. Often, researchers discuss the use of code-switching primarily for teachers but not about the use of code-switching for students. Moreover, the functions of code-switching showed the different moments in which

teacher uses code-switching and how it allows to identify which moments of the class students and teachers confront the different functions of code-switching during the EFL classroom.

On the other hand, as a second national reference and following code-switching support Vinchira (2015) in her study titled "Uses of teacher's code-switching in the EFL preschool classroom" considered to analyze how long code-switching had to be used by the teacher in EFL a preschool classroom. For this research, Vinchira took a sample of 30 preschool students from 5 to 6 years old using a qualitative paradigm in a case study, recordings and reflective journals were employed to collect information.

There were some relevant findings in Vinchira's (2015) conclusions. The use of code switching by the teacher increased communication channels into the EFL classroom. It brought confidence to students and it supported the teacher's discourse to guarantee students understanding and it helped to achieve the goals proposed by each lesson. Taking support of this research, it is possible to visualize some advantages at the moment of using code-switching. In other words, code-switching as a tool, helps and facilitates the communication among teacher and students which allows to identify the moments of increase or decrease in the students' participation in the EFL classroom.

Finally, the uses and perceptions in the EFL classroom at Uniminuto University developed by Velasco (2016) seeks to research how students' learning processes change with the use of code-switching and she took a sample from her study of 33 students from different careers in an English lll classroom using a qualitative research paradigm case study. The researcher used four different instruments to collect data such as field notes formats, video recordings, questionnaires, and a focus group.

The four instruments to collect data showed two categories: The first one being code-switching moments and the second one students' reactions in an EFL classroom. Code-switching moments were divided in three subcategories; first, some students needed the clarification of meaning because some of them were not familiarized with English; second, the use of code-switching to give behavioral instructions and how it contributed to the teaching and learning process; and third, the explanation of grammatical features through code-switching helped the teacher to avoid gaps in communication. The second category focused on students' perceptions and showed at the beginning students felt afraid and insecure. However, during the research students began to feel comfortable and secure. At the end of her research, Velasco noticed that when the teacher used code-switching students tend to use more English instead of Spanish in their English lessons.

Velasco's (2016) conclusion showed that code-switching decreased at the end of the research and the use of L1 decreased at the same time. In addition, it was important to use code switching in a real context and to use Spanish just in case it was necessary to let them participate in class. Additionally, the over use of code-switching made students feel too comfortable and they found it difficult to use English in a fluent way. The contribution of this study in my research is mainly focused on noticing through observations the different ways when students change their reactions and perceptions when the teacher uses code-switching. Those changes could have a big influence in a student's participation into the EFL classroom.

Theoretical Framework

It is important to keep in mind the most important concepts to appropriately develop this research. Therefore, this research was developed around two important concepts: The first one,

and one of the most important concepts known as code-switching and its sub construct code switching in the EFL classroom.

The second concept developed was participation. Thus, the following information was organized in the definition of participation and some of their general aspects (people's influence, values, principles, and variables), then the explanation of participation in the classroom such as its definition, some issues in the moment to develop the participation into the classroom, and six different areas where students tend to participate constantly.

Code switching.

According to Nguyen (2015) code switching is used for bilingual speakers who can switch between one language and another to communicate something in an effective way. She also argued that during a conversation there are moments in which code-switching is presented like in words, sentences or phrases. Aspects which are evident in different contexts where one person needs to be understood.

Poplack (2015) argued that "code switching refers to the mixing of two or more languages in discourse" (p. 918). Additionally, she describes different motivations in which people tend to use code-switching. The first one, the bilingual abilities of the interlocutor, the second one, the context, and the third one as a construction of identity, among others (p1). Therefore, the use of code-switching is different in every situation and the motivation to use it depends on the person who knows more than one language.

However, Poplack (2015) shows that there are some difficulties when a person uses code-switching. In this sense, word order produces misunderstandings considering that each language has different grammatical rules; "cross-language mismatches in grammatical categories,

subcategorization patterns and idiomatic expressions" (Poplack, 2015, p. 918) and allows them to use two languages with similar syntax.

Based on the previous researchers, code-switching is the use of two or more languages under different situations and it allows people who use it an effective way of communication. However, code-switching differs from others manifestation of language as lexical borrowing (Poplack, 2001).

It is important to explain the difference between code-switching and borrowing because both of these words could be misunderstood for students and teachers. Malmkjaer (2002) claims that borrowing is the process which one language obtains some words (loanwords) or phrases from another language and it becomes their own. On the other hand, code-switching uses words and phrases in their original sense without giving them their own meaning (Nguyen, 2015, p. 12). Having this in mind, it is suitable to say that people use code-switching depending on the context and specific words to express something in a better way and borrowing is associated to young vocabulary and the new variations of their language.

Romaine (2000), for example, explained three different functions of code-switching. Tag switching or extra sentential which adds an exclamation during some moments of the speech; intrasentential is "the switch to a different language can either occur within clause boundary or even within the word boundary" (Nguyen, 2015, p. 15); and intersentential where the speaker mixes sentences from one language to another. (Cited in Nguyen 2015). Those functions show differences that help to understand easily the ways in which code switching could be used for the majority of speakers.

According to the previous explanations it is essential to see the phenomenon of code-switching inside the EFL classroom, and the benefits and difficulties that it has.

Code switching in the EFL classroom.

 Following the theoretical framework, it is important to focus code-switching on a context. In this case the use of code-switching in the EFL classroom.

This concept, the use of code-switching in the EFL classroom, allows students an easy approximation and helps students with a low English level to feel comfortable (Brown, 2000). Following this statement, the use of code-switching manages an effortless way to gain the attention of students and at the same time they could feel secure using English in different situations.

In the same way, Ustunel and Seedhouse (2005) explained three categories for the use of code-switching by teachers in the EFL classroom: code-switching for curriculum access, code-switching for classroom management and code-switching for interpersonal relations. The first one allows students to get an approximation of the language; the second one focuses on the control of the class in their different aspects: behavioral, disciplinary, etc.; and the third one looks for the personal values in the classroom to create good relationships (Rather, 2012, p. 10).

In this way, according to different studies there are some benefits and difficulties in the use of code-switching in the EFL classroom.

Benefits to use code-switching in the EFL classroom.

- According to Pollard (2002) Students do not feel afraid of communicating or sharing their ideas in classroom even when the language barrier is present. She also argued that code-switching is a useful strategy to express the things that they have learned. That is why the use of code-switching helps students to understand and use the foreign language when they are not familiar with them.

- "Code switching allows students to make themselves understood by others" (Cordoba, n, d.) She also said that students use code-switching in different moments (consciously or unconsciously) depends on the moment of changing the code in short sentences while they are speaking.

- Code switching is a useful tool for Basic English learners or pupils because it helps them to understand and follow instructions easily (Robert 2013). In addition, their learning process and the switching of languages lets them become familiarized with L1 and L2.

- Finally, Robert (2013) clarified that students enjoy and take advantage of their EFL lessons when they understand teacher instructions. This allows them to be focused on the lesson and lets them participate more in the EFL classroom.

Difficulties to use code switching in the EFL classroom.

- Cordoba (n,d) also concluded that "Code switching can only be an advantage when it does not constraint students from talking". It is important to identify in which point code-switching could be a limit in students' English learning and it could avoid the overcoming of them in the EFL classroom.

- Another difficulty that code switching has in the EFL classroom occurs when students do not know what to say when they need to continue a conversation. The massive use of code switching without a purpose makes them talking without a sense as a mechanism to avoid being quiet (Cordoba, n,d).

- When the teacher uses code switching to avoid another language because of lack of awareness or low knowledge of the language it tends to be a problem. In some cases, the

information could be wrong and there are misunderstandings between the content and the language by the teacher (Robert, 2013).

Participation.

Another important concept to keep in mind while developing this research is to define participation. First, as general definition in different context, and then focus on classroom participation and some aspects included in it.

Brodie et al. (2011) argue that the definition of participation is different for each person. However, they claim participation as taking part in social, individual, and public activities and those activities have common features such as voluntary, about action (participation which required an action), collective or connected (collective impact), and purposeful (actions that have consequences). These aspects of participation are present in daily situations, in communities, and individual moments and those spaces allow people to share their ideas and opinions in different topics and different contexts.

In the same line of thought, Brodie et al. (2011). explains the influence that participation has in people. The main reason why people are influenced to participate is their preferences and personal choices to take an action. Nevertheless, there are other influences as external factors, family, social connections, even the topic that they are discussing. These factors increase or decrease the participation of people in different contexts, under different environments, some of them objective and subjective according to the knowledge and feelings of the individual.

Additionally, Brodie et al. (2011) explains various factors that make people stop participation or avoid doing so; aspects like time and responsibilities are the most common factors. However, there are more factors like negative participatory experiences, exclusion, and the personality of the people or moving away from one site to another. It is not a mystery that there are many

people that do not like participating due to them not feeling comfortable because of their personality or own experiences, as well as people who like to participate in different situations with or without knowledge about the topic.

On the other hand (Mulgan & Hazel, 2005.) argue that participation encourages the process to understand the participants and how each one of them have different backgrounds. This point of view explains how each person has their own perspectives about different topics, their beliefs and their personalities. For that reason, their opinions and thoughts differ from others point of view. It also shows the diversity of answers and opinions that one topic could carry.

Supplementary, (Mulgan & Hazel, 2005.) illustrates values and principles for participation. They organized the values in three aspects; the first one, "people have the right to participate in the decision that affect their lives" (p. 19); the second one "beneficiaries of public policy can add value to its development and implementation" (p. 19); and the third one "participation should lead to change for the better" (p.19). Additionally, they show principles that must be followed in participation: *Make a difference*, participation as a difference in terms of learning; *voluntary*, participation must be involved and it cannot be compulsory; *Transparency, honesty and clarity*, the creation of a natural environment; *adequate resources*, to manage the process; *appropriate participants*, depending of the purpose with an appropriate involvement; *accessibility*, avoid the exclusion of the participants; *accountability*, participation needs to be accountable; *power*, in terms to achieve the goal of the interaction; and *learning and development*, this participatory process may include mutual learning. Those values and principles must be present in each one of the exercises of participation. However, in some of these exercises the aspects are not evident for participants or context.

In the same way, Norad (2013) shows in its report 4 essential variables in participatory activities. The first one being the participants and how each individual is different in many ways regarding to gender, age, sexual orientation, religion, political ideologies, etc. These characteristics are own of a particular person. However, their participations in the different participatory spaces are diverse, men are "more present in formal local structures, and committees" (p. 15), on the other side women are "more involved in volunteering and providing support through faith-based organizations" (p. 15). Even though both of them are active participants, each one tends to be in different scenarios with different purposes. The second one is their motive for participation. In this, there are different situations which could make people participate in different scenarios such as the expectations about different benefits, values or ideals about a certain topic, moral and religious beliefs and obligatory participation in a specific community or scenario. The third is about effective preconditions of participations. This part was defined as the "process that is not dominated by other interests" (p. 15) it means that participation, planning, and processes must be meaningful, provide current information, has enough available resources, motivate and support participants in their opinions. Finally, the fourth one was the result of each participation. This variable tends to arrive to local needs and priorities and it looked for the improvement of each one of the challenging situations in a community and its possible issues. Those variables take just four of many variables that could have participatory activity such as the topic that is going to be developed, the external and internal factors, the context and environment of the different spaces, among others.

Classroom participation.

Once was defined participation as a general definition, it is important to incorporate this definition into the educational environment, specifically into the classroom participation. Thus, it is important to understand this definition and some tips to develop this in a correct way.

Warayet (2011) explains that "Participation enables students to achieve their aims by active interaction rather than merely being passive listeners" (p. 42). It is important to clarify that active participation involves different kinds of activities and skills like speaking, listening, writing, reading, and social skills that were mentioned before in the construct of participation, among others.

Warayet (2011) also describes some difficulties or issues that students could face when they are participating such as time, opportunities that are not adequate for some students and the difficulty of some of the teacher's activities. Those aspects are common in different moments in the EFL classroom as the presentation of a topic, task, communicative activities and assessment. Thus, activities must be taught for students and the goals for each one of the class.

In the same line, Weimer (n,d) shows six areas in which her students talk about the situations where they participated and interacted into the EFL classroom. The first one required/graded participation as the characteristic that students participated because it is a significant part of their grade or they are chosen to participate even if they are not volunteers. Secondly, incorporating ideas and experiences into discussion, in this area students use the participation as a tool to share their real-life examples and experiences with their classmates. Thirdly, active facilitation, in which students are being challenged and they seek to be most dominant in the discussion depending on the topic. The fourth one, asking effective questions, this is to focus on the questions that have predictive answers. Supportive classroom environments that is the fifth one

and it is according to the spaces that helps students to think about their answers even if they are wrong, in other words, to generate a patient space with the support of the teacher and their classmates. Finally, affirm contributions and provide constructive feedback where student's answers are constantly contrasting with incorrect and correct answers and it generates a proper definition that is written on the board. These areas were provided by students and as an objective point of view these are constantly used by the teacher to motivate student participation in one or another way. It is important to emphasize that some of these areas were used according to a specific topic and with several types of activities but these are functional in terms to achieve an active participation.

In conclusion, it was possible to identify different researchers who have being studying topics related to this study in different fields, under different methodologies, and different context. Their perceptions, ideas, and conclusions as well as their grounds in different meanings provide to this research solid bases and release the importance to develop a better education for different kinds of students, children, teenagers, adults, etc. in different contexts.

Chapter 3: Research Design

The following chapter is focused on the methodological procedures that this research followed. This information was divided in aspects such as the research paradigm, research approach, setting, participants, and data collection instruments. The research paradigm and research approach were presented under their definitions and the reasons why these were chosen for this research; the setting describes the context where this research takes place (social, and infrastructural), the participants represent the people who participate in this research such as students, teachers, researcher, etc. Moreover, the explanation of the instruments to collect data which were observations, interviews and questionnaires.

Research paradigm.

This research was developed in a qualitative paradigm. Additionally, this research paradigm is defined by Mason (2002) as a tool that "can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationship work, and the significance of the meaning that they generate" (p. 1). It means that this research paradigm was developed in a different context. Daily context with common participants. Those participants are facing different challenges or situations and the information was, most of the time, followed by the analysis.

As well as this, Mason (2002) showed some aspects to generate qualitative data. Those are "data sources, methods and approaches" (p. 51), "qualitative interviewing" (p. 62), "observing and participating" (p. 84), "using visual methods and documents" (p. 103), and "sampling and selection in qualitative research" (p. 120). Through those aspects the qualitative research would

be easily achievable. Having in mind those aspects, teachers and researchers could identify and better use the strategy to generate the data that they need.

Finally, this research paradigm was chosen for several reasons. The first being because it provides specific information about the influence of code switching in student's participation, the second one because the information collected was analyzed in detail and it provides specific data about students perceptions when the teacher used code switching.

Research approach.

The research approach used for this study is a case study. Firstly, it is important to understand the meaning of "case". According to Johnson and Christensen (2012) "a case is defined as a bounded system" (p. 395). It means that a system helps to organize a whole and the definition of bounded helps to determine "what the case is and what it is not" (Johnson and Christensen, 2012, p. 395). In this sense, case study wants to describe a group of people as a whole. It means, that the study is focused on a group of people more than seeing individual aspects of one person.

On the other hand, case study definition would be understood as "research that provides a detailed account and analysis of one or more cases" (Johnson and Christensen, 2012, p. 395). In this way, case study approach allows getting specific information about one or different cases in different contexts and it helps researchers to get information before, during, and after the development of this study.

Additionally, this research approach was conducted in an intrinsic case study. It means that case study was focused on one aspect, additionally, this type of case study claims to generate a better understanding of one specific situation and it is developed for people or researchers with a special interest in the topic (Baxter and Jack, 2008, p. 548). In this study, for example, the influence that code switching has on student participation. Besides, this research received

information from being analyzed in detail and is to provide some suggestions for future researchers. In the same way, the research does not apply actions during the process of the study. Therefore, this research analyzes data according with its specific characteristics.

Setting

The following research was conducted in Chia – Cundinamarca in a public school located in Bojaca's path. This school has a mission to contribute the institutional training with high intellectual and ethical levels through learning by projects. As well as to achieve a personal project for their entire lives. Additionally, its vision is to consolidate the school as one of the best technical institutions by 2015 and provide students the tools to help and change their context in a better way (Colegio institución educativa Bojacá Chia, 2014).

The school is divided in two schedules. In the morning, the school is used for high school (6° to 11° grades) and in the afternoon the school is open for primary students (1° to 5° grades). The school has different classrooms on the first and the second floor, a cafeteria, photocopier, a soccer field and a big green zone for children. The classes are divided in one or two hours depending on the subjects and students must move around the school to take them in different areas. There is an English classroom in the school and there are some elements in it like board, chairs, and tv.

Finally, the school looks for three values in its process: Love, to facilitate the relationship between each one of the participants in the school; respect, to recognize and accept the different points of view of each person; and responsibility, for each one of the decisions that each person makes that could involve more people (Colegio institución educativa Bojacá Chia, 2014).

Participants

The participants for this research are 15 students from fifth grade (502). The course is compound by eight boys and seven girls with ages between 9 and 13 years old. They are located in a low-medium social stratum (2 -3) and they are used to rote in different classes for different subjects.

This population was chosen because they, (as well as another fifth grade group (501)) show changes in their participation when teacher uses code-switching in the EFL classroom. Those changes are evident in their actions when teacher uses English and Spanish.

Another aspect to consider is that most of them did not have the resources to develop some activities in class such as dictionaries, colors, pencils, etc. That is why, in some cases some students are prone to share their resources with their classmates and the teachers help them with some of those resources as well.

In addition, the administrative school granted the permission to conduct this research and their participation and support in this study was important and necessary. The English teacher has a main role in the development of this research due to the fact that she is the one who uses code switching inside the classroom and finally the researcher who was constantly present in the development of this research with students, teachers, and administrative people (Annex 1, 2, 3, 4).

Data Collection Instruments

To collect the information required to develop this research and answer the research questions, this study uses 3 instruments to collect data and each one of them is strongly associated with each one of the specific objectives.

- Observation (video recordings - journals) (Annex 5)

- Interviews (face to face – voice record – Semi structured questions). (Annex 6)

- Questionnaires. (Annex 7)

Those instruments were chosen due to the fact that the study aims to analyze code switching and participation most of the time. Thus, these instruments contribute data from different points of view such as the teacher (interview), students (questionnaires), and researcher (observations) providing to the research as much objectively as possible.

On the other hand, the interview and the observation were piloted before collecting data. The interview questions were validated by an expert in the formulation of questions from ICFES (Instituto Colombiano para el Fomento de la Educación Superior), and the teacher Javier Guerrero who made corrections and give some pieces of advice in terms of organization and redaction. Besides, the observation was piloted 5 times, two days a week, one day for 1 hour, and the second day for 2 hours with a video recording and without a format to verify the quality of the video and audio, as well as the most relevant notes to create a proper format.

