Use of code-switching with pre-teenagers

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Using Code-switching With Pre-teenagers at LHEMI.

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Research Project presented as requirement to obtain the qualification of bachelor in Spanish, English and French languages.

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USE OF CODE-SWITCHING WITH PRE-TEENAGERS

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# USE OF CODE-SWITCHING WITH PRE-TEENAGERS

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Abstract

The current project was held at Liceo Hermano Miguel La Salle with teenagers in order to determine the influence that the use of Code-Switching could have in their learning process and the way it affected the class itself. This was done with one group of 36 8th graders who had problems of academic performance and lack of participation in the class. Action research was implemented following a qualitative approach making use of questionnaires and interviews, in order to identify students’ beliefs about the use of Spanish in the classroom. In addition, we also used field diaries and videos to check students’ attitudes towards the class. After we got the data, grounded theory was used to analyze it and have different ideas about the influence of Code-Switching in the classroom.

After analyzing the data, we could conclude that the use of code-switching generated more participation and better attitudes; especially in students who had a low performance (lower achievers) in the class. But we also figured out that students just agreed when affirming that the use of Spanish should be done just when necessary and not all the time; they highlighted the importance of using English most of the time and use code-switching as a tool for the class.

Keywords: Code-switching, Beliefs, Learning, Grounded Theory, Action Research, Qualitative approach.
El presente proyecto fue realizado en el Liceo Hermano Miguel la Salle con jóvenes para determinar la influencia que Code-switching podría tener en su proceso de aprendizaje y la manera en la cual afectó la clase como tal. Éste fue hecho con un grupo de 36 estudiantes del grado 8° que tenían problemas de desempeño académico y falta de participación en la clase. Investigación acción fue implementada siguiendo un enfoque cualitativo, haciendo uso de cuestionarios y entrevistas, para identificar las creencias de los estudiantes sobre el uso del español en la clase. Adicionalmente, utilizamos diarios de campo y videos, para verificar las actitudes de los estudiantes frente a la clase. Después de obtener la información, utilizamos la teoría fundamentada para analizar la información y obtener ideas sobre la influencia de Code-switching en el salón de clase.

Después de analizar la información, pudimos concluir que el uso de code-switching generó más participación y mejores actitudes; especialmente en estudiantes que tenían bajo desempeño en la clase. Además, logramos identificar que los estudiantes afirmaban que el uso del español debería ser hecho solo cuando fuese necesario más no todo el tiempo; ellos resaltaron la importancia de usar inglés la mayoría del tiempo y utilizar code-switching solo como herramienta de la clase.
The main objective of this project is to find out the way in which using code switching influences students’ language acquisition and how students react about the use of it; to be more exact, students from 12 to 16 years old at Liceo Hermano Miguel School (LHEMI).

During many years, the way of teaching English as a foreign language in an effective way has created controversy around the world; while for some authors Poplack (1987) and Gumperz (1976, cited by Gluth, 2002) teaching a foreign language using the first language is a good way to help students to acquire it, for others Krashen and Terrell (1983) teaching English completely in the target language is the best manner to help students in their learning process because the use of the L1 could interfere with the process and its success. Hence, there are different theories and beliefs about the way to teach English in a “correct” way. Despite all those discussions and arguments of ideas, there is no concrete or correct option about the best way of teaching, and most of the teachers base their practices on their experiences and the different realities they have lived. Sometimes teachers just limit themselves to follow the model of the institution they work at, being very hard to implement own ideas about helping learners to acquire a foreign language. This is because there are institutions that have their teaching models established and those must be followed exactly as they are proposed. In this case, this project is developed at Liceo Hermano Miguel School (a school with a communicative approach in which it is mandatory to teach classes completely in English). Although it was quite difficult to implement the project in that institution, it was an excellent scenario to try different methods and approaches to reach the target language in an appropriate way because the
proficiency of the students varies a lot and teachers can use what they consider as the best for them (keeping in mind the communicative approach).

LHEMI is an institution in which English has become one of the most important subjects during the last two years and it has suffered different changes in terms of schedule and the way teachers teach it. Currently, the way that is required by the school to teach English is through the target language itself, it means that it is necessary to expose students to the language during the complete class in order to learn it in a better way. Another important aspect is that the school is in a process of bilingualism which has started in 2010, increasing the number of hours from 5 to 7 hours per week. This fosters the possibility of helping students to have a more direct contact with English every day which is notably positive for some students who have good language level and understand the language easily. Nevertheless, there are some other students who do not have the same ability and need more tools to reach their goals. Therefore, when they face the language in a constant way, they can get frustrated losing interest in it.

The purpose of this project was to implement the use of both languages (English and Spanish) in the classroom when necessary (give instructions, clarify an idea, explain a difficult topic, etc.) in order to see how students react about the fact of combining two different languages in the same class. There is no intention of demonstrating what the best is; but the real intention is to share an experience in which students were exposed to a different strategy.

On the other hand, it is key to emphasize that the manner of using code-switching during this research process, can be different from other ways of implementing this concept. The initiative of this project, as it was said before, was to implement code-switching in specific moments where students really needed it in order to create contrasts, similarities, examples, etc.,
between the two languages to establish clearer concepts and ideas about the use of the foreign language.