Observation (Video recording)

Everyday people observe uncountable situations in their lives. It is by the sense of vision that people can get information, compare, analyze, and do many things with the context that surround them. Observation gives each person a personal point of view of some phenomenon.

According to Zacharias (2012) "observation is one of the most common human activities that we do every single day" (p.133). Additionally, she explains three purposes of observation. These are observation for learn, observation to describe, and observation to evaluate. Owing to the fact that this research aims to identify the student's participation at code switching moments the purposes in this study aims to learn, describe, and evaluate in the further analysis, moreover the

observation by video recording is necessary and important to collect data in each of the different moments inside the classroom.

For this research, the observations were conducted through video recording as Zacharias (2012) saids "Compared to all three methods (real-time observation, audio-taping, and video-taping) video-taping a classroom is consider the most intrusive" Additionally, she supports video-taping due to it is possible to capture data that is not possible to collect with other methods such as contextual features, movement, faces, etc. Through this observation it was possible to record the student's participation in each one of the activities suggested by the teacher and in each one of the classes. During the progress of this research there were applied eight observations, and each one with a duration of 1 hour 30 minutes as maximum. Then with the collection of data gathered through the video recording, it was necessary to transcribe the most relevant moments in terms of code switching used by the teacher and the trice in which students participated in the different instants of the class.

The use of field notes plays an important role in the development of the observations. According to Mack, Woodsong, Macqueen, Guest, and Namely (2005) this data is evidence of what the researcher observed into different events, the participants' behaviors, physical gestures, and mainly to get the story of the people observed in a complete way, and some more characteristics (p. 21). They also argued that field notes must be taken during the observation or as soon as possible once this has finished, because each one of the small data missed could be important in the subsequent analysis.

In a similar fashion, the use of field notes were used during the class, and once this has finished, the information was complemented with the video recorded in order to add possible new information. Once these relevant moments were transcribed from the video, it was important

to compare the data with the field notes wrote by the researcher. This information gave to the research an objectively data according to the point of view of the researcher and the evidence show by teacher and students into the classroom through the video recording.

In addition, observations were chosen giving the fact that the information provided by students and teacher was plenty of data. Through this, and with the support of a video recording was possible to identify the moments in which teacher uses code switching, classroom participation, and some students behaviors. Besides, the use of field notes show the information gathered in real time which support a deep analysis of the information.

Qualitative research interview (voice recording)

Sometimes face interviews can be difficult or stressful in different contexts. However, interviews provide rich information about a person in different aspects, they can express as they are, they can show different expressions while they are answering some questions and their personal point of view comes important for analysis and development of a research.

Zacharias (2012) explains that "an interview is not the same as a conversation" (p. 98) and she adds that an interview is a conversation with a purpose. Therefore, in this study, a qualitative research interview was conducted. According to Edwards & Holland (2013) there are different ways to use the questions such as informal, non-directed, open-ended, conversational, naturalist, and many other examples that give flexibility to the interview and allow and objective point of view in the collection of data. In the same line of thought, for this kind of interview the use of semi structured questions or unstructured questions was essential in the correct development of the data collected as Edwards & Holland (2013) argued "The major forms of qualitative interviews are semi- and unstructured interviews. In a typical semi-structured interview the research has a list of questions or series of topics they want to cover in the interview, an

interview guided, but there is flexibility in how and when the questions are put and how the interviewee can respond" (p. 29). They also explain that this kind of questions let the interviewee to answer in his/her own way, additionally, they are not forced to answer in a structured way and it give to the research a theoretical position in their answers for an a following analysis.

Thus, there was 16 semi-structured questions in the interview and it shows information about teacher's perceptions and thoughts in terms of her students, their participations, and her use of language in different moments of the classroom. This interview was recorded using a recording and then those files, at least the most relevant answers were transcribed in order to show the information in detail. During this research, the researcher applied 1 interview to the teacher at the beginning of the research to collecting data and before to use the observations in order to know the teachers' point of view (annex 8).

Furthermore, interview was chosen as a result to know the teacher's point of view according to her use of code switching inside the classroom. It is also important considering that teacher takes an important role in the development of the research and to know her point of view about the topic to analyze the information objectively.

Questionnaire.

Questionnaires have been part of people's life since they were child; this tool has been used in different circumstances like test, formats, consents, etc. Children and adults are familiarized with this tool and is not difficult to take some minutes to answer it. Additionally, the information collected with this is summarized and go to the point.

As stated by Siniscalco & Auriat (2005) "a questionnaire is said to be standardized when each respondent is to be exposed to the same questions and the same system of coding responses" (p. 3). It means, that questionnaire allow to standardized the information collected according to the

problem that researcher observed. They also explain three different kinds of question structures such as closed questions, open-ended questions, and contingency questions.

Closed questions, as well known as multiple questions, ask to the respondent to choose the most representative point of view among different options given (p. 23).

Open-ended questions, as well known as free-response questions, are characterized because they do not have multiple choose in order to know a specific answer, instead of that respondents are free to write, usually in a short text their point of view according to the question given (p. 26).

Moreover, contingency questions, which is, apply to a subgroup of respondents different questions in order to know specific information for a specific sample, for example, ask different questions to males or females (p. 28).

In order to develop this research, the questionnaires were developed in a close question structure because the information collected was easy to code and then its analysis was clear and profitable. However, there was 3 open-ended questions in which students express themselves about teacher's code switching and their point of view of this. The number of the questions were not more than 10 questions because it helps students to avoid spend too much time answering the questions and this allow them feel open to answer it objectively. Additionally, the main objective of this instrument is to know students' perceptions in terms of participation once teacher has used code switching.

Finally, this instrument was chosen because students are familiarized with it, it does not have too many questions so it is possible for them answer them honestly and in a short time. Additionally, the information collected was specific and goes to the point; the analysis of it was deep and does not take too much time in being organized.

Ethic

This research guarantee ethical responsibility and educational objectives through policies that support the transparency of the data.

Consent form

For the correct developing of the research and the correct collection of data was necessary to request the respective permissions to the school, in order to have the permissions to stay in classroom and the possibility to use a video recording inside the English lesson, to the cooperative teacher, who allow her space of teaching as the place to collect information, the parents, who let their sons being part of the study, and students, who were the main characters in this study and were in favor to help me in the research.

Confidentiality

As a part of collecting data it was applied a video recording, audio recording, and questionnaires. Therefore, the recoding of students and teacher faces were capture as well as their voices. However, this information collected was used only for research purposes. Their names, faces, and voices were used by the research and this information was not share with anyone else.

Chapter 4. Analysis

This chapter is developed and analyzed with the information gathered for the instruments applied. Thus, the three (3) instruments applied to collect data (observations, interview, and questionnaires) were developed individually and then analyzed as a group using a triangulation method in order to obtain specific information in each one of the categories selected. This will lead to analyzing the relationship between the significant information collected in the three instruments.

Students' Questionnaire

Students' questionnaires were applied to 15 students between the ages of 9 -12 years old. Additionally, the questionnaire format was constituted by 7 questions. Five of them were closed questions with multiple choice, 1 open question, and 1 closed question with multiple choice followed by another open question. In order to analyze the data, the following information was gathered:

Graph 1. First question students' questionnaire

1) ¿cONSIDERAS QUE PARTICIPAS EN CLASE ACTIVamente?

si 14 — 93%

no 1 — 7%

TOTAL: 15 RESPUESTAS
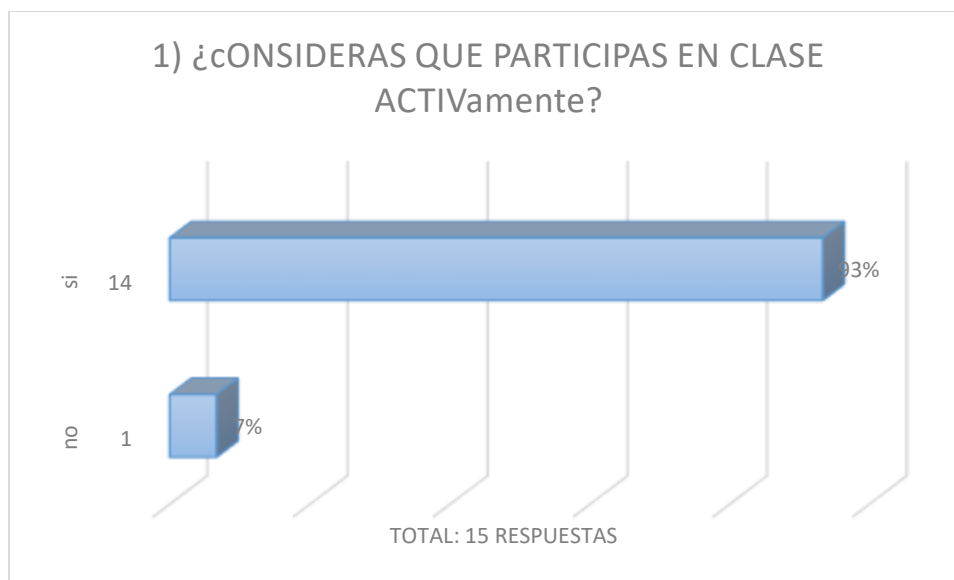
According to the graph 14 of the students answered they are used to participate actively in the classroom. However, one of the students answered he/she is not used to participate actively in classroom. Thus, this information shows how most of the students' perceptions are focus in their active participation in class, in different situations. However, there were few students who do not perceive their participation as expected by the teacher or their classmates, or other factors which do not facilitate their participation in class. Warayet (2011) stresses the importance of the role participation has in the language learning process and the importance for students to complete their classroom activities in order to learn a new language. Reason why, participation is important in the development of the classroom and students' approach to the new language.

Graph 2. Second question students' questionnaire
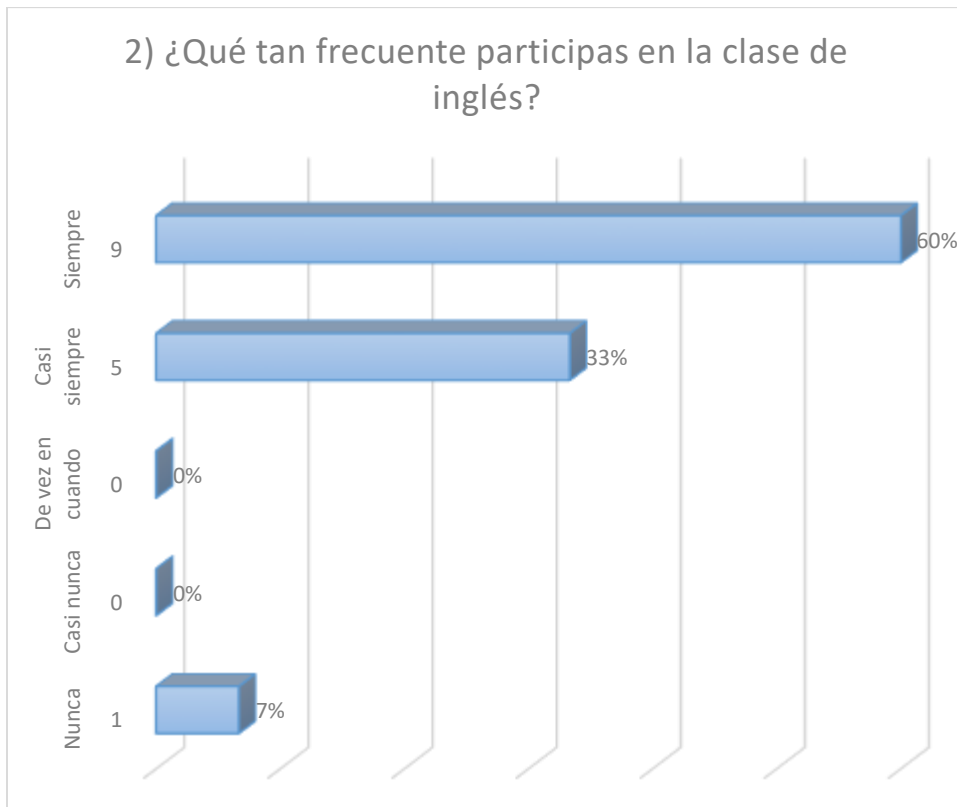
According to Weimer (n.d) "the quality of discussion improves when more people participate" (p. 13). The reason why is due to, more participation in the classroom increases and achieves better discussions and therefore increases the speaking skill. In consonance with the second question graph and Weimer's point of view, it is noticed that 60% (9) from 100% (15) answered that they participated every moment in the class, 33% (5) answered that they participate most of the time and the 7% (1) answered that he/she does not participate in English class. In line with the previous information it is possible to recognize that students participated even if they do not do it every time, in consequence students' participation in the English classroom is evident most of the time and just few students do not take part on it.

Graph 3. Third question students' questionnaire.
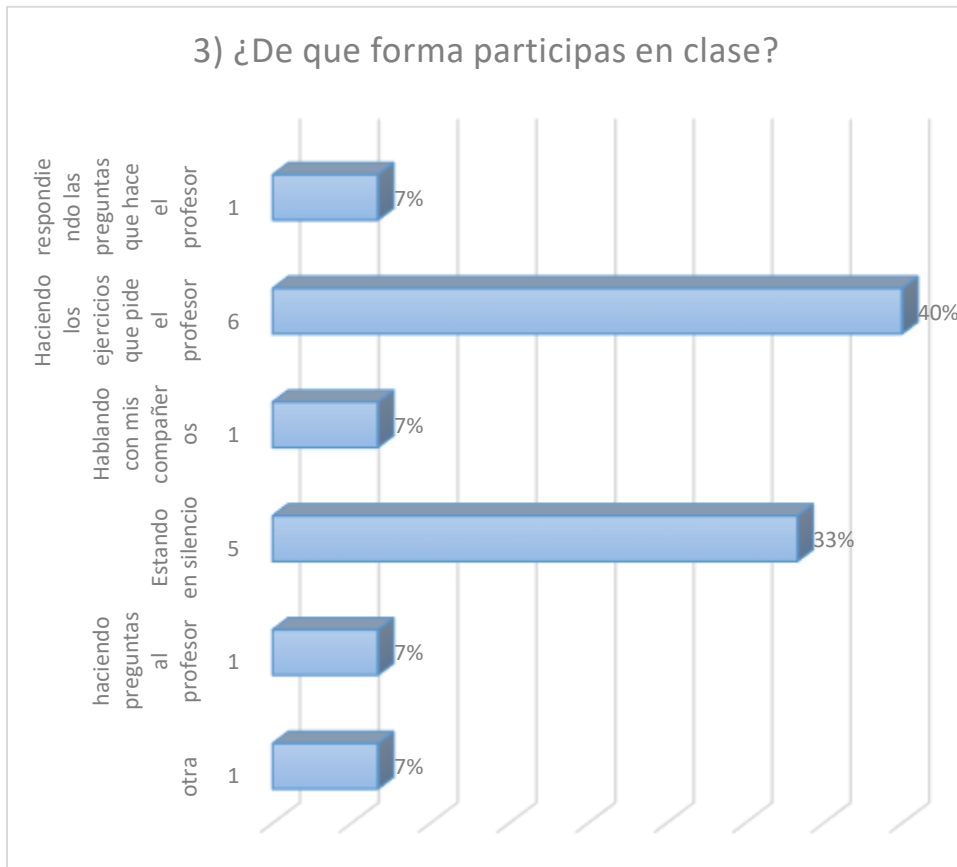
In the previous graph it is possible to recognize the different ways which students tend to participate, either if they are speaking out loud or working in their activities. For this question students had five choices including the option "other" if there was not an answer for them in the options. However, one of the students did not say which other kind of participation he/she used in English class. For the rest of the students there were two dominant ways of participation in the class; the first one, doing the exercises requested from the teacher and the second one, being silent and working. Additionally, these options are strongly related one each other because even if students are quiet they are silently working on the activities proposed by the teacher, in other words, they are working and participating in the activities as argued by Warayet (2011) students' participation is not merely about talking, participation encourages them to pay attention during class and to follow instructions without having to get involved in the discussions. Additionally, for the teacher these two kind of ways to participate are positive in the classroom, due to students are putting in practice what they know in the class activities. However, for her their participation is more value when they try to speak out loud in the activities, and it is better when students make an effort to participate in English through the different skills, writing, reading, listening, and speaking.

Graph 4. Fourth question students' questionnaire.
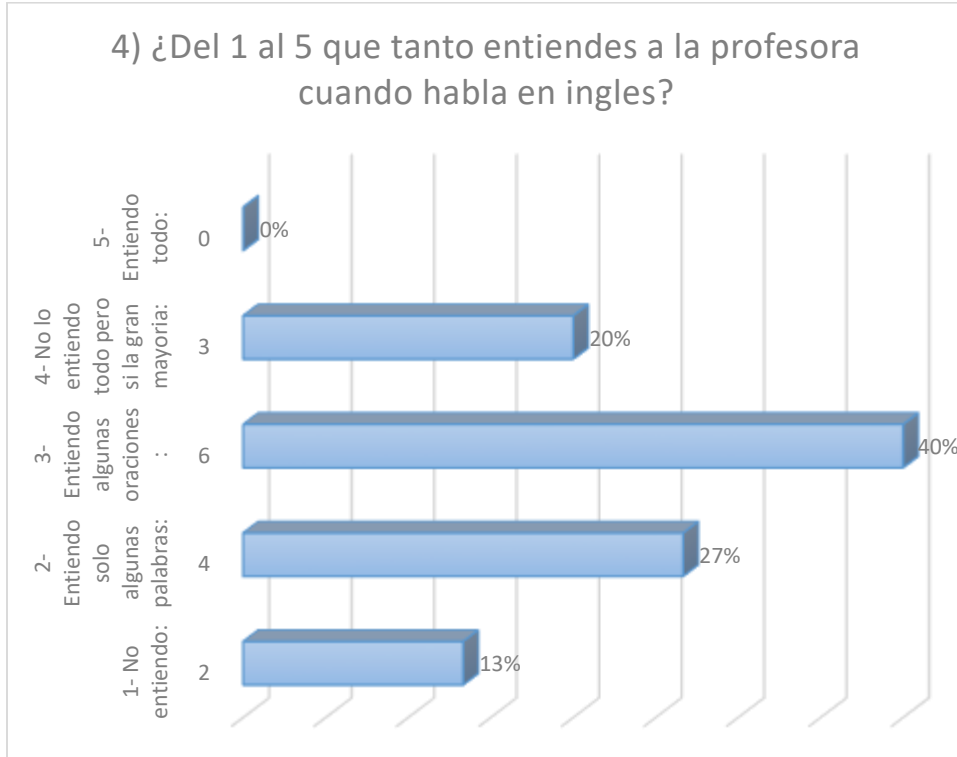
The previous graph shows that none of the students surveyed understood all the instructions when the teacher speaks in English and three students understood most of the instructions given in English. It is giving the fact that few students have good bases in terms of English structure and English vocabulary. Additionally, these students were who participating most of the time in classes according to the observation made it. Nevertheless, most of the students understood just some sentences and isolated words. Having this in mind, almost the majority of students understand some instructions in English even if they just understand a few words. Furthermore, there were 2 students surveyed who do not understand either words or sentences in English and for that reason the class would not be given in English all the time by the teacher.

Graph 5. Fifth question students' questionnaire.
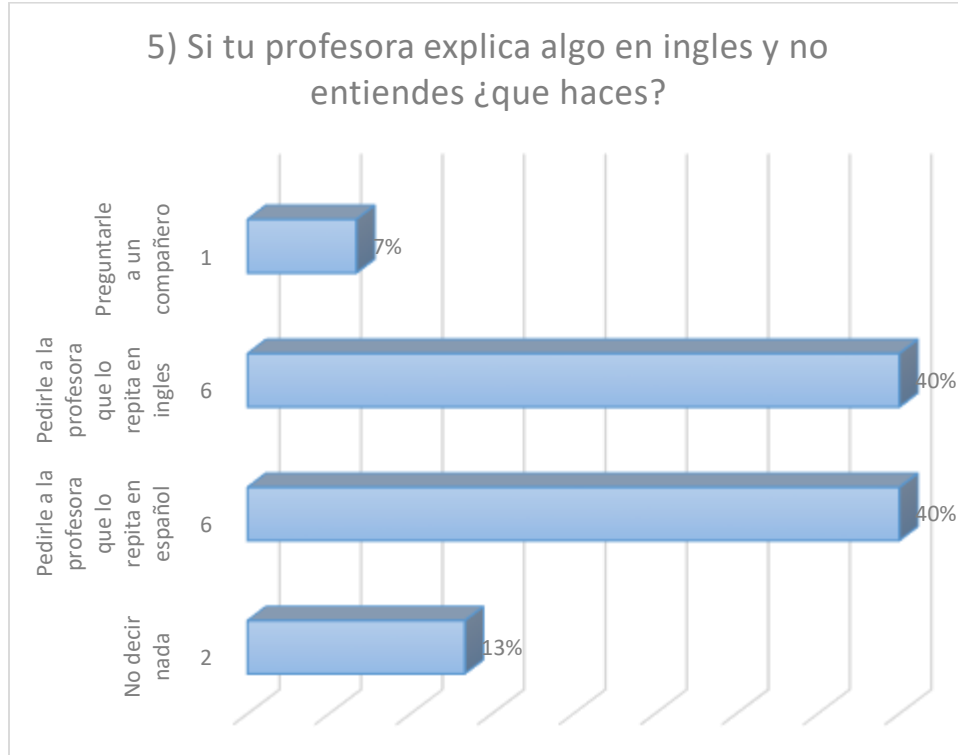
In the fifth question most of the students prefer to ask the teacher something if they do not understand. From 12 students who selected to ask the teacher 6 of them prefer to do it in English and the other 6 students prefer asking the teacher in Spanish. At the moment to asked about their choice, some of them said:

- **Student – 10**: "porque si no entiendo algo debo preguntarle a la profesora"
- **Student – 2**: "pues porque la profesora a veces no le entiendo pero no me da pena y le pregunto, porque es buena con todos mis compañeros y a mi"
- **Student – 9**: "Yo le pregunto a la profe en ingles porque estamos en clase de inglés"
- **Student – 7**: "para que yo pueda entender y hacerlo bien"
- **Student – 6**: "porque a veces yo no entiendo y me toca preguntarle a la profesora"

It is possible to identify that some of the reasons that students give to support their answers were that they prefer ask to the teacher in English or Spanish in order to better understand the instructions given by the teacher. Sometimes, students prefer to participate asking something to the teacher in order to understand correctly what she is saying. Furthermore, there was one student who preferred to ask his/her classmates because she/he felt embarrassed to speak to the teacher as he/she mentioned "porque me da pena". Nevertheless, even if she/he is not asking something to the teacher, the motivation to participate and understand the instruction of the teacher allowed him/her ask to their classmates. Finally, two of the students prefer to be quiet and not say anything and they did not give reasons for their choice.

Graph 6. Sixth question students' questionnaire.
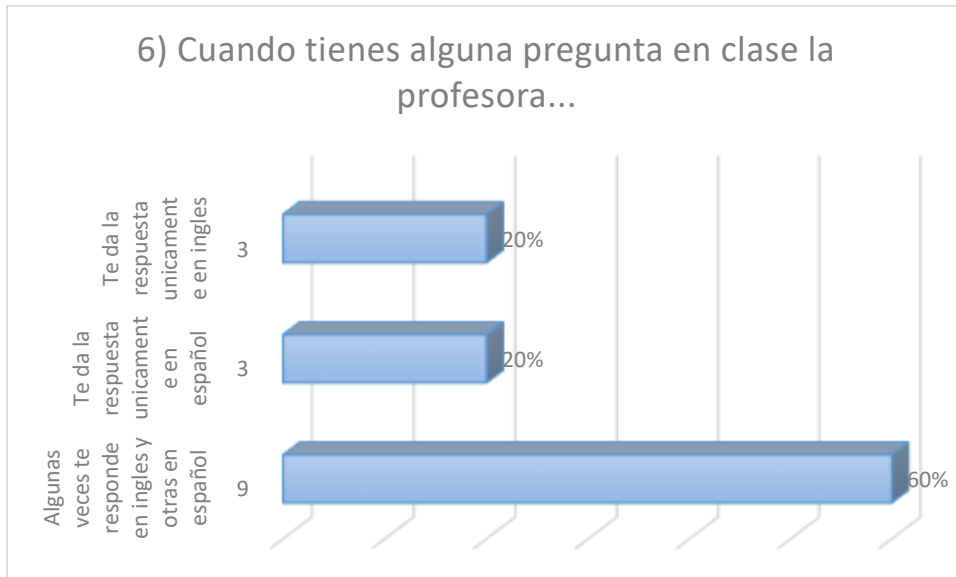
Conforming with the previous graph the results showed how the use of code switching is present in the classroom and how students can evidence code switching through teacher's answers when they have any question. The 60% (9) of the students said that the answers to

questions are in Spanish and English. The 20% (3) said that teacher's answer are in Spanish, and the other 20% (3) in English. Thus, the teacher uses both languages during her class and not only gives directions using them but also to answer questions and help students to understand the topic or activity.

Additionally, Weimer (n.d) argued that it is important for teachers to answer carefully to student's questions or contributions. Even if the teacher's answer is given in English or Spanish, their answers should be carefully selected to avoid misunderstanding or negative results. As seen in the English class, the teacher took her time to carefully think about how to answer each student's question in a way for them to understand (using English or Spanish) and in a supporting manner.

7 question ¿Te gusta participar cuando la profesora habla en inglés o en español? ¿Por qué?

The last question and as it was mentioned at the beginning of the chapter was an open question, this with the purpose to identify the students' point of view or perceptions according to their participation when teacher uses English and Spanish in her classes. Some of the answers given by students were the following:

- **Student – 4**: "que se divierte uno mucho en clase, en ambos"
- **Student – 2**: "porque para mí, no se para mis compañeros pero a mí me gustaría hablar mucho en inglés"
- **Student – 1**:"si porque me encanta el inglés y el español"
- **Student – 5**: "si me gusta participar prefiero español"
- **Student – 3**: "porque estamos en clase de inglés en inglés"

It is possible to see how some students do not care about the language that the teacher could use in the English lesson, giving the fact that they enjoy the classes and find in this class

something different that makes them have fun and enjoy it, and these classes are according to their wishes about learning another language. Additionally, most of the student respondents related to the use of code switching with the learning process:

- **Student – 12:** "En ingles porque aprendemos más ingles"

- **Student – 11:** "porque uno aprende algo de español y ingles"

- **Student – 10:** "porque puedo aprender algo más participando en clase"

- **Student – 9:** "a mí me gusta participar cuando la profe habla en los dos idiomas porque aprendo y corrijo"

- **Student – 8:** "si porque aprendemos más en clase de inglés"

- **Student – 7:** "ingles porque uno va aprendiendo más ingles"

- **Student – 6:** "ambos porque la profesora nos enseña muchas cosas"

- **Student – 13:** "si para que me vaya bien o para saber cosas que me salgan mal, en las dos"

It was possible to identify how some students did not completely answer the question as some of them avoided answering if they prefer Spanish or English to participate. However, most of them related the use of Spanish, English, or both with the process of learning. It means that code switching helps and develop more than student participation. Additionally, they can learn English topics as well as Spanish language. Thus, code switching not only helps students to understand some instructions or answer questions, but to also help them to develop their native language.

Finally, but not the least important, there were some students who rejected the use of English by the teacher and expressed their unconformity with this and their participation:

- **Student – 14:** "El inglés no me gusta, me gusta el español, el inglés es todo complicado"

- **Student – 15:** "A mí no me gusta cuando la profe habla en ingles porque no le entiendo"

These students were uncomfortable with the use of the teacher's English during the classes. According to them, the reasons are because they do not understand or simply they find it too complex. In consequence, it is not possible to say that code switching or the use of one language more than the other increased the learning and participation of all the students in the classroom, just a few percentage do not enjoy the English class.

Additionally, as Cook (2001) argued, L1 allows students to recognize differences and similarities in terms of L2 culture and linguistic structure. According to the stanza, thanks to the use of L1 (Spanish) in the English classes allows students to feel more confident and it is easy for them to analyze the linguistic aspect from one language to another doing a contrast between them. However, it does not mean that all instructions or explanations given by the teacher were understood by entire class, as it was noticed, some of the students did not understand or have an open perspective about the importance of L2 in their lives.

As a conclusion and according to the charts and the answers given by students the participation by students is evident. Most of them enjoy participating in the class and formulated questions to the teacher while participating actively in English activities proposed by the teacher, even if they prefer to work alone in silence. Additionally, even if they are not able to understand all of the instructions given by the teacher in English, they put in effort to understand and participate or ask for it to be repeated in English or Spanish. The use of code switching by the teacher is present and it encourages students learning in different ways either in English or in Spanish to make the class fun and enjoyable. However, for a few students it is difficult to understand the English teacher's instructions and it created difficulties in terms of participation.

Observations

The following analysis was taken from eight observations made in 1 month. These observations were followed using field notes and a video recording to support the information and give more details to the research. Additionally, it is important to mention that the period of time of each observation was around from 30 minutes to 1 hour 30 minutes twice a week. According with the previous information, the following aspects were the most relevant and repetitive notice for this study:

Use of English by the teacher.

Most of the time the teacher tried to teach, help students, answer questions and control the class in English. In the observations made, it was possible to notice the students' participation when teacher spoke in English, even if students made some mistakes while trying to answer.

In consonance to Cook (2001) it is correct to avoid L1 as much as possible in the L2 classes. Giving the fact that the use of L1 can be avoided using different strategies such as showing pictures, mime its meaning, and so on without translation. As well as Cook said, in the observations made it was possible to see these different aspects or strategies (mimic, pictures, word by word explanations, etc.) that the teacher tried to use in order to avoid the use of Spanish in her classes even if later on she had to use Spanish to achieve the activities.

3° observation:
L: we are going to play… broken phone. Do you know what broken phone is?
S-12: ay yo…
L: the game (mimic)
S-12: Teléfono roto
L: yes (1.0) necesito que tres estudiantes de acá se pasen para este lado mientras la actividad…

rápido… solo 3, no sabemos contar
(L) Teacher – (S-#) Student

It is possible to see that the students' participation most of the time was in Spanish rather than in English. Therefore, when most of the students listened to instructions or explanations in English they could understand or had an idea to say to the teacher a possible answer in Spanish, even if they did not understand the instructions completely, they did their best to participate.

In the same way, when the teacher was giving instructions or explaining something, some students (who could understand the teacher instruction or explanation) translated it into Spanish to help their classmates to understand.

1° observation:
L: I write in the board in English and Spanish and you write only in English, listen… I write in the board in English and Spanish, only me, and you write only in English.
S-5: Yo si entendí, que la profe va a escribir en el tablero las palabras en español y en inglés, y nosotras debemos escribirlas en el cuaderno en inglés.
(L) Teacher – (S-#) Student

As it is possible to see in the previous chart (1° observation) one of the students used their own words to translate the instruction given by the teacher into Spanish. It is evident that grammatically the structure of the sentences are different, however, the sense of this is the same. Although some students could translate some sentence into Spanish, sometimes the teacher requested them avoid doing so.

2° observation
L: first (1.0) I am going to review the homework, please open your notebooks

S-8: que abramos el cuaderno y pongamos la tarea
L: Don't translate
S-5: No entendí
L: Don't speak Spanish S-8 ok?
(L) Teacher – (S-#) Student

Additionally, when teacher was speaking in English and the students did not understand, she tried to repeat as many times as possible in order to avoid the use of Spanish. Although, it was necessary at times, she tried to find another way to explain the topic or instruction such as dividing it into short sentences or words and asking the students what they understand. Little by little, they could all join in on the sentences and create the instructions at the beginning. Weimer (n.d) also states that it is important to create a supportive learning environment. Which denotes the importance of classroom free of misunderstanding and warnings and more supported by the teacher and her possible advice. Therefore, the confidence of students increase and their participation is fluent and without unsettle in their answers or opinions, and they are ready to help their classmates in the different activities.

4° observation
L: What is the pronouns? (1.0)
S-2: Listen to music
L: No, pronouns…
S-9: Los pronombres
L: yes, ¿cuáles? (1.0) the personal pronouns…
S-9: ¿Los pronombres personales?
L: Los pronombres personales

(L) Teacher – (S-#) Student

Finally, the teacher tended to use English to take control of the class when students are unfocused or talking a lot with their classmates. It is important to clarify that she did not scold them in English, she just used another way to control the class using English as it is presented in the following chart.

7° observation
L: Bueno ya van en 19, twenty, twenty one, twenty two, twenty three, twenty four… thirty three, thirty four.
S-3: treinta y dos
L: *Thirty four*
S-15: 35
S- 5: treinta y dos
S-7: treinta y dos
S-1: treinta y cuatro
L: You have 5 minutes for this activity
S-1: tenemos 5 minutos para terminar… profe pero yo no alcanzo a acabar
L: pues si está hablando como quiere acabar
(L) Teacher – (S-#) Student

When students were talking or unfocused during the English class, the teacher started to count the numbers from 1 to "x" number, when students hear that teacher was counting in English they began to say to each other to be quiet. Therefore, once they were quiet, the teacher stopped counting and the final number was the time that students must stay in the classroom after the bell

sounded for them to go on break. In consequence, students knew the time they must spend in the classroom during their break time.

Use of Spanish by the teacher.

Even when the teacher tried to speak in English all of the time, there were some circumstances when the teacher had to use Spanish in order to be understood. Most of the time when the teacher used Spanish it was to repeat an instruction, clarifications, and give some corrections. According to Tang (2002) most of the time the use of L1 is evident at the moment to give instructions, explain the meaning of words, represent complex ideas, and explain complex grammar topics. Thus, the following information is going to be related with these moments and some others in the English classroom.

4° observation
L: one minute for copy and I write five verbs… you write five sentences positive and negative, ok?
S-3: No entendí
L: Voy a poner 5 verbos I cada uno va a hacer una oración positiva y negativa con like y don't like para cada uno de los verbos y los 5 primeros tienen 3 puntos ¿listo?
(L) Teacher – (S-#) Student

6° observation
L: ok, pay attention, number one said: complete the missing letter ¿do you know what is missing letter.
S-2: Completar la frase.
L: las letras perdidas ¿cierto? Entonces… el primero es fácil, como el ejercicio que hicimos la clase pasada

S-9: si, yo ya me lo sé todo
L: ok (1.0) second point… complete the sentence in English
S-1: Ponerlos en inglés.
L: Poner las oraciones en ingles… están en español, esas son sencillitas solo presente simple… *es individual el taller…* lo contestan ahí al frente, eh… point number three, complete the sentences with like or likes (1.0) completar con like o likes, acuérdense que hay unos que llevaban like y otros que llevaban likes (1.0) number four, complete with don't like and doesn't like (1.0) completar con don't like o doesn't like.
S-9: ¿y el quinto?
L: Only four points, ok? In silent
S-1: en silencio
L: you have 30 minutes
S-5: 30 minutos?
L: yes, in silent, ok?
(L) Teacher – (S-#) Student

8° observation
L: ok, silent, first, we are going to look at the video
S-1: que vamos a ir a ver un video
L: mientras vemos el video ustedes van a ir siguiendo la lectura en su hojita ¿listo? Mientras nos abren la sala vamos a colorear el dibujo de aca…. *In silent.*
S-1: Silent
(L) Teacher – (S-#) Student

The previous examples were taken after three different moments in different observations. In those, it was possible to recognize the use of Spanish by the teacher to repeat an instruction (4° observation) and to clarify an instruction given previously or add information (6° and 8° observation) just to mention a few examples, giving the fact that in each one of the observations there was evidence of the use of Spanish for these purposes. Subsequently, in each one of these situations the teacher used their native language to be clear and very specific in each one of the instructions given to avoid misunderstanding.

In the same line of thought, the use of Spanish is also used to introduce a new topic.

4° observation
L. ok, pay attention… for this… use like (2.0) ok pay attention… ¿que estas comiendo? (1.0) tenemos la estructura para hacer las oraciones, ¿cierto? La vez pasada ya aprendimos la de hacer el presente simple… entonces tenemos que para hacer las oraciones usando like o me gusta (…)
(L) Teacher – (S-#) Student

As 4° observation shows, the use of Spanish was used to explain the topic of likes and dislikes avoiding explaining it in English. Even when teacher tried to take control of the class in English at the beginning, Spanish was used to grasp the significance when she started to explain the new topic. It helped her to be more understandable and to avoid having to repeat this in English and Spanish resulting in losing class time.

Additionally, the use of Spanish was mandatory most of the time by the teacher when she was giving the final instructions like homework, final classroom instructions, etc.

3° observation
L: cerramos el juego y apagamos el computador (2.0) ordenan sillas y el computador debe estar apagado

(L) Teacher – (S-#) Student

These instructions were made some minutes before the end of class. Due to the short time, the teacher must quickly write the final instructions on the board in English and then explain it to them in Spanish.

On the other hand, the use of Spanish was used to reprimand students when they were not quiet, playing, eating, or doing different things inside the classroom.

1° observation
L: silent (1.0) *silent* (2.0) S-2 lo estoy esperando hombre
(L) Teacher – (S-#) Student

3° observation
L: one, two, three, four, five, six, seven, eight, nine, ten. Seguimos hablando… one, two, three, four, five, six, seven, eight, nine, ten. Alla los caballeros siguen hablando.
(L) Teacher – (S-#) Student

As reported by Cook (2001) the use of L1 to maintain control of the class is a serious threat. It is not the same or it does not have the same incidence to reprimand students in English or Spanish because even if they were reprimand in English they could not understand or just ignore the negative action. Instead, if it was given in Spanish, the importance is bigger than in English because students could understand the reprimand and they could notice that the reprimand is considerably earnest.

According to the two previous charts, at the beginning of a warning the teacher tries to use English instead of Spanish. However, students did not pay attention to her, for this reason the

teacher must use Spanish and raise her voice in order to warn them and their classmates. In

consequence, the use of Spanish was also used to take control of the class when students were

unfocused or doing things that were not part of the English class.

Students' participation.

In terms of students' participation, the participants were always actively present in the

classroom. Most of the students liked to participate in class even when they made some mistakes

while speaking or writing and it was recognizable when the teacher used both languages. Giving

the fact that participation was one of the main constructs for this research, students were

involved all of the time during it.

Firstly, the participation in class by students was divided into two aspects: the first one in

which students' participation was spontaneous without following a specific order at the moment

to speak in the classroom as it is possible to see in the next chart.

8° observation
L: we are going to read (1.0) read… what is read?
S-11: escribir
S-8: leer
L: and look at the video about this story
S-1: sobre eso
L: first, you need (poco entendible) the worksheet about this story, understand?
S-7: vamos a hacer esa actividad…
S-8: a base de la otra actividad
L: nice. Please pick up your dictionary
(L) Teacher – (S-#) Student

While the teacher is speaking in English and giving instructions to students, they started to participate translating the teacher's instructions to Spanish. Meanwhile, if some students were participating the other students started to participate as well, in order to complement their classmate's comments or translation in the classroom.

On the other hand, it was present the participation of students raising their hands.

4° observation
L: Ok chicos, vamos a hacer la aclaración para los que no han entendido bien… pay attention, ya se acabaron los puntos… vamos a ver (1.0) vamos a ver cómo era el primero, ¿quién quiere resolver el primero? (algunos estudiantes levantan la mano) tú vas primero… luego segundo, tercero, cuarto, quinto, vamos a ponerle atención a S-6 (…)
L: You like watching ¿esta bien?
S-T: si….
L: ¿y cómo seria la negativa? (2.0) they don't like watching ¿esta bien?
S-T: si…
L: ¿facil o dificil?
S-T: facil
(L) Teacher – (S-#) Student – (S-T) All students.

When the spontaneous participation was chaotic at the point that everyone was talking at the same time, the teacher requested them to raise their hands in order to give them the opportunity to speak or participate individually. Consequently, students were quiet and they raised their hands to participate. If there were mistakes in the intervention of a student, the teacher and classmates made the respective corrections.

Furthermore, there were a few moments when students tried to participate in English. Most of these moments were writing rather than speaking, but it was possible to notice the effort of some of the students practicing their English in the different skills.

8° observation
L: Ahora quiero que me digan ¿cuáles palabras subrayaron de las que ya se sabían? ¿Cuáles subrayaron?
S-4: park
L: What is park?
S-4: parque
S-3: read
L: ¿qué es?
S-3: ¿cuaderno? ¿Libro?
S-T: leer
S-12: it
L: ¿Qué es it?
S-T: eso
…
L: No estan pidiendo la palabra.
(L) Teacher – (S-#) Student – (S-T) All students.

7° observation
S-5: profe ¿Love es que le gusta arto?
L: me encanta
S-1: me encanta

S-7: que es una maravilla
(L) Teacher – (S-#) Student – (S-T) All students.

In the first chart it is evident the use of English by students. It was not difficult for them because they remembered the vocabulary seen in previous classes and they gave their answers in English even when the teacher had questions for them. If they made some mistakes, their classmates tried to help them and answer for themselves. There were also some questions in English in terms of vocabulary, in this way even if students did not know how to ask in English they did it in Spanish and sometimes the teacher help them to practice their English by repetition as it possible as shown in the evidence of the next chart.

7° observation
S-7: profe ¿puedo ir al baño?
L: In English… may I go…
S-7: (1.0) ¿me da la tarjeta profe?
L: May I go… (1.0) may I go… (1.0) repeat, may I go
S-7: may I go…
L: to the bathroom please?
S-7: to the bathroom please?
(L) Teacher – (S-#) Student – (S-T) All students.

As Weimer argues, (n.d) "perhaps the student could be encouraged to move his or her participation to the next level by not just answering questions, but asking them; by not just making comments, but specially responding to things other students say in class" (p. 7) There were some moments when students helped each other in the different activities proposed by the

teacher and most of them developed pairs for the activity. With some speaking activities they supported each other and shared some words that would help them to develop their ideas. However, there were some students that participated actively in the teacher's activities without talking with their classmates. Most of this students were working quietly alone in their chairs and if they had any questions they stood up and went to the teacher for instructions or answers.

4° observation
L: Today is Thursday…
S-5: Hoy es 20
S-1: ¿Hoy es 20? Hoy es 15… Alguien dijo 20
L: si, es 15
(L) Teacher – (S-#) Student – (S-T) All students.

8° observation
L: why don't paste?
S-6: ¿qué es paste?
S-9: pegar
(L) Teacher – (S-#) Student – (S-T) All students.

1° observation
L: please write the homework
S-2: tarea?
S-5: SI, tarea
(L) Teacher – (S-#) Student – (S-T) All students.

In the same way, when there were some activities conditioned by grades or extra points, the sense of competition by students increased and they were able to cooperate with their classmates in order to earn the points or get a good grade.

5° observation
L: we are going to do two activities, ok?
S-#: vamos a hacer 2 actividades
L: yes, the first for three points (1.0) la primera por 3 puntos, los 5 primeros que las descubran 3 puntos ¿listo? Find the hobbie… Encontrar la actividad, atentos.
(L) Teacher – (S-#) Student – (S-T) All students.

Finally, there were some cases in which students did not want to participate in the classroom as it is shown in the following two examples.

1° observation
L: ¿Yo dije copiar eso? No estamos prestando atención (1.0) ¿quién le explica a sus compañeros despistados que es lo que hay que hacer? (…)
L: No estamos prestando atención.
(L) Teacher – (S-#) Student – (S-T) All students.

5° observation
S-7: Profe yo no sé (2.0) ¿Quién me ayuda?
L: les quedan 5 minutos, les doy 5 minutos más para que acaben
S-7: no profe… termínelo… yo no se
S-9: Profe yo no estoy listo para ingles

(L) Teacher – (S-#) Student – (S-T) All students.

Weimer (n.d) added some aspects which could be present in students and contributes to less participation such as: size of the class, age, or gender. Taking into account the previous charts and Weimer information, in the 1° observation the teacher reprimand some students because they were not paying attention or participating during the class and they were talking with their friends instead. On the other hand, there were some students that did not participate because they did not understand the instruction or the topic given by the teacher (as it was noticed in 5° observation) so there were a few percentages of population that did not participate in the English classes even if the instructions were given in English or Spanish.

Teacher's Interview

The third instrument used to collect data was an interview with the English teacher. It was recorded with an audio recording and subsequently the conversation was transcript in a format with each one of the questions and the answers respectively. For effects of the research, this interview was conducted with 15 questions in Spanish in order to allow to the teacher the space for free and authentic answers.

In the same order of ideas, not all of the questions were analyzed, in consideration that some answers were clear and specific.

1)

O: ¿Qué rol le atribuyes al español en tu rol como docente de inglés?
L: Pues en el trabajo con… estudiantes de primaria es muy importante porque es su lengua materna y es su forma de

comunicarse y entender otro idioma

In the first question, it was necessary to know if the teacher found it useful using Spanish in her English classes. According to her answers, she uses Spanish and finds it favorable because it is a way to help students understand in their native language and to understand a new language.

In agreement with Cook (2001) the use of L1 into a L2 lesson could be in accord with different situations that are strongly related to the development of the class such as the teacher's meaning, checking the meaning of a word or sentences, grammar explanation, class organization, discipline, student-teacher contact, and testing. These aspects were also evident during the observations, most of the cases in which the teacher used Spanish related to the specific moment argued by Cook, some of them were more evident than others. However, they are still there.

2)

O: entiendo ¿Qué tan frecuente usas el español en tus clases de inglés? (1.0) nunca, casi nunca, rara vez, casi siempre, siempre…
L: Casi siempre, porque las explicaciones muchas veces hay que… acompañar la explicación en inglés con español.

In the other hand, the second question was intended to find out the frequency of the use of Spanish in English classes by the teacher. Her answer showed that Spanish was used most of the time giving the fact that English explanations must be joined with a support in Spanish.

3)

O: eh… ¿Qué circunstancias te motivan a usar el español en tus clases?
L: Poder hacer aclaraciones cuando los estudiantes no entienden las instrucciones en ingles

4)

O: Y ¿Cómo percibes a tus estudiantes cuando usas español en lugar de inglés?
L: (1.0) pues muchas veces cuando no entienden… pues es una herramienta para que puedan realizar las actividades. Sin embargo, cuando se hace la explicación en ingles deben esforzarse por entender y hacer la actividad en inglés.

For the previous question, the teacher perceives their students doing their best in each one of the classes for understanding and achieving each one of the activities proposed in English. However, the use of the student's Spanish is a tool to support English instructions.

5)

O: ¿Consideras que usar el español en la clase de inglés acarrea consigo ventajas o en su lugar desventajas? Y ¿Por qué?
L: pues… tiene ventajas y desventajas m… ¿ventajas? Cuando los estudiantes no han tenido un proceso y no tienen un vocabulario adecuado y hay que reforzarles y explicarles en español pero… desventajas… porque no… pues es más fácil y

no tienen que esforzarse por entender las instrucciones en ingles

For the previous question, the teacher mentioned two important aspects in terms of advantages and disadvantages during the moment to use Spanish in English classes. The advantage is strongly related with students who do not have a strong English background or a low English level and for them it is not easy to understand the instructions and explanations. However, the constant use of Spanish in English classes allows students to feel comfortable and it did not diminish their efforts to practice their English and increase their level. Thus, the use of Spanish was used in some moments of the class, but not in the entire class.

6)

O: y ¿Crees que tus estudiantes entienden tus instrucciones cuando las das en inglés? y de no ser así ¿Cuáles podrían ser las razones?
L: No todos entienden, pero entienden frases y palabras y como que sacan su conclusión, entonces… aunque no entienden totalmente la traducción… eh… pues… como que comprenden la instrucción en general, entonces no es necesario saber totalmente inglés

In the sixth question, the teacher's answer aides the understanding of how most of the students in the class do not have a high English level. Thus, they can recognize some isolated words or sentences, this is the reason why students can conclude their own interpretation about an explanation or instruction given by the teacher even if it is wrong or right.

7)

O: entiendo, y ¿Consideras que el uso del español es una estrategia que lleva a que tus estudiantes participen?
L: Pues es más fácil que participen en español porque se pueden expresar con mayor facilidad. Sin embargo, si se da la instrucción en ingles muchas veces participan en español.

As states Weimer (n.d) "Give students time to prepare" (p. 14) and let them write and share their ideas with other students to allow a higher discussion. Taking into account Weimer's position, even if students are participating in Spanish it is important to give them the space and time to organize their ideas and to write them in their notebooks or share it with their classmates. Additionally, if the instruction is given in English or in Spanish most of the time students participate in Spanish giving the fact that is their mother tongue.

8)

O: ok y bajo tu punto de vista ¿Qué entiendes por participación?
L: Participación es desarrollar las actividades, eh… responder las preguntas, hacer aportes, preguntar.

9)

O: ¿Para ti es importante que tus estudiantes participen en clase?
L: si, es bastante importante porque uno se está dando cuenta si entendieron, si tienen dudas, si les interesa el tema (1.0)

10)

O: ¿Qué formas de participación encuentras en el salón de clase?
L: Principalmente las preguntas, cuando no entienden… eh… pues, desarrollar las actividades, los juegos… eh… cuando participan por los puntos, concursos.

11)

O: y ¿hay alguna estrategia que ellos utilicen para participar? Es decir, no sé, levantar las manos, hablar con sus compañeros…
L: Se supone que levantar la mano pero realmente es una participación espontanea que por lo general es todos a la vez, entonces… es más bien efusiva.

The goal of question 11 was to know the ways or forms in which students tend to participate in class; the way they found to let the teacher know a possible answer. Therefore, the English teacher shows how some students try to raise their hands in order to get the opportunity to speak and express their opinions. However, this way to participate occurs sometimes during the classroom due to students preferring to speak out loud in order to be the first one to answer some of the questions. (It is also according to the previous observations)

12)

O: ¿Has visto mayor participación por parte de tus estudiantes en inglés o en español?

L: (1.0) ¿Qué ellos participen?
O: si, que ellos participen
L: participan más en ing… es español, se expresan más en español porque muchas veces no pueden decir las cosas en inglés o les da pena

13)

O: y ¿hay algunos estudiantes que lo intenten en inglés?
L: si, hay chicos que intentan y ya… digamos en este proceso por lo menos dicen palabras en inglés, no articulan las frases completas, pero intentan participar en inglés.

According to the answers given for questions 12 and 13, most of the students tend to participate in Spanish rather than in English due to them feeling more comfortable with it. Nevertheless, there are few students who try to participate in English by saying words or short sentences in order to practice and develop their English communicative competence in a different way during the English classes.

14)

O: ¿valoras más que tus estudiantes participen en inglés o en español?
L: pues, yo pienso que se valora cualquier tipo de participación, pero pues en inglés se valora más el mérito, el esfuerzo que ellos hacen por… tratar de decir las cosas en inglés, cosas que muchas veces no saben

15)

O: y finalmente, cuando hay poca participación por parte de los estudiantes ¿Qué estrategias utilizas para motivarlos a participar activamente en la clase?
L: Usualmente cambiar la actividad, sino están participando es que no hay interés y… busco para la siguiente clase un juego, una actividad que sea lúdica, o más llamativa.

When there is no participation by students, the teacher promotes the participation coming up with different types of activities for different classes. During class changes are not significant because of the planning made before but it gives the teacher tools to find the dynamic and favorite activities for each one of her students for next classes. As well as support Weimer (n.d) teacher must create participation activities in which the whole group is involved such as small groups activities, reporting speech, summarize, etc. It as the goal to promote the participation in different contexts and activities.

Categories

According with previous information and analysis it was possible to identify 3 categories which are going to be developed in the triangulation. These categories were chosen due to the analysis of each one of the instruments mentioned before and their recurrent information allows to answer the research question.

- Code swtiching as a way to convey meaning by both the teacher and the student

- Teacher's point of view about the role of the mother tongue and participation.

- Relationship between learning and participation

Category 1: Code switching as a way to convey meaning by both the teacher and the students.

On this study, the first category involved aims to analyze the purpose for both (teacher and students) at the moment to convey meaning using code switching. The following information was supported by theory and the data collected by the three instruments used (questionnaires, observations, and interview).

The use of code switching was noticed all the time in the EFL classes. Most of the use of code switching was made by the teacher instead of the students who mostly were participating in Spanish due to their ease for communication purposes. However, there were some moments which students used code switching in the classroom.

According to this, the following information aims to show code switching as a way to convey meaning by the teacher and code switching as a way to convey meaning by the students.

Code switching as a way to convey meaning by the teacher.

Conforming to the three instruments made it possible to identify the most meaningful moments when the teacher tended to use code switching in the classroom. These specific moments were: To give instructions or explanations, repetition or made clarification, answer questions, and for classroom management.

Instructions or explanations.

In the observations made during the collection of data it was possible to identify the teacher's code switching in explanations for new topics and instructions made during and at the end of the classes. It is possible to identify in *fourth observation (3:39 – 4:36)* the use of Spanish was used most of the time to explain or introduce a new topic or idea.

However, there were some moments when the teacher used English in their explanation or instructions. Nevertheless, it was not common in the different observations considering that students lose their attention in the class and they did not understand the full explanation. See annex #8 *first observation (15:14 – 15:48)*

There were also some moments when the teacher tried to explain or give an instruction or explanation in English but she had to switch to Spanish in order to allow students to understand the developing of the activity in an efficient way as it is noticeable in annex #8 *third observation (00:20 – 00:59), fourth observation (28:55 – 29:30), and sixth observation (23:35 – 25:08).*

In the same order of ideas, the use of code switching was noticed at the end of the classes. Most of the time and according to the observations made, most of the last instructions were made in Spanish with a writing part on the board in English due the classroom time being very short and the students were unfocused and talking with their classmates. See annex #8 *third observation (35:00 – 35:15).*

As reported by Yletyinen (2004) the explanation occurs usually when teacher sees the need to repeat something to help students to understand a new content. This explanation is usually made in the pupils mother tongue to facilitate the process of comprehension as Yletyinen (2004) also argued "it explaining generally happen in L1, since the pupils are less competent in the foreign language and may need an explanation to help them to understand the lesson better" (p. 53). Since explanation is necessary in the EFL classroom it is correct to say that code switching (especially in primary levels) is important in order to support and help students to understand the instruction or explanation given and therefore develop the subsequently activities in the best way possible.

Repetition or clarification.

As was noticeable in some observations and in the interview, there were different opportunities when the teacher used code switching to clarify some contents or instructions given previously. This clarification was also accompanied by repetition which led students to understand and practice their English in different moments in the classroom.

The repetitions of instructions or questions made by the teacher were evident in different classes and they were used most of the time to help students to understand a topic, a word, a sentence, etc. or as a way to support students to practice their English, as it is noticeable in *second observation (07:18 – 07:40), fourth observation (44:33 – 46:45), and seventh observation (19:44 – 20:15).* Annex #8

According to the *second observation (07:18 – 07:40)* the repetition was used to help students to understand the meaning of "personal pronouns". The *Fourth observation (44:33 – 46:45)* aims through questions to know if students have understood the topic and the activity made before. Finally, in *seventh observation (19:44 – 20:15)* teacher helps students to practice their English through repetition, requesting him/her to repeat the correct way to ask for permission to go to the bathroom.

On the other hand, in the interview made with the teacher, at the question "¿que sircunstancias te motivan a usar el español en tus clases?" She argued "Poder hacer aclaraciones cuando los estudiantes no entienden las instrucciones en inglés" annex #8 *teacher's interview (00:36 – 00:43).* Her answer states the reason why teachers tend to use Spanish in their English classes, in this case, to clarify information or instructions which are given, and which ones need to be clear. Therefore, as was seen in the previous charts, the teacher's answer and point of view

correspond to the observations made in different classes and the use of code switching was evident.

Additionally, Yletyinen (2004) states that in different classroom situation teacher must not translate each word to students. Through questions teacher let students participated actively to the different activities. In that sense, even if the teacher is asking questions or making some repetitions in order to make some clarifications, the purpose of these strategies is to make sure the students understand and to check their development during the forward activities.

Answer questions.

In the questionnaire and different observations made during this study, it was noticed how the teacher used both Spanish and English language to answer the different questions made by students during the EFL classroom. These answers were, most of the time, short and consistent in spite of avoiding misunderstanding.

During the observations made there were different moments when the teacher used English and Spanish to answer the students' questions. Some of these moments are explained in annex #8 *seventh observation (07:23 – 07:30), sixth observation (23:35 – 25:08), and second observation (21:09 – 22:02).*

In line with the previous observations, when the teacher's answers were too long, most of the students tend to miss their attention and it was difficult for them to understand the entire instruction. However, when the teacher's answers were short or in Spanish the students did not have problems understanding the answer and they continued working on their activity. It is relevant to mention that most of the time the students' questions were in Spanish due to it being the better way to be understood by the teacher.

Besides, and in agreement with the sixth question from the questionnaire *(sixth question students' questionnaire)*. The student's answers allow to know how even if the teacher's answer is merely in Spanish, English, or using code switching, they find an answer when they have a question. Therefore, it allows them to understand some concepts or questions during the development of the activities or the lesson.

Classroom management.

Based on the observations made, there were different moments when the teacher used code switching in order to manage the classroom. See annex #8 *first observation (00:30), third observation (21:11 – 21:37), and seventh observation (13:04 – 13:45)*

Conforming to the previous observations, it was noticeable how sometimes students were unfocused and talking with their classmates. This is the reason why they did not pay attention to the teacher's instruction. During these moments of the class, the teacher tried to avoid getting upset with them. However, two types of reprimand were noticed. In the first one, the reprimand was soft and they attended to the instruction quickly. For this kind of reprimand the teacher used English instead of Spanish. However, after a few reprimands, the teacher used Spanish to emphasize it. As stated Canagarajah (1995) code switching "classroom management functions are: negotiation, requesting help, managing discipline, mitigation…" (p. 32, Cited by Malek, 2015). As a result, code switching applies to different ways of classroom management and sometimes it is necessary in furthering the development of the class as it was planned.

Code switching as a way to convey meaning by the students.

As well as the teacher's ways to convey meaning, students used code switching as well. Although, they did not have a high English level and it was difficult for them to use English in complete or short sentences. However, most of the significant moments when students switch

between Spanish and English were to request an explanation or clarification about vocabulary or instructions given by the teacher and to support their classmates.

Request explanation or clarification.

According to the observations, questionnaire, and the interview made it was possible to identify that most of the time students use code switching to request clarifications of the teacher. As it was possible to see in the questionnaire applied to the question No 5 and the answers given, most of students are habituated to ask to the teacher rather than their classmates if they have any question.

- **Student – 10**: "porque si no entiendo algo debo preguntarle a la profesora"

- **Student – 2**: "pues porque la profesora a veces no le entiendo pero no me da pena y le pregunto, porque es buena con todos mis compañeros y a mi"

- **Student – 7**: "para que yo pueda entender y hacerlo bien"

- **Student – 6**: "porque a veces yo no entiendo y por eso me toca preguntarle a la profesora"

Students' questionnaire (Fifth question)

Allude to the previous information, it is possible to recognize how most of the students prefer to ask the teacher using English or Spanish rather than do not understand the instruction or explanation. It was evident how a short percentage of students prefer to stay in silence and do not ask for clarification.

Through the observations, there were some examples where students tried to request information in English but most of the time it was in Spanish. See annex #8 *fourth observation (28:55 – 29:30), eighth observation (42:41 – 45:45), and seventh observation (07:23 – 07:30).*

As it was noticed in the two first observations *fourth observation (28:55 – 29:30),* and *eighth observation (42:41 – 45:45)* it is possible to identify how students made short interventions to ask for a repetition in Spanish to understand an instruction or topic. Additionally, in *seventh observation (07:23 – 07:30)* it was possible to notice how one student tried to ask a question to the teacher using an English word in order to know the meaning rather than understanding a specific instruction. According to Yletyinen (2004) there is a function of code switching focus in requesting help. "This function is employed by the pupils; they use it when they want to ask for help" (p. 58). In the same order of ideas, it is a mechanism or tool which students tend to use to answer any problem or misunderstanding that they are face with.

Some of the questions made by students switching between the two languages were to request permission, as it is evident in *seventh observation (19:44 – 20:15).*

In this case, the use of Spanish was the first way to request permission from the teacher to go to the bathroom. However, as the teacher did not let him/her go to the bathroom until the question was asked in English, he/she must put in effort to create a short sentence to request go to the bathroom. Additionally, thanks to the teacher's support and by repetition, the student could create the sentence in English and therefore get the permission.

Moreover, in the interview made by the teacher she argued that most of students did not know too many structures or vocabulary in English. However, they can have an idea of the instruction given when they recognized some familiar words. See annex #8 *teacher's interview (sixth question)*

Supporting classmates.

Another way which students change the code is when they want to support or help a classmate in the different activities proposed by the teacher during the EFL lesson.

In agreement with Yletyinen (2004) usually this kind of code switching appears when the teacher asked a question to a specific student who did not understand or find it difficult to answer. In this case, some of their classmates helped them by translating it into his/her native language rather than letting him/her answer the teacher's question.

The following example was taken from one observation made in the classroom which allows to see the interaction between two students and how one of them help the another one.

8° observation
L: why don't paste?
S-6: ¿qué es paste?
S-9: pegar
(L) Teacher – (S-#) Student – (S-T) All students.

In addition, there were some moments when the teacher did not make questions. However, some students, who have higher English level than their classmates, translated her instructions into Spanish.

2° observation
L: I said… open your notebook for review the homework (1.0) Where is open your notebook?
S-2: (rise her hand) abrir el cuaderno
L: And review the homework?
S-7: revisar la tarea.
L: *yes*
(L) Teacher – (S-#) Student – (S-T) All students.

Category 2: Teacher's point of view about the role of the mother tongue and participation.

The second category of evidence is in regards to the teacher's point of view in terms of the role that have mother tongue in her English lessons and students' participation.

Teacher's point of view about the role of mother tongue.

According to the data collected at this point and the analysis made in the previous topics, it is evident that code switching was used in all of the classes under different situations or circumstances and with specific purposes. However, it is important to know the perspective or point of view of the teacher at that moment to change the code to the mother tongue.

In the interview made by the teacher, she stated that, evidently, the use of mother tongue in the EFL classes is necessary for her, as it is seen in the first question from teacher interview. See annex #8

Indirectly, the previous question aims to know if the teacher used Spanish or not in their English lessons. Rather than asking, do you use Spanish in your English lessons? Which could be less objective and it will distort the teacher's answer by a polite one. The main objective was to identify if Spanish was present in her English lessons and as she mentioned it is important due to it being their native language and it is their way to communicate their ideas and be understood with other people. Additionally, she reiterated this answer with the second question. See annex #8 *teacher interview.*

As it is possible to notice, the use of the mother tongue was visible most of the time in the observations made and it is supported by the teacher's answer. The use of Spanish was necessary as a support to help students understand the instructions given and to develop the activities given during the class. It is a mechanism to help students to understand a specific topic.

Nevertheless, students are in English class and the teacher must try to use English instead of Spanish. Thus, most of her English uses are to explain a topic, give instructions, manage the classroom, give examples, etc. and the ideal purpose to do this is that students could try and practice their English in the different skills (listening, speaking, writing, and reading) as it was mentioned by the teacher in fourth question. See annex #8 *teacher interview*.

On the other hand, and in the same line of thought with the teacher's answer, given the fact that, as the use of Spanish could carry support to the English classes. The excessive use of it could carry disadvantages in different contexts such as the development of the class or the students' learning process. It was noticed in the fifth question. Annex #8 *teacher interview*.

As reported by Cook (2001) some reasons to avoid the use of L1 in the classroom are strongly related to the fact that L2 learners should not rely on their native language and L2 and L1 must be separated due to their systems being different. However, Cook (2001) argued that there are ways to use L1 as a positive method to teach the L2. These ways are *efficiency*, if something could be developed better in the L1; *learning*, as a support of L2; *naturalness*, students' comfort to different topics; and *external relevance*, as the result of L2 learning in daily activities. (p. 413) In line with Cook point of view the use of L1 (Spanish) should be avoided as much as possible. However, it is useful if it supports the L2 learning process, it is efficient, it is comfortable for students and it allows students to put their English knowledge to practice.

Teacher's point of view about participation.

On the other hand, there is another aspect which is important to mention for this analysis. Once the teacher states her point of view about the role of mother tongue in her classes, her idea in terms of participation assumes a key role due to the goal of this research is to identify the influence that code switching could have on students' participation. Thus, it is important to know

the perspective that the teacher has according to this topic. Additionally, the teacher's point of view about participation is strongly related to the answers given by her in the interview in terms of code switching, most of their answers support this category and the relevance of it for the research.

In the interview made by the teacher, in question #8 she was asked to describe or explain what she understands about participation or which was her point of view about it. annex #8

Her answer showed that participation is not only a focus in asking question as most people tend to think, for her participation involves the development of each one of the activities proposed inside and outside the class, answer to questions and to share their ideas or contributions, not only with her but also with their classmates. On account of this, and according with the observations made for this study, there were some different ways of participation. Some of them through an active participation asking and answering questions out loud and some of them with passive participation which they were focused on developing and answering the activities proposed by the teacher by themselves or with classmate help. It was also evident that when students participated, most of the time it was more spontaneous than in order and it was seen in the observations made and the teacher's answer to eleventh question. See annex #8 *teacher interview*.

Additionally, based on the teacher's answers from questions seven and twelve, most of the students are used to participating in Spanish rather than in English. See annex #8 *teacher interview*.

Most of the time students take part in the class using their native language for different reasons: First, because it is the easy way for communication; second, due to shyness; and third, due to they not knowing how to express their ideas in English. Nonetheless, the teacher in

question # 13 also could recognize how in some moments students tried to participate in English. See annex #8 *teacher interview*.

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According to previous information and the observations made, the use of extra points, competitions and extra grades increase student participation significantly. They were open to work with their classmates in order achieve the prize. However, it was not the only strategy. The planning of the activities prior to the class helped the teacher to understand their likes and dislikes. Games like broken phone, computer games and bingos were used to develop an environment where students could talk and participate freely.

Finally, participation has an important role in general not only for the purposes of this study, otherwise to develop their activities, the class, but more important to know the student's point of view in relation to the learning process and their understanding to face different topics and supporting their classmates under different circumstances. In agreement with Weimer (n.d) "perhaps the student could be encouraged to move his or her participation to the next level by not just answering questions, but asking them; by not just making comments, but specially responding to things other students say in class" (p. 7). Thus, teacher's point of view about class' participation and her use of mother tongue have increased significantly students' participation in the EFL classroom. Her point of view in these aspects, and her respective actions let to this group of students in particular, feel comfortable in their classes, and activities; on the other hand

emphasize the students' likes to participate in class and the better comprehension that they have during the use of mother tongue as a supporting tool in the learning of a L2.

Category 3: Relationship between learning and participation.

The third category and as it was stated before aims to understand the relationship between learning and participation. It was noticeable thanks to the observations made and the questionnaires applied to the students. Besides, during the data collection one of the main topics to focus on in this study was in terms of participation. However, it was possible to identify how students related their participation with their learning process.

As it was conspicuous through the questionnaire applied to students, it was easy to recognize students' participation regarding the time and moments which they participated and how it supports their process of learning. The first question from the questionnaire aimed to know if students participate or not in their EFL lessons. The information gathered is represented in graph #1. See annex #8 *first question students' questionnaire.*

Then, students were asked about the frequency of their participation in question #2. See annex #8 *second question students' questionnaire.*

In concordance with the previous two graphs, the active participation is evident by students in their classes. There were some moments when students took part of the class with more frequency than other classes. However, there were a few percentage of students who claimed that they did not participate in their English lessons. It was also noticed that the participation was different as an entire group in for the classes, therefore when students did not want to participate because of shyness or fear of their answers, they felt confident at the moment to participate with their classmates as it is evident in *eighth observation (42:41 – 45:45), and fourth observation (44:33 – 46:45).*

On the other hand, students found too many ways to participate. One of them asking or answering questions made by the teacher out loud and raising their hands, going to the board, or develop the activities with their classmates, among others. The second one, were students who prefer to work alone, they are not used to speaking often, but they took part in the activities proposed by the teacher. Their questions or comments were made personally, going to the teacher's desk or calling her to their chairs. This analysis is supported by graph three. See annex #8 *third question students questionnaire.*

Intentionally, in questions #7 from students' questionnaire (annex #8), it was developed in order to know their preferences to their participation in English classes when teacher taught in English or in Spanish and the reason for their answers. It was surprising how most of the students related their like to participation in the classes even if they were given in English or Spanish with the facility in their learning process.

- **Student – 12**: "En ingles porque aprendemos más inglés"
- **Student – 11**: "porque uno aprende algo de español y ingles"
- **Student – 10**: "porque puedo aprender algo más participando en clase"
- **Student – 9**: "a mí me gusta participar cuando la profe habla en los dos idiomas porque aprendo y corrijo"
- **Student – 8**: "si porque aprendemos más en clase de inglés"
- **Student – 7:** "ingles porque uno va aprendiendo más inglés"
- **Student – 6**: "ambos porque la profesora nos enseña muchas cosas"
- **Student – 13**: "si para que me vaya bien o para saber cosas que me salgan mal, en las dos"

Seventh question students' questionnaire.

Additionally, some of them related their participation as a fun and enjoyable experience into the classroom.

- **Student – 4**: "que se divierte uno mucho en clase, en ambos"
- **Student – 2**: "porque para mí, no se para mis compañeros pero a mí me gustaría hablar mucho en inglés"
- **Student – 1**: "si porque me encanta el inglés y el español"
- **Student – 5**: "si me gusta participar prefiero español"
- **Student – 3**: "porque estamos en clase de inglés en inglés"

Seventh question students' questionnaire.

As a result, even if the class was given by the teacher in English or Spanish and the students' participation was in English or Spanish, most of the students find the English class enjoyable and as a space that facilitates their learning process. It is important to mention how their learning process it is not merely focused on English topics. During these classes, students also develop and learn about their native language and the importance of participating in class with their classmates or by themselves. As argued Cook (2001) through L1 students can identify grammatical structures, language, and culture from L2.

Furthermore, the relationship between participation and learning was supported through different games, competences, and activities developed by the teacher in the classroom. These activities not only stimulate the students' participation, but also their learning increases in terms of vocabulary, grammar structure, and team work, to reference some examples. This was evident in one of the teacher's answers and observations. See annex #8 *teacher interview (tenth*

question), third observation (00:20 – 00:59), fourth observation (28:55 – 29:30), third

observation (35:00 – 35:15), and fifth observation (00:48 – 01:11).

As reported by Warayet (2011) "participation in the classroom is an essential part of language learning and students must engage in classroom activities in order to learn the foreign/second language" (p. 30) Reason being, participation and learning are strongly related in English classes and the learning obtained from the participation overcomes the English learning to other knowledge or reinforces.

Finally, according to the questionnaire and observations, it was conceivable how a few percentage of students did not participate in class which consequently reflected in their learning process. As it was visible in the following students' answers taken from the questionnaire, two of them express their unconformity with English, after it, an observation where a student avoided finishing an activity due to he/she do not understand the topic.

- **Student – 14**: "El inglés no me gusta, me gusta el español, el inglés es todo complicado"

- **Student – 15**: "A mí no me gusta cuando la profe habla en ingles porque no le entiendo"

Seventh question students' questionnaire.

5° observation
S-7: Profe yo no sé (2.0) ¿Quién me ayuda?
L: les quedan 5 minutos, les doy 5 minutos más para que acaben
S-7: no profe… termínelo… yo no se
S-9: Profe yo no estoy listo para ingles
(L) Teacher – (S-#) Student – (S-T) All students.

To conclude, this category according to the data gathered and the theory showed, it is a high percentage in most of the cases that students enjoy participating in varying ways through different activities. In consequence, their learning about the L2 increased and their knowledge about their native language is developed, as well as aspects such as team work, responsibility, amongst others. However, there is a small percentage of students who did not participate in class. Therefore, their classroom development was poor and their fear of talking or taking part of the class did not allow them to expand their knowledge about the different aspects mentioned before.

Chapter 5: Conclusions

Taking into account all the processes developed for this study, especially the data collected through the different instruments, the analysis of each one, and the categories selected, it was possible to identify some relevant findings to build an idea in terms of code switching and participation.

Relevant findings.

a) The use of code switching promotes confidence in the students to develop and participate in the different activities proposed in the classroom due to their familiarization with the language. In other words, the use of native language in the EFL classroom represents a support for students for their understanding and the correct development of the activities, participation and comradeship.

b) The teacher's vision about code switching is focused on the use of mother tongue as a support in the development of the classes and a facilitator in the transmission of messages. Her point of view is mainly thought in the use of code switching for assertive communication instead of a total use of English.

c) During the time of the research the use of mother tongue was visible most of the time at the beginning of the observations as these class lessons were given mostly in Spanish. However, the use of the native language was reduced at the end of the observations made.

d) Under the teacher's point of view, the participation by students is relevant when students take part of the class in Spanish or in English. Therefore, their interventions had a significant role in the development of the English class, and the effort that they made to use English is value.

e) In regard to switching, it was evident how in every lesson code-switching fostered student spontaneity in their participation and the relationship that it has with learning.

f) In the analysis made it was possible to identify different circumstances when teacher used code switching such as during the instructions or explanations, repetition or clarification, answering questions and classroom management. These situations were more focused in conveying meaning than in transmitting information. On the other hand, few students used code switching to request explanations or clarification and supporting their classmates.

g) Code switching in the EFL classroom arranged a proper environment for student participation. It facilitates students to express their opinions or to ask questions comfortably due to them being able to use their native language at times in order to be understood and it is easy for them to understand as well.

h) During the research it was possible to identify two types of code switching used by the teacher; extra sentential or tag switching due to teacher used specific words such as "ok", "repeat please" and "silent" most of the time even in English or Spanish. And inter sentential code switching which was observed most of the time in class. On the other hand, students used to apply inter sentential code switching in order to translate isolated words or short sentences into Spanish or English depends on the context.

i) Student participation was divided in two moments. The first one, through asking questions and sharing opinions out loud and the second one, developing the activities proposed by the teacher with their classmates or individually in silence.

j) Code switching in the EFL allows to achieve the objectives proposed for each one of the lessons. Sometimes these lessons took more than one class due to time or classroom interruptions.

Research question answers.

After the analysis of the information gathered, it is possible to reach the answers for the question proposed at the beginning of this study; how does the use of the teacher's code switching influence fifth grade students participation in the EFL classroom?

According to the research questions and the findings made in this study it was evident of the positive influence that code switching has in fifth grade student's participation. The influence by the teacher's code switching showed aspects such as a comfortable environment, assertive communication and process of learning.

The use of code switching during the EFL classroom fosters significantly student participation on account of the students feeling comfortable with the teacher's explanation or instructions which helped them to understand and develop the activities properly. This environment facilitates the student's opinions, questions, or ideas giving the fact that they listened and used their mother tongue as a support.

Additionally, the use of code switching facilitates the transmission of messages for the teacher and students in different moments. Under the teacher's point of view, the assertive communication with them is more important than a total use of English, understanding, their English level and grammatical knowledge about the target language. Therefore, code switching works as a facilitator in the transmission and reception in distinct types of messages.

On the other hand, student learning was involved during this study, given the fact that the spaces allocated for participation were leveraged in every moment by students. They connected

their participation with their learning in English. Besides, English was not the only subject that participation was involved. The reinforcement of their native language and the learning of values were observed and expressed by students and the teacher. Moreover, a friendly environment promoted learning and conveying meaning in different moments in the class.

Pedagogical implications.

According to the findings made, there are different circumstances which must be included in the EFL class.

First, seeming as code switching influences the students' participation, it has a positive role in it as well. The use of code switching must be a tool for teachers to encourage student learning, promote participation, and facilitate student opinions with the teacher and their classmates. However, teachers must not use native language all of the time. Due to the overuse of the native language in the EFL class may permit students to feel too comfortable and their disposition in class would not be the same as well as the student's not having to make more of an effort to understand or practice the L2.

Second, teachers should plan their classes with the use of code switching as a valuable tool in order to develop their classes properly in a fluent way while promoting an assertive communication rather than evaluating the total use of English by students. It carries not only positive aspects in the student's participation but also positive aspects as well in terms of learning, teamwork, and values for the English class.

Finally, schools can adopt the idea to use code switching in a proper way in order to support student learning. The implementing of this strategy or tool in lesson plans or English curriculums would be beneficial for students who do not have a good base understanding of English and therefore not liking English lessons. Additionally, the use of code switching could be monitored

by the teacher, school administration, and parents as a way to evaluate the benefits of code switching in different areas.

Limitations.

During this study I confronted different situations which interfered in the normal and fluent development of the research. Nevertheless, a few of them were solved in agreement with the progress of this study.

- One of the limitations confronted was the tardiness for some students at the moment to deliver their consent forms back. Due to, it was address to their parents and students, some of they take more time to send it back to the teacher meanwhile I was not there. Due to this, the collection of data was delayed.

- Another difficulty while gathering the data was the position of the video recording. Because of the space, the position of the camera was important to have an entire view of the class. However, it was difficult to record the teacher and students at the same time as some of the students were out of the focal area. For this reason, I had to stack a pile of books underneath the camera to have a better angle. Nevertheless, some students were still not within the cameras frame.

- The consent forms were sent to the students at the beginning of the year. During this time there were only 20 students. However, while the information was being collected, 5 students were added to the class. Thus, I had to reorganize them into the space available, so they were not in the frame of the video. Unfortunately, they did not have the opportunity to participate in the research.

- Finally, the interruptions in class were present all the time. Some of these interruptions were other teacher's interruptions, school activities, and lunch time. Therefore, there were classes

that took at maximum 30 minutes, making the information collected not as rich like in some

of the classes where the duration lasted between one hour and one hour thirty minutes.

Further research.

To future researchers, students, or people who want to go deeper on this topic, there could be

different studies that could emerge based on this study.

Owing to this research was based in a case study, the information was collected and

afterwards analyzed in detail. For this reason, it would be interesting to research how the use of

any strategy, activities, or resources could develop the participation in students who do not like

to participate when code switching is present in the classroom, or, how the implementing of an

action research could help students to participate in code switching classes.

On the other hand, this study was developed with fifth grade students in a public school from

Chia – Cundinamarca. Therefore, a future study would be how the use of code switching could

influence high school students or college students in the EFL classroom. Additionally, the

research would aim to know how the use of code switching influences student participation in

private schools, universities, etc.

Finally, during the analysis in this study, it was possible to identify students thinking of the

relationship between participation and learning. Thus, it would be delightful to analyze what the

relationship between participation and learning is when code switching works as an

intermediary.

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Appendix

Annex #1

Sr. Hector Gerardo Castro.
Rector Colegio Institución Educativa Bojaca - Chia.

Reciba un cordial saludo, deseándole éxitos en sus actividades cotidianas.

Por medio de la presente y como parte de mi pregrado en licenciatura de inglés en la Universidad Minuto de Dios (sede principal) me encuentro desarrollando mi monografía la cual busca determinar si el uso del cambio de código "español – inglés" (code-switching) por parte de la profesora influye en la participación de los estudiantes del curso 501. Por tal motivo busco desarrollar entrevistas, algunas observaciones y un cuestionario. Dichos instrumentos serán aplicados tanto a la profesora de inglés como a los estudiantes del curso anteriormente citado. El propósito en la aplicación de estos instrumentos es recolectar información para así desarrollar de manera objetiva el problema de mi monografía. Toda la información recolectada tendrá uso exclusivamente académico.

Teniendo en cuenta lo anterior me gustaría solicitarle permitirme conducir este estudio investigativo que servirá de igual manera a determinar si el cambio de código afecta de manera positiva o negativa la participación de los estudiantes en el Colegio Institución Educativa Bojaca – Chia.

De igual manera, es de importancia para usted conocer los siguientes aspectos:

- Los datos recolectados serán tratados confidencialmente.
- Se usaran nombres ficticios para garantizar el anonimato de los participantes.
- Tendrá la oportunidad de conocer los borradores de los reportes presentados así como también acceso al documento una vez finalizado y con antelación a ser presentado ante la universidad.

Si desea concederme la oportunidad le pido que por favor firme al final de esta carta.

Con gusto atenderé cualquier inquietud adicional que pueda surgir.

Agradezco la atención brindada.

Cordialmente,
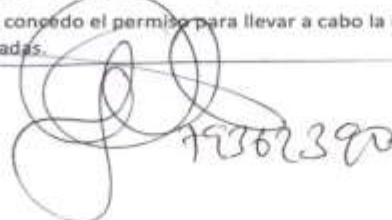
Oscar Guataquira

Yo _____ concedo el permiso para llevar a cabo la investigación solicitada bajo las condiciones presentadas.

Fecha:

Firma:

Annex #2

Mosquera, 24 de Octubre de 2017.

Docente Laura Navarro

Colegio Institución Educativa Bojaca – Chia

Chia – Cundinamarca.

Respetada profesora:

En primer lugar, el propósito de la presente es desearle lo mejor en sus actividades cotidianas, y en segundo lugar solicitar su participación en mi proyecto de investigación.

Debido a su experiencia como docente me gustaría saber si está dispuesta a participar o colaborar en mi proyecto de investigación basado en las experiencias que usted ha tenido como profesora de inglés. Su participación no tendrá afectación directa con sus labores en la institución y la información que se recolecte solamente tiene fines académicos.

Su participación consistirá en responder una entrevista y permitir observaciones y grabaciones en algunas de sus clases.

Si accede a participar en este proyecto, le pido por favor complete la información que se encuentra en la parte inferior de esta carta.

Cordialmente,

Oscar Guataquira

Nombre completo: _____

Laura Navarro
Docente Primaria
I.E. BOJACA

Firma:

Annex #3

Mosquera, 28 de enero de 2018

Padres de familia.
Colegio Institucion Educativa Bojaca – Chia
Chia – Cundinamarca

Por medio de la presente me dirijo a ustedes, en primera estancia, con el fin de desearles éxitos en sus actividades cotidianas, además de solicitar su permiso para llevar a cabo un proyecto de investigación con su hijo(a) del grado 502. Dicho proyecto de investigación busca determinar si el uso del cambio de código "español – inglés" (code-switching) por parte de la profesora influye en la participación de los estudiantes. Dicha investigación la estoy llevando a cabo como requisito para mi título como docente de inglés en la universidad Minuto de Dios.
Los instrumentos que se aplicaran para recolectar datos serán una entrevista, algunas observaciones y un cuestionario.
De igual manera, es de importancia para usted conocer los siguientes aspectos:
- Los datos recolectados serán tratados confidencialmente.
- Se usaran nombres ficticios para garantizar el anonimato de los participantes.
- La participación en esta investigación es voluntaria, lo que significa que no tendrá nota alguna ni tendrá ninguna repercusión en la misma.
- El proyecto es meramente investigativo y no busca lucro alguno.

Si tiene el deseo de que su hijo(a) sea participe en el desarrollo de dicha investigación le pido que por favor complete la información que le será solicitada en la parte inferior y lo devuelva, de no querer participar le pido que lo devuelva con los espacios en blanco.
Agradezco la atención prestada.

Cordialmente,

Oscar Guataquira
_____

Yo _____ identificado con C.C:_____ autorizo a mi hijo(a) a participar en el proyecto de investigación bajo las condiciones presentadas en esta carta.
Fecha:
Firma:

Annex #4

Mosquera, 28 de enero de 2018.
Estudiantes,
Por medio de esta nota pido su permiso para participar en la recolección de datos para mi proyecto de investigación. Además, se realizara una entrevista, algunas observaciones y un cuestionario a aquellos estudiantes que deseen participar. La participación en este proyecto no es obligatoria por lo que no tendrá nota ni afectaran sus notas que tengas hasta ahora. Esta participación es voluntaria y servirá para ayudarlos a fortalecer su aprendizaje en el inglés. Finalmente, si está de acuerdo con participar en este proyecto de investigación le pido que llene la siguiente información.
Cordialmente,
Oscar Guataquira

Yo _____ deseo ser partícipe de este proyecto investigativo.

Annex #5

Observation (format)

Influence of Code Switching on Students' Participation.

General Objective:

To determine the influence of the teacher's code switching on fifth grade students' participation

in the EFL classroom.

Specific Objectives:

- To identify in which cases students participate.

- To examine the reasons why teacher uses code switching.

- To analyze students' perceptions about the use of code switching by the teacher.

1. **Participants:** L: Teacher S-#: Student.

2. **(#) Marks of length of a pause**: (1.0) 2-10 seconds, (2.0) more than 11 seconds.

3. *Italic words*: Spoken with emphasis.

4. Suspension points …: Sound or syllable lengthened.

 # observacion

Time	Turns	Transcript	Comments or observations

Annex #6

Teacher's interview
Objective:
Examinar las razones por las cuales la profesora usa code switching.
To examine the reasons why teacher uses code switching

1) ¿Qué rol le atribuye al español en su trabajo como docente de inglés?

2) ¿Qué tan frecuente usa español en sus clases de inglés?
   Nunca   casi nunca   rara vez   casi siempre   siempre

3) Si la primera respuesta fue afirmativa ¿Qué circunstancias la motivan a utilizar español en sus clases?

4) ¿Cómo percibe a sus estudiantes en la clase de inglés cuando usa español en lugar de inglés?

5) ¿Considera que usar español en las clases de inglés acarrea consigo ventajas o en su lugar desventajas? ¿Por qué?

6) ¿Cree que sus estudiantes entienden sus instrucciones cuando las da en inglés? De no ser así ¿Cuáles podrían ser las razones?

7) ¿Considera que el uso de español es una estrategia que lleva a que sus estudiantes participen? De ser así ¿Por qué?

8) Bajo su punto de vista ¿Qué entiende por participación?

9) Para usted, ¿Es importante que sus estudiantes participen en clase? ¿Por qué?

10) ¿Qué formas de participación encuentra en su salón de clase?

11) ¿Ha visto mayor participación por parte de sus estudiantes en inglés o en español?

12) ¿valora usted más la participación de un estudiante en inglés o en español? ¿Por qué?

13) Cuando hay poca participación por parte de sus estudiantes ¿Qué estrategias utiliza para motivarlos a que participen activamente en sus clases?

Annex #7

Students' questionnaire.

Influence of Code Switching on Students' Participation.

Cuestionario.

Estimado estudiante: El siguiente cuestionario tiene el objetivo de recolectar información para el trabajo de grado **Influence of Code Switching on Students' Participation.** No tiene ningún tipo de incidencia en tus notas y es anónima (nadie conoce el nombre de quien responde). Por ello, te pido que la respondas de manera sincera y expreses tus opiniones libremente. Gracias por tu ayuda.

A continuación encontraras algunas preguntas con múltiple respuesta, escoge únicamente una respuesta por cada pregunta y márcala con una x.

1) ¿Consideras que participas en clase activamente? Sí ____ No ____

2) ¿Qué tan frecuente participas en las clases de inglés?

- Siempre ____
- Casi siempre ____
- De vez en cuando ____
- Casi nunca ____
- Nunca ____

3) ¿De qué forma participas en clase?

- Respondiendo preguntas que hace el profesor _____
- Haciendo los ejercicios que pide el profesor _____
- Hablando con mis amigos _____
- Estando en silencio _____
- Haciendo preguntas al profesor_____
- Otra(s) ___ ¿Cuál?_____

4) ¿Del 1 al 5 que tanto entiendes a la profesora cuando hablas inglés?

- 5 – Entiendo todo _____
- 4 – No lo entiendo todo pero si la gran mayoría _____
- 3 – Entiendo algunas oraciones _____
- 2 – Entiendo solo algunas palabras _____
- 1 – No entiendo _____

5) Si tu profesora te explica algo en inglés y no entiendes ¿Qué haces?

- Preguntarle a un compañero _____
- Intentar preguntarle a la profesora en inglés _____
- Pedirle a la profesora que lo repita en español _____
- No decir nada _____

¿Por qué?

_____

_____

_____

_____

6) Cuando tienes alguna pregunta en clase la profesora…

- Te da la respuesta únicamente en ingles ____

- Te da la respuesta únicamente en español ____

- Algunas veces te responde en inglés y otras en español ____

7) ¿Te gusta participar cuando la profesora habla en inglés o en español? ¿Por qué?

Annex #8

Transcription formats

Teacher interview

Influence of Code Switching on Students' Participation.

General Objective:
To determine the influence of the teacher's code switching on fifth grade students' participation in the EFL classroom.
Specific Objectives:
- To identify in which cases students participate.
- To examine the reasons why teacher uses code switching.
- To analyze students' perceptions about the use of code switching by the teacher.
  5. **Participants:** L: Teacher O: Researcher.
  6. **(#) Marks of length of a pause**: (1.0) 2-10 seconds, (2.0) more than 11 seconds.
  7. *Italic words*: Spoken with emphasis.
  8. Suspension points …: Sound or syllable lengthened.

Teacher interview.

Time	Turns	Transcript	Comments or observations
00:00	1	O: Buenas tardes	
00:01	2	L: Buenas tardes	
00:02	3	O: a continuación te realizare una encuesta de 13 preguntas y tal vez algunas que puedan surgir durante la misma ¿vale?	
00:04	4	L: Listo	
00:04	5	O: ¿Qué rol le atribuyes al español en tu rol como docente de inglés?	
00:08	6	L: Pues en el trabajo con… estudiantes de primaria es muy importante porque es su lengua materna y es su forma de comunicarse y entender otro idioma	

00:17	7	O: entiendo ¿Qué tan frecuente usas el español en tus clases de inglés? (1.0) nunca, casi nunca, rara vez, casi siempre, siempre…	
00:28	8	L: Casi siempre, porque las explicaciones muchas veces hay que… acompañar la explicación en ingles con español.	
00:36	9	O: eh… ¿Qué circunstancias te motivan a usar el español en tus clases?	
00:43	10	L: Poder hacer aclaraciones cuando los estudiantes no entienden las instrucciones en ingles	
00:49	11	O: Y ¿Cómo percibes a tus estudiantes cuando usas español en lugar de inglés?	
00:56	12	L: (1.0) pues muchas veces cuando no entienden… pues es una herramienta para que puedan realizar las actividades. Sin embargo, cuando se hace la explicación en ingles deben esforzarse por entender y hacer la actividad en inglés.	
01:11	13	O: ¿Consideras que usar el español en la clase de inglés acarrea consigo ventajas o en su lugar desventajas? Y ¿Por qué?	
01:19	14	L: pues… tiene ventajas y desventajas m… ¿ventajas? Cuando los estudiantes no han tenido un proceso y no tienen un vocabulario adecuado y hay que reforzarles y explicarles en español pero… desventajas… porque no… pues es más fácil y no tienen que esforzarse por entender las instrucciones en ingles	
01:40	15	O: y ¿Crees que tus estudiantes entienden tus instrucciones cuando las das en inglés? y de no ser así ¿Cuáles podrían ser las razones?	
01:51	16	L: No todos entienden, pero entienden frases y palabras y como que sacan su conclusión, entonces… aunque no entienden totalmente la traducción… eh… pues… como que comprenden la instrucción en general, entonces no es necesario saber totalmente inglés	
02:13	17	O: entiendo, y ¿Consideras que el uso del español es una estrategia que lleva a que tus estudiantes participen?	
02:24	18	L: Pues es más fácil que participen en español porque se pueden expresar con mayor facilidad. Sin embargo, si se da la instrucción en ingles muchas veces participan en español.	

02:36	19	O: ok y bajo tu punto de vista ¿Qué entiendes por participación?	
02:42	20	L: Participación es desarrollar las actividades, eh… responder las preguntas, hacer aportes, preguntar.	
02:52	21	O: ¿Para ti es importante que tus estudiantes participen en clase?	
02:56	22	L: si, es bastante importante porque uno se está dando cuenta si entendieron, si tienen dudas, si les interesa el tema (1.0)	
03:07	23	O: ¿Qué formas de participación encuentras en el salón de clase?	
03:12	24	L: Principalmente las preguntas, cuando no entienden… eh… pues, desarrollar las actividades, los juegos… eh… cuando participan por los puntos, concursos.	
03:27	25	O: y ¿hay alguna estrategia que ellos utilicen para participar? Es decir, no sé, levantar las manos, hablar con sus compañeros…	
03:39	26	L: Se supone que levantar la mano pero realmente es una participación espontanea que por lo general es todos a la vez, entonces… es más bien efusiva.	
03:51	27	O: ¿Has visto mayor participación por parte de tus estudiantes en inglés o en español?	
03:58	28	L: (1.0) ¿Qué ellos participen?	
03:59	29	O: si, que ellos participen	
04:00	30	L: participan más en ing… es español, se expresan más en español porque muchas veces no pueden decir las cosas en inglés o les da pena	
04:08	31	O: y ¿hay algunos estudiantes que lo intenten en inglés?	
04:10	32	L: si, hay chicos que intentan y ya… digamos en este proceso por lo menos dicen palabras en inglés, no articulan las frases completas, pero intentan participar en inglés.	
04:24	33	O: ¿valoras más que tus estudiantes participen en inglés o en español?	
04:31	34	L: pues, yo pienso que se valora cualquier tipo de participación, pero pues en inglés se valora más el mérito, el esfuerzo que ellos hacen por… tratar de decir las cosas en inglés, cosas que muchas veces no saben	
04:43	35	O: y finalmente, cuando hay poca participación por parte de los estudiantes ¿Qué estrategias utilizas para motivarlos a participar activamente en la clase?	

04:53	36	L: Usualmente cambiar la actividad, sino están participando es que no hay interés y… busco para la siguiente clase un juego, una actividad que sea lúdica, o más llamativa.	
05:06	37	O: vale, muchas gracias.	
05:07	38	L: de nada.	

Observations.

Influence of Code Switching on Students' Participation.

General Objective:
To determine the influence of the teacher's code switching on fifth grade students' participation in the EFL classroom.

Specific Objectives:
- To identify in which cases students participate.

- To examine the reasons why teacher uses code switching.

- To analyze students' perceptions about the use of code switching by the teacher.

9. **Participants:** L: Teacher S-#: Student.
10. **(#) Marks of length of a pause**: (1.0) 2-10 seconds, (2.0) more than 11 seconds.
11. *Italic words*: Spoken with emphasis.
12. Suspension points …: Sound or syllable lengthened.

Observation #1

Time	Turns	Transcript	Comments or observations
00:00 00:19	1 2 3 4	L: Please take your notebook… S-1: llevamos el cuaderno L: and make a line in silence S-1: En silencio y en orden	Fue posible reconocer como algunos estudiantes podían entender las instrucciones dadas por la profesora en inglés, sin embargo, la gran mayoría no podían entenderlos así que uno de sus compañeros y a medida que la profesora de la instrucción en ingles la traduce al español para ellos.
00:30	1	L: silent (1.0) *silent* (2.0) S-2 lo estoy esperando hombre	Al inicio de la clase la profesora pide silencio a uno de sus estudiantes, sin embargo este no entendía o no quería hacer caso a la instrucción de la profesora, así que ella se ve forzada a

			utilizar el español junto con el nombre propio del estudiante para que haga silencio.
03:05 03:12	1 2 3	L: Quiero que me digan cuales de las actividades que hemos visto estaban ahí S-3: Música L: Rise your hand.	Algunos estudiantes levantan sus manos para participar en la actividad propuesta de la profesora, ella da la palabra a cada uno de ellos dejándolos participar de manera organizada, durante dicha actividad los estudiantes van participando sin repetir palabras dichas anteriormente por sus compañeros.
04:04 04:38	1 2 3 4 5	L: Ahora vamos a verlo y repetimos el vocabulario, ¿listo? (1.0) play card games… repeat please… play card games… ¿Qué es repeat?... Play soccer (1.0) repeat after me please. L & S-#: play soccer L: Primero escuchamos y luego repetimos. L: Play the guitar. S-#: Play the guitar.	La profesora da las instrucciones en inglés para que los estudiantes participen y repitan junto a ella, sin embargo y aunque algunos estudiantes entiendan el significado de "repeat" no comprenden en que momento deben usarlo. Por tal motivo, al principio repiten junto a la profesora lo cual conlleva a que esta use español en orden de hacer entender a los estudiantes el momento oportuno en el que deben repetir.
06:32 06:58	1 2 3	L: Pay attention, listen… Look at the word S-3: escribe el nombre… L: No, look at the words and write under the pictures (1.0) entonces, ver la lista de palabras y escribir la que corresponde debajo de cada dibujo en inglés (…)	Cuando la profesora está dando las instrucciones en ingles algunos estudiantes intentan participar diciendo a sus compañeros que deben hacer en español aunque la instrucción dada por el estudiante sea incorrecta, por tal motivo, la profesora decide repetir la instrucción en español para que los estudiantes puedan realizar la actividad correctamente.
07:24 07:29	1 2	L: mientras ustedes hacen eso yo voy a ir pasando revisando la tarea S-4: Profe… (1.0) teacher…	Este fue el único momento registrado en el cual un estudiante intenta usar inglés para preguntar a la profesora su inquietud frente a la actividad.
15:14 15:48	1 2	L: I write in the board in English and Spanish and you write only in English, listen… I write in the board in English and Spanish, only me, and you write only in English. S-5: Yo si entendí, que la profe va a escribir en el tablero las palabras en español y en inglés, y nosotras debemos escribirlas en el cuaderno en inglés.	Algunas veces durante la clase, cuando la profesora finaliza de explicar o dar una instrucción en ingles algunos estudiantes levantan sus manos para asi decir lo que ellos entendieron y hacérselo saber a sus compañeros, durante este proceso, sus compañeros guardan silencio y escuchan atentamente a su compañero/a para de

Time	Turns	Transcript	Comments or observations
			esta manera entender que es lo que tienen que hacer.
22:51 23:40	1 2	L: ¿Yo dije copiar eso? No estamos prestando atención (1.0) ¿quién le explica a sus compañeros despistados que es lo que hay que hacer? (…) L: No estamos prestando atención.	Hubo pocos estudiantes que no prestaban atención en clase, incluso cuando la profesora daba las instrucciones en español, ellos se negaban a participar incluso si ella les pedía el favor que lo hiciera.
32:22 32:27	1 2 3	L: please write the homework S-2: tarea? S-5: SI, tarea	Tuve la sensación de que muchos estudiantes se ayudaban entre si usando el español, algunas instrucciones o vocabulario no eran claros para algunos de ellos, así que preferían preguntarles a sus compañeros antes que a la profesora.
33:04 33:18	1 2 3 4	L: Complete the activity and color the pictures S-3: ¿Esta es la tarea? Ay gracias L: ¿qué hay que hacer S-1? S-1: completar la hoja y pintar	La última instrucción fue entendida por la gran mayoría de estudiantes, por tal motivo la profesora no tuvo la necesidad de traducirlo al español.
			Algunos estudiantes realizaban las actividades propuestas en clase con sus compañeros, de esta manera estos se podían ayudar unos a otros, por otro lado algunos estudiantes prefieren trabajar solos y preguntar directamente al profesor si ellos tienen alguna pregunta.

2° Observation.

Time	Turns	Transcript	Comments or observations
00:45 1:15	1 2 3 4 5	L: first (1.0) I am going to review the homework, please open your notebooks S-8: que abramos el cuaderno y pongamos la tarea L: Don't translate S-5: No entendí L: Don't speak Spanish S-8 ok?	Al inicio de la clase la profesora da las instrucciones a sus estudiantes en ingles, sin embargo y al igual que la primera observacion realizada algunos estudientes intentan traducir a sus compañeros a español lo que la profe esta diciendo, teniendo en cuenta esto la profesora pide a sus estudiante no traducir lo que ella está diciendo en inglés al español ya que quiere que ellos puedan practicar su listening.
1:46	1	L: I said… open your notebook for review the homework (1.0) Where is open your	En este caso, la profesora da a sus estudiantes de nuevo la instrucción dada

02:05	2 3 4 5	notebook? S-2: (rise her hand) abrir el cuaderno L: And review the homework? S-7: revisar la tarea. L: *yes*	anteriormente, sin embargo, los estudiantes no hacen caso a la instrucción dada, por tal razón la profesora decide dividir la instrucción en 2 cortas oraciones y preguntarle a su clase que significa cada una de las oraciones en español. Algunos estudiantes levantan sus manos para traducir cada una de las oraciones.
05:00 05:23	1 2	L: (...) Playing tennis... playing card games, sorry. Playing soccer (1.0) S-1 first listen and repeat, ok? Dancing (at the same time with students) No, primero escuchamos y luego repetimos (1.0) Play the guitar S-#: Play the guitar	La profesora requiere que sus estudiantes repitan despues de ella. Sin embargo, la mayoría de ellos repiten al mismo tiempo con ella, por tal motivo la docente decide usar español y hacer las instrucciones claras para ellos, después de que la profesora realiza el cambio de código los estudiantes repiten después de ella.
07:18 07:40	1 2 3 4 5 6 7	L: What is the pronouns? (1.0) S-2: Listen to music L: No, pronouns... S-9: Los pronombres L: yes, ¿cuales? (1.0) the personal pronouns... S-9: ¿Los pronombres personales? L: Los pronombres personales	Algunos estudiantes no recuerdan o no conocen el significado de pronombres, sin embargo algunos estudiantes participan usando pronombres vistas en clase pero que no responden a la pregunta con tal de adivinar la respuesta; la profesora intenta no utilizar español y decide preguntar a los estudiantes palabra por palabra su significado, así aunque los estudiantes dieran respuestas incorrectas tenían la posibilidad de seguirlo intentarlo.
07:41 08:28	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	L: What is I? (1.0) What is I in Spanish? S-#: yo L: you? S-#: tu L: they? S-#: ellos L: we? S-#: nosotros L: and she... S-#: ella L: he... S-#: el L: it... (1.0) what is it? (2.0) what is it? S-2: ¿eso es? L: eso... ¿cierto? Es para animales o cosas	La profesora empieza a decir los pronombres personales en inglés y los estudiantes responden en español. Sin embargo, cuando la profesora llega al pronombre "it" los estudiantes no conocen la respuesta por lo que tardan varios segundos en responder, después de esto un estudiante intenta responder a lo cual la profesora hace la aclaración de lo que significa "it" en español tanto para el estudiante que intento participar y el resto de la clase
08:51	1	(teacher is writing on the board) L: ¿Que vemos diferente? (1.0) que este tiene la s y este no... ¿Quién se acuerda porque	Desde el inicio la profesora inicia hablando en español realizando primero algunas preguntas gramaticales. Sin

09:39	2 3	tiene s y esta no? (2.0) ¿estos como se llaman? ¿estos son que? (2.0) estos son terceras personas. S-#: ahhhhhhh L: Recuerden que siempre que usamos terceras personas usamos la s (…)	embargo, la gran mayoría de los estudiantes no conocían la respuesta así que ellos empiezan a hablar con sus compañeros para encontrar la respuesta sin poder lograrlo, por tal motivo, la profesora les explica en español la diferencia que existe entre la primera y tercera persona del inglés.
17:30 17:50	1	L: ok, one volunteer (1.0) un voluntario para completar esto… tu la primera, tu la segunda (1.0) vamos a prestar atención a ver como lo hicieron.	En este caso, aunque la profesora pide voluntarios para realizar el ejercicio, únicamente un estudiante levanta la mano así que la profesora opta por elegir aleatoriamente a los demás estudiantes.
18:25 19:05	1 2 3 4 5 6 7 8 9 10 11 12 13	L: He listens to music, is't ok? S-11: no… L: why? No S-11? Why? (1.0) yes or not S-11: yes… L: sure? ¿Seguro? S-11: yes L: why? S-11: si, seguro L: ¿Por qué? S-11: porque tiene la s ade… L: y ¿si tiene que tener la s? S-2: si porque es la tercera persona. L: díganlo con seguridad, si tiene que tener la s porque es tercera persona.	Mediante una pequeña actividad de completar por parte de la profesora, decide preguntar a los estudiantes si esta correcto o incorrecto lo que hicieron sus compañeros en el tablero. Gracias a esto y aunque se tomaron su tiempo, los estudiantes pudieron corregir a sus compañeros y finalmente la profesora lo reafirma para que sepan que está bien.
21:09 22:02	1 2 3 4 5	L: In your notebook you have the vocabulary, yes? S-4: dibujar eso? L: No, listen… listen… listen… in your notebook you have this, yes? (1.0) tienen este o no S-#: si… L: this is our vocabulary… please choose five… escogemos 5, listo? Y con esos 5 vamos a hacer 5 oraciones	Se puede apreciar como algunos estudiantes están ansiosos por participar, algunos de ellos no esperan las indicaciones de la profesora y desean que los demás sepan que ellos si entendieron, por tal motive la profesora repetidamente pide que escuchen las instrucciones y luego si participen agregando aclaraciones en español para que los estudiantes entiendan la actividad.
46:03 46:08		L: please write the homework, write 5 different sentences with the hobbies and draw the picture (1.0) 5 oraciones diferentes con los pasatiempos y hacer el dibujo.	Al finalizar la clase la profesora da las instrucciones de la tarea pero esta las da en ingles en un comienzo y seguidamente las da en español con el objetivo de que la pueda realizar correctamente.
			There were sometimes when teacher ask questions to her students in order to let them participated, most of them rise

			their hands and try to participated first in English rather than in Spanish.
			En términos generales los estudiantes participaron o intentaron hacerlo incluso cuando la profesora usaba español, además la participación en esta clase en particular se vio reflejada en correcciones realizadas por los mismos estudiantes con acompañamiento del profesor.

3° observation.

Time	Turns	Transcript	Comments or observations
00:20 00:59	1 2 3 4 5	L: we are going to play… broken phone. Do you know what is broken phone? S-12: ay yo… L: the game S-12: Teléfono roto L: yes (1.0) necesito que tres estudiantes de acá se pasen para este lado mientras la actividad… rápido… solo 3, no sabemos contar	Al iniciar la clase la profesora da la instrucción de la actividad en inglés, la participación de algunos estudiantes se hace espontáneamente (es decir no levantan sus manos, solo responden) además de esto y pese a que los estudiantes entienden de que se trata le juego, la profesora usa el español para organizar los grupos de la manera más clara y sencilla posible.
01:45 03:43	1 2 3 4 5 6 7 8 9 10 . . . 17	L: Do you remember what is free time? S-10: free time is…. Mmm…. Tiempo libre L: tiempo libre, ok (1.0) do you remember what is play soccer? S-#: Jugar futbol L: doing ballet? S-#: (1.0) bailar ballet… L: bailar ballet… and what is play tennis? S-#: Jugar tennis L: playing basketball? S-#: jugar basketball . (…) . (…) . (…) L: ok, entonces si nos acordamos de las actividades, cierto que ¿sí?	En este momento de la clase, la profesora decide hacer una repaso del vocabulario aprendido en las clases pasadas, para ello da una acción en inglés y espera la traducción de los estudiantes en español, adicionalmente, la profesora emplea mímicas y movimientos cuando los estudiantes no saben o dudan en alguna respuesta, lo que posibilita que la participación al mismo tiempo de la gran mayoría de estudiantes en clase.
03:46	1	L: Now I say one word and then you say to your partner… listen (1.0) I say… pay attention, I say, for example… play basketball and S-5 say to the next…. In secret, and pay attention, the last person S: 8 the last… la ultima… S:8 come (1.0)	En la explicación de la actividad, la profesora evade el uso del español y usa el inglés de una manera lenta y con palabras básicas para que los estudiantes puedan entenderla, aunque algunas veces no tiene coherencia

06:15	2 3 4 5	write and draw the picture, for example, I said play basketball so she write "play basketball" if it is ok you have one point , understand?... ¿quién me explica lo que hay que hacer? Rise your hand, desde el principio como va a ser la actividad S-2: La profe le va a decir algo a S-5 y… en mensaje secreto y… tiene que llegar a la última persona, ir hasta el tablero, escribirlo, dibujarlo y se gana puntos L: sino tiene el dibujo ¿Qué pasa? S-2: medio punto… L: 1 punto	gramatical algunos estudiantes entienden la mayor parte de la instrucción con tan solo pocos errores cuando intentan decir lo mismo que dijo la profesora al español.
08:50 09:00	1 2 3 4 5 6 7	L: What is the word? S-5 and S-9 what is the word? ¿Cuál era la palabra? S-#: swimming… L: swimming… is it ok? S-9: no L: why? S-9: porque le falta una m L: muy bien	En este momento estuve altamente sorprendido de que los estudiantes pudieran entender las instrucciones y preguntas en inglés, aunque ellos no sabían cómo responderlas en ingles podían responderlas en español, lo que permitía que la profesora no usara español la mayor parte del tiempo.
19:02 19:44	1	L: ok (1.0) ok, stop, pay attention… sit down please… como estamos regular en la escritura, vamos a hacer un ejercicio para practicar… listening and writing, entonces, se van a ubicar ahora si por parejas y trios y van a encender el computador.	En la mitad de la clase la profesora cambia la actividad ya que los estudiantes que pasaban al frente a escribir algunas palabras en inglés tenían muchos errores, por lo cual les pide a sus estudiantes en español encender los computador y practicar el listening and writing por parejas y trios.
21:11 21:37	1	L: one, two, three, four, five, six, seven, eight, nine, ten. Seguimos hablando… one, two, three, four, five, six, seven, eight, nine, ten. Alla los caballeros siguen hablando.	La profesora realizaba los llamados de atención en español y conteos del 1 al 10 en inglés para lograr que los estudiantes hicieran silencio.
35:00 35:15	1	L: cerramos el juego y apagamos el computador (2.0) ordenan sillas y el computador debe estar apagado	Por lo visto hasta el momento la profesora casi siempre concluye sus clases dando las últimas instrucciones en español.
			Durante cada una de las actividades los estudiantes se apoyaron mutuamente, dando seguridad a sus compañeros e intentando hacer lo mejor para que tanto ellos como sus respectivos grupos ganaran puntos en cada una de las actividades.
			En la actividad de los computadores la profesora fue una guía y apoyo en los

			ejercicios, el verdadero ejercicio se vio reflejado en el trabajo en equipo por parte de los estudiantes, quienes se preguntaban unos a otros incluso si sus compañeros estaban en otros computadores, la gran mayoría de ellos lograron finalizar los ejercicios con éxitos y para aquellos estudiantes que trabajaban solo tenían el apoyo de la profesora y de sus compañeros situados en otros computadores.
			En la actividad del teléfono roto los estudiantes todo el tiempo dijeron las palabras en inglés, en ningún momento se vio que pasaran la palabra el uno al otro en español.

4° observation.

Time	Turns	Transcript	Comments or observations
00:00 00:31	1 2 3 4	L: Today is Thursday… S-5: Hoy es 20 S-1: ¿Hoy es 20? Hoy es 15… Alguien dijo 20 L: si, es 15	Al comenzar la clase la profesora da el día en el que se está realizando la clase, a lo cual un estudiante participa espontáneamente diciendo que es 20, por lo cual es corregido por uno de sus compañeros.
02:13 02:46	1 2 3 4 5 6 7 8 9	L: ok, pay attention, today we are going to learn about likes and dislikes, ok? S-1: Yo lo vi el año pasado. L: Do you know what is like? S-1: me gusta L: and dislike? S-1: no me gusta S-2: Profe yo que sepa es don't like S-1: si profe… L: wait, pay attention… the structure for the sentence is	La profesora introduce el tema de likes and dislikes en inglés, y 3 de los estudiantes de la clase comprenden completamente el tema, mientras la profesora pregunta que es like and dislike algunos estudiantes dan la respuesta sin problema, adicionalmente, uno de los estudiantes aclara que ella lo conoce como don't like y es respaldada por sus compañeros, a lo cual la profe les pide que espere para resolver luego esta pregunta. Es decir, que el conocimiento sobre like and dislike está presente en algunos estudiantes con anterioridad.
03:29	1	L. ok, pay attention… for this… use like (2.0) ok pay attention… ¿que estas comiendo? (1.0) tenemos la estructura para hacer las oraciones, ¿cierto? La vez pasada ya aprendimos la de hacer el	Dado que la profesora está escribiendo en el tablero le es complejo dar la instrucción mientras está escribiendo, por tal motivo decide escribir todo y luego explicarlo, además, aunque su

04:36		presente simple… entonces tenemos que para hacer las oraciones usando like o me gusta (…)	intento por explicarlo al principio en inglés no es entendible, decide explicar toda la gramática del uso del like and dislike en español.
06:52	1	L: Entonces, vamos a coger el verbo run… what is run?	Mientras la profesora va explicando la estructura del uso del like los estudiantes van tomando nota y participan traduciendo el ejemplo dado por la profesora incluso si tienen algunos errores.
	2	S-4: correr	
	3	L: yes	
	4	S-1: yo le entendí ron	
	5	L: Personal pronoun… like… verb… ing…	
	6	you like running	
	7	S-11: A mí me gusta correr	
	8	L: no…	
	9	S-11: A él le gusta correr	
	10	L: good	
	11	S-1: a ti te gusta correr	
		L: y para tercera persona ¿Cómo sería?	
	12	(1.0) He… likes… running	
07:58	13	S-11: a el le gusta correr	
		L: yes	
25:33	1	L: ok, pay attention… we are going to write one example for the first and second person, ok? Vamos a hacer unos ejemplos para primera y segunda persona para que nos quede claro y vamos a hacer unos ejercicios ¿listo? Entonces… voy a dar para hacer 5 oraciones, yo les doy el verbo y ustedes tienen que hacer la oración positiva y negativa como el ejemplo que vamos a hacer, los 5 primero se ganan 3 puntos ¿listo? Primero vamos a hacer el ejemplo.	Se puede apreciar que la profesora da todo el ejemplo en español por lo cual no hay problema para los estudiantes en entender que es lo que está diciendo, sin embargo, uno de los estudiante pide a la profesora que el ejercicio sea en español por lo que ella se niega y le explica que esta en la clase de inglés, por lo general las participaciones de los estudiantes se hacen en español pero cuando están realizando actividades de escritura o lectura las hacen en inglés.
	2		
26:10	3	S-15: profe que no sea en inglés.	
		L: yes, sure, it's the English class	
28:46	1	S-13: profe ¿copiamos eso?	Para algunas repeticiones de instrucciones la profesora las hace en inglés.
28:49	2	L: yes please, copy the example	
28:55	1	L: one minute for copy and I write five verbs… you write five sentences positive and negative, ok?	Principalmente la profesora cambia de código para explicar una instrucción que al principio fue dada en ingles pero que al ver que algunos estudiantes no lo entendieron decide hacerlo de nuevo pero en español.
	2		
	3	S-3: No entendi	
		L: Voy a poner 5 verbos I cada uno va a hacer una oración positiva y negativa con like y don't like para cada uno de los verbos y los 5 primeros tienen 3 puntos ¿listo?	
29:30			
44:33	1	L: Ok chicos, vamos a hacer la aclaración	La participacion por parte de los

46:45	2 3 4 5 6 7	para los que no han entendido bien… pay attention, ya se acabaron los puntos… vamos a ver (1.0) vamos a ver como era el primero, ¿quien quiere resolver el primero? (algunos estudiantes levantan la mano) tu vas primero… luego segundo, tercero, cuarto, quinto, vamos a ponerle atención a S-6 (…) L: You like watching ¿esta bien? S-#: si…. L: ¿y como seria la negativa? (2.0) they don't like watching ¿esta bien? S-#: si… L: ¿facil o dificil? S-#: facil	estudiantes en esta actividad es voluntaria, solo aquellos que levantaron la mano fueron los elegidos para pasar al frente a escribir sus respuesta. Para hacer que los demás estudiantes participaran la profesora pregunta al resto del salón si la respuesta es correcta o incorrecta, cuando es correcta lo dicen y cuando es incorrecta sugieren cambios para que este bien. Ademas, los estudiantes expresan que el tema abordado fue fácil y pueden desarrollarlo sin problemas.
1:15:00 1:16:00	1 2 3 4 5 6 7 8 9 10 11	L: resulta que tenemos like ¿Qué era like? S-#: me gusta L: me gusta… y lo vamos a representar con una happy face… ¿don't like que es? S-#: no me gusta L: no me gusta… con una sad face, tenemos love… me encanta, que lo vamos a representar con two happy face and tenemos hate, lo odio ¿listo? Tenemos esos cierto… vamos a completar cada una de las frases con la palabra que corresponda, por ejemplo… S-1: si tienen una carita hay que escribirlo… ah, yo ya entendí L: ahí cual pongo? S-#: me encanta L: In english? S-#: love L: I love ice cream	En esta parte de la clase el cambio de código es evidente en diferentes momentos, la profesora mientras da la instrucción alterna aleatoriamente tanto el inglés como el español mientras va hablando, los estudiantes entienden lo que la profesora está explicando en mayor medida por el uso del español, lo que hace que los estudiantes participen, sin embargo ellos siguen participando en español por lo cual la profesora le pide a sus estudiantes al final decirlo en inglés.
			Mientras los estudiantes realizan las actividades de escritura en sus cuadernos, la profesora va prestando atención alrededor del salo, mientras camina algunos estudiantes levantan sus manos y ella se acerca al sus puestos para ayudarlos
			Cuando se realizaban actividades, por lo general los estudiantes compiten entre ellos, lo que hace que se esfuercen para terminar primero y hacerlo correctamente.

5° observacion.

Time	Turns	Transcript	Comments or observations
00:48 01:11	1 2 3	L: we are going to do two activities, ok? S-#: vamos a hacer 2 actividades L: yes, the first for three points (1.0) la primera por 3 puntos, los 5 primeros que las descubran 3 puntos ¿listo? Find the hobbie… Encontrar la actividad, atentos.	La profesora empieza dando la instrucción de la actividad en ingles, porteriormente continua hablando en ingles pero se da cuenta que los estudiantes se quedan callados y solo la miran, por lo que ella deduce que no entendieron la instrucción, por ende utiliza el español para que ellos entiendan la instrucción.
01:58 2:15	1 2 3 4 5	L: listo, silent… 10 minutes S-1: 10 minutos para que hagamos ese y después ahí si el otro S-3: ¿cuál será la segunda? no la entiendo S-6: profe y ¿eso lo escribimos en el cuaderno? L: claro.	Al tener el tiempo claro que tienen para desarrollar la actividad, algunos estudiantes siguen teniendo dudas sobre que hay que hacer, así que algunos de ellos levantan sus manos y participan o bien sea preguntando, o dando su punto de vista de la actividad.
24:16 24:43	1 2 3 4	S-7: Profe yo no sé (2.0) ¿Quién me ayuda? L: les quedan 5 minutos, les doy 5 minutos más para que acaben S-7: no profe… termínelo… yo no se S-9: Profe yo no estoy listo para ingles	Es evidente, que pese a que la gran mayoría entienden el tema hay algunos estudiantes a los que se les dificulta el vocabulario y el tipo de actividad presentada, así que piden ayuda a sus compañeros o profesora. (la nota juega un rol importante en la participación de los estudiantes si es correcta o equivocada)
			Cuando no se explica algún tema, los estudiantes realizan actividades, sin embargo cuando esto ocurre, la profesora tiende a usar en mayor medida el español que el inglés tanto para explicar las actividades como hacer sugerencias y/o comentarios.
			En esta clase, los llamados de atención fuesen severos o leves se hicieron en español, en ningún momento se usó inglés para esto.
			Algunas veces la profesora ayuda a sus estudiante en cada una de las actividades diciéndoles o dándoles algunas pistas o trucos para desarrollar la actividad fácilmente, estas son dadas primero en inglés y luego en español
			Mientras realizan las actividades la mayor cantidad del tiempo los

		estudiantes se ayudan entre sí, muchas veces prefieren preguntarle a sus compañeros que a la misma profesora, sin embargo, en algunas ocasiones la profesora hace que trabajen individualmente cuando alguna actividad tiene recompensas como puntos extras.

6 observacion

Time	Turns	Transcript	Comments or observations
23:35	1 2 3 4 5 6 7 8 9 10 11 12 25:08	13	L: ok, pay attention, number one said: complete the missing letter ¿do you know what is missing letter. S-2: Completar la frase. L: las letras perdidas ¿cierto? Entonces… el primero es fácil, como el ejercicio que hicimos la clase pasada S-9: si, yo ya me lo sé todo L: ok (1.0) second point… complete the sentence in English S-1: Ponerlos en inglés. L: Poner las oraciones en ingles… están en español, esas son sencillitas solo presente simple… *es individual el taller…* lo contestan ahí al frente, eh… point number three, complete the sentences with like or likes (1.0) completar con like o likes, acuérdense que hay unos que llevaban like y otros que llevaban likes (1.0) number four, complete with don't like and doesn't like (1.0) completar con don't like o doesn't like. S-9: ¿y el quinto? L: Only four points, ok? In silent S-1: en silencio L: you have 30 minutes S-5: 30 minutos? L: yes, in silent, ok?	Primero hay que tener en cuenta que este taller contaba como nota para los estudiantes, por ende era una actividad individual y no les era permitido conversar con sus compañeros durante la misma. Teniendo en cuenta lo anterior, la profesora comienza a dar las instrucciones punto por punto de los ejercicios propuestos para el taller, para esto, tiene cada uno de los puntos copiados en el tablero y los lee en inglés para todo la clase; entre cada lectura de cada ejercicio deja un lapso de tiempo para que estudiantes levanten la mano y participen diciéndole a sus compañeros que hay que hacer en español, seguido de esto, la profesora hace la aclaración de cada uno de los ejercicios en español. Eventualmente, algunos estudiantes levantan la mano para hacer preguntas durante la explicación dada por la profesora.
43:49	1 2 3 4 5	L: Do you know how playing bingo? S-8: bingo? S-11: tingo, tingo, tingo, tingo… L: *Bingo* S-#: ah… bingo… si…	En este caso, mientras la profesora da una instrucción para una actividad en ingles al final dice la palabra bingo, sin embargo y al ser una palabra conocido en nuestro vocabulario los estudiantes lo asocian con el inglés y uno de ellos lo confunde con tingo tingo tango, así que

Time	Turns	Transcript	Comments or observations
44:13			la profesora decide repetirlo de nuevo únicamente la palabra bingo y allí es donde los estudiantes recuerdan el juego.
46:05	1	L: What is this?	La profesora hace 2 grupos de 6 estudiantes cada uno, pide que hagan un círculo por grupo y procede a entregarle los talonarios a cada estudiante para que jueguen bingo y luego explicándoles como jugar, haciendo algunas preguntas para saber si las instrucciones fueron claras.
	2	S-#: verbos	
	3	L: what is run?	
	4	S-#: corer	
	5	L: what is listen?	
	6	S-#: escuchar	
		(…)	
	7	L: this is a bingo verbs, ok?	
	8	L: quien va a repartir?	
	9	S-#: yo	Nota: durante esta actividad y mientras la profesora daba las instrucciones al primer grupo se las dio en inglés, explicándoles también la manera de jugar sin usar español. Sin embargo, en el otro grupo dio las indicaciones en español y como podrían jugar en inglés. Además se puede evidenciar que al grupo al que le fue dada la explicación en ingles participaban y jugaban entre ellos usando el inglés, y por el otro lado, el segundo grupo aunque participaba algunas veces en español, su interacción en gran medida fue en español.
	10	L: please, only in English… you said, who have (quien tiene) y ustedes no van a decir yo, I or mine, only in English.	
47:25			
			Al iniciar la clase, la profesora hace un quiz, así que los primeros minutos de la clase fueron en completo silencio y el trabajo de cada estudiante individual

7° observacion

Time	Turns	Transcript	Comments or observations
07:23	1	S-5: profe ¿Love es que le gusta arto?	Ya que estaban realizando una actividad, los estudiantes constantemente hacían preguntas a la profesora, en este caso, uno de los estudiantes le pregunta a la profesora por la definición o traducción de "love" agregando lo que el entendía, por lo cual la profesora da un sinónimo de este y un compañero también lo expresa con sus propias palabras lo que entiende por love, dando a la participación un carácter de propiedad e
	2	L: me encanta	
	3	S-1: me encanta	
	4	S-7: que es una maravilla	
07:30			

			identidad.
13:04	1	L: Bueno ya van en 19, twenty, twenty one, twenty two, twenty three, twenty four,…, thirty three, thirty four.	Una de las estrategias que la profesora usa para que los estudiantes guarden silencio y se sienten en sus puestos es empezar el conteo de 1 hasta x número, el conteo termina cuando ellos se quedan callados y ese tiempo se los resta en su descanso. Al hacer esto, y llegar al último número los estudiantes intentan recordar a que equivale la palabra "thirty four" 4 estudiantes dan sus números pero solo el ultimo es el que acierta (la participación fue espontanea) luego de esto la profesora da una instrucción en ingles a lo cual un estudiante traduce y el cual dice que no va a alcanzar a terminar, pero seguidamente la profesora cambia a español para llamarle la atención.
	2		
	3	S-3: treinta y dos	
	4	L: *Thirty four*	
	5	S-15: treinta y cinco	
	6	S- 5: treinta y dos	
	7	S-7: treinta y dos	
	8	S-1: treinta y cuatro	
	9	L: You have 5 minutes for this activity	
		S-1: tenemos 5 minutos para terminar… profe pero yo no alcanzo a acabar	
	10		
13:45		L: pues si está hablando como quiere acabar	
19:44	1	S-7: profe ¿puedo ir al baño?	En esta oportunidad uno de los estudiantes desea ir al baño, por lo que la profesora le pide que lo diga en inglés, el intenta evadirlo pero la profesora le pide que lo diga repitiendo después de ella, finalmente el estudiante pide ir al baño en inglés y la profesora le concede el permiso.
	2	L: In English… may I go…	
	3	S-7: (1.0) ¿me da la tarjeta profe?	
	4	L: May I go… (1.0) may I go… (1.0) repeat, may I go	
	5		
	6	S-7: may I go…	
20:15	7	L: to the bathroom please?	
		S-7: to the bathroom please?	
			Muchas de las inquietudes que tenían los estudiantes no las hacían en voz alta, en vez de eso, preferían levantarse de sus asientos e ir hasta donde la profesora a preguntarle personalmente como les estaba quedando la actividad y que debían corregir.
			Los llamados de atención fueron dados en español durante toda la clase ya que los estudiantes estuvieron muy dispersos en esta clase y no muchos trabajaron en lo que les fue asignado por la profesora.
			Durante los primeros minutos de clase los estudiantes estuvieron trabajando en una actividad que no completaron la clase pasada, actividad que por cierto les tomo casi toda la clase para terminar.

8 observacion

Time	Turns	Transcript	Comments or observations
02:02 02:48	1 2 3 4 5 6 7 8 9 10	L: we are going to read (1.0) read… what is read? S-11: escribir S-8: leer L: and look at the video about this story S-1: sobre eso L: first, you need (poco entendible) the worksheet about this story, understand? S-7: vamos a hacer esa actividad… S-8: a base de la otra actividad L: nice. Please pick up your dictionary S-#: diccionario	En esta ocasión la profesora desea dar la mayor parte de la instrucción en inglés, pidiendo ayuda a sus alumnos para que traduzcan lo que entienden y ayuden a sus compañeros que no entienden a que les quede claro, mientras ella va diciendo mediante oraciones cortas sus instrucciones los estudiantes van participando aleatoria y espontáneamente con lo que ellos van entendiendo en español.
05:32 06:03	1 2 3 4	L: ok, silent, first, we are going to look at the video S-1: que vamos a ir a ver un video L: mientras vemos el video ustedes van a ir siguiendo la lectura en su hojita ¿listo? Mientras nos abren la sala vamos a colorear el dibujo de aca…. *In silent.* S-1: Silent	Se puede observar como la profesora empieza dando la instrucción en inglés. Sin embargo, lo cambia al español y da una instrucción larga pero que no es compleja de entender, mientras 2 estudiantes van participando traduciendo lo que ella dice en inglés.
13:29 13:36	1 2 3	L: why don't paste? S-6: ¿qué es paste? S-9: pegar	Uno de los estudiantes no entiende lo que le dice la profesora en ingles así que decide preguntarle a su compañero del lado por el significado
41:00 42:30	1 2 3 4 5 6 7 8 9 10 11 12	L: ok S-5: basket es basketball L: sure? (1.0) S-7: ¿yo? L: si, estabas levantando la mano L-9: swing es nadar L: sure? S-10: read es leer L: swing es… columpio. L: cual mas (1.0) ¿ninguna mas? Si les mostraron cada una de las imágenes de las palabras que están ahí (2.0) S-7: Dog es perro. L: haber las obvias no	Para esta actividad los estudiantes se estaban enfrentando a vocabulario que no conocían sobre algunos atracciones en un parque común y corriente, luego de ver el video se pudieron hacer una vaga idea de lo que podría significar cada palabra escrita en el tablero, también se pudo ver como relacionaban algunas palabras del español con el inglés e intentaban darle a la profesora una respuesta aunque esta fuera incorrecta. La profesora no les daba las respuestas sino que dejaba que entre todos lograran resolverla.
42:41	1 2 3 4 5 6 7	L: Ahora quiero que me digan ¿cuáles palabras subrayaron de las que ya se sabían? ¿Cuáles subrayaron? S-4: park L: What is park? S-4: parque S-3: read L: ¿qué es?	Para esta actividad se pudo observar que los estudiantes recordaban y reconocían algunas palabras que estaban dentro de un texto, muchas de las cuales las dijeron en inglés, pese a su incorrecta pronunciación lo intentaban decir en inglés y se les veía el esfuerzo en decirlas bien para que la profesora lo entendiera,

	8 9 10 11 12 45:45	S-3: ¿cuaderno? ¿Libro? S-#: leer S-12: it L: ¿Qué es it? S-#: eso … L: No estan pidiendo la palabra. . . .	luego de cada palabra dada en ingles la profesora preguntaba al resto del curso por su significado y quien levantara la mano tenía la palabra para poder responder, así se hizo con una gran lista de palabras.
			Para la actividad con diccionarios los estudiantes trabajaron en grupo, en primera medida porque algunos no tenían diccionario, pero desde otro punto de vista lo hicieron para apoyarse mutuamente y conseguir los puntos como equipo
			La profesora hizo varias preguntas de vocabulario sobre un video presentado, pero todas estas preguntas fueron en español al igual que la participación de los estudiantes, quienes levantaban sus manos para tomar el turno y responder en español.

Questionnaires

Students questionnaire.
1) ¿Qué tan frecuente participas en clase?

		Porcentaje
no	1	7%
si	14	93%
De vez en cuando	15	100%

2) ¿Qué tan frecuente participas en la clase de inglés?

		porcentaje
Nunca	1	7%
Casi nunca	0	0%
De vez en cuando	0	0%
Casi siempre	5	33%
Siempre	9	60%

3) ¿De qué forma participas en clase?

		porcentaje
otra	1	7%
haciendo preguntas al profesor	1	7%
Estando en silencio	5	33%
Hablando con mis compañeros	1	7%
Haciendo los ejercicios que pide el profesor	6	40%
respondiendo las preguntas que hace el profesor	1	7%
	15	100%

4) ¿Del 1 al 5 que tanto entiendes a la profesora cuando habla en inglés?

		porcentajes
1- No entiendo:	2	13%
2- Entiendo solo algunas palabras:	4	27%
3- Entiendo algunas oraciones:	6	40%
4- No lo entiendo todo pero si la gran mayoria:	3	20%
5- Entiendo todo:	0	0%
	15	100%

5) Si tu profesora explica algo en inglés y no enteindes ¿Qué haces?

		porcentajes
No decir nada	2	13%
Pedirle a la profesora que lo repita en español	6	40%
Pedirle a la profesora que lo repita en ingles	6	40%
Preguntarle a un compañero	1	7%
	15	100%

6) Cuando tienes alguna pregunta en clase la profesora …

		Porcentaje
Algunas veces te responde en ingles y otras en español	9	60%
Te da la respuesta unicamente en español	3	20%
Te da la respuesta unicamente en ingles	3	20%

15   100%

7) ¿Te gusta participar cuando la profesora habla en inglés o en español? ¿Por qué?