Keeping in mind all the information said before, what this document shows are some theoretical arguments about code-switching, the way it is connected with the learning process and the way it can influence students’ academic performance at LHEMI School through the implementation of different qualitative instruments and the analysis of the data gathered from those instruments. This is in order to figure out if the use of code-switching could be a good strategy to help students in their learning process; especially those students who have problems to understand the language and have a low level of proficiency.

According to the above, our document has different chapters that we consider as relevant to highlight here. Firstly, in the chapter 1, we can see the introduction, the problem statement, the objectives and the justification. In the introduction we present, describe and analyze the context and conditions that led to the development of our research project. In the problem statement, we make a concise statement of the issues we address. In Objectives' section, we can see clearly the results that we want to achieve through our research project, and finally, the Justification shows why we chose the use of code-switching for the project and why it may be helpful to other teachers, to the institution where the research was conducted, to students, etc. In the second chapter, we highlight some related studies and we develop our theoretical framework. In related studies, we emphasize in some studies done in different parts around the world about the use of code-switching and in theoretical framework we make special reference to Code-switching, learning and language learning meaning. To continue, in the third chapter we have the research design, the type of research, the setting in which research is conducted, participants, instruments and procedure. Also we can see the instructional design in order to know how the research was
done. On the other hand, chapter four shows the data analysis’ section, explaining the type of analysis and the results obtained after such analysis. Finally, in chapter number five, we share the conclusions of the investigation, some implications that could be valuable to others and the limitations that emerged during the development of this project.

**Problem statement**

Liceo Hermano Miguel La Salle has changed the number of English hours taught during a cycle (Each cycle has 6 days of class). Two years ago English was taught just three hours per cycle and it was not implemented as the language in the classroom but nowadays (Second semester, 2011), English has 7 hours per cycle and it must be taught completely in the target language. Consequently, most students have had difficulties to get the routine of this new schedule and way of studying this language. This can be noticed in the results most students have had; just the 12% of students passed the first exam applied.

For that reason, teachers must use different strategies and they try to implement different tools to help students with their process, following the norms of the institution in terms of language teaching. Nevertheless, students do not show real interest or they just do not show real progress.

Although the use of Spanish in the classroom is against the institutional policy, taking into account what was said previously, code-switching was identified as another way that could help students who have those problems to understand the language and although there is not any evidence about the use of code-switching as a good way of teaching, it is a different strategy that
could help to face this evidenced problem and could have an impact (positive or negative) on students’ learning process:

Therefore, the next research question and sub-questions have emerged:

¿How does the use of code switching affect language learning processes of students from 13 to 16 years old at LHEMI School?

- What are the beliefs 8th grade have about the use of Code-switching when teaching English?
- How do 8th grades at LHEMI perform academically when code-Switching is used as a teaching strategy?

**Objectives**

**General Objective:**

- This project aims to determine how the use of code-switching affects language learning processes of students from 13 to 16 years old at Liceo Hermano Miguel (LHEMI).

**Specific Objectives:**

- To identify students’ beliefs about the importance of using code-switching as a strategy in the classroom.
- To characterize students’ academic performance during the learning process when using code-switching as a teaching strategy.
While teaching English, teachers face many different situations that do not allow them to have a successful class; students are really different and they have different learning styles and needs. Therefore, teachers have put into practice different strategies and take advantage of them to help students in their learning process. In some cases those strategies are not enough to a number of students in order to understand a different language from their native one. In addition, students are part of different cultural backgrounds that affect the way they learn and the way they understand the importance of acquiring a foreign language. Thus, for some students, learning a foreign language (English in this case) can be easy and very significant because of their skills; but to others, acquiring a second language can be much more difficult and although they have the intention, they are not trained well enough to find out the way of learning a new language. This can be noticed in the performance that most of students have shown during the learning process at LHEMI school. Their participation is not constant, their English level is very low to the grade they are in and in the results they have in the exams done at the end of each term, its is notable that the language acquisition has a lot of gaps and they really struggle with those exams. Consequently, Code Switching is seen as an alternative way of teaching English to help those students to understand more what is explained and what is expected from them, keeping in mind that it is just a tool that will be implemented to check if students can have better results and can feel more comfortable in this area.

On the other hand, it is important to highlight that the institution has had changes that interfered with the students’ process, the way teachers develop the classes and the success of the institution in terms of English subject quality. Consequently, with the development of this
project and the obtained results, it would be possible to contribute to the improvement in the quality of teaching English. Thus, we could provide students with a better transition from the last way of learning English to the implemented by the school and help students with low performance to have more possibilities to acquire the language using their mother tongue as a tool to understand. In addition, give ideas to teachers to develop their classes in a more successful way keeping in mind students needs; and for the institution, this study could contribute in terms of making decisions about the transition that has been presented, the policies implemented some years ago and the suitable they are for students; in order to improve the quality of the offered service by the institution.

Some teachers have adapted the strategy of code-switching (CS) to be implemented in the classroom. For some scholars like Li. David (2008) and Bokamba (1986), using Code-Switching is a good way to help students to acquire a foreign language because it allows them to make relations, contrasts among the languages and from those processes, understand the use of that foreign language in a better way. Conversely, Krashen and Terrell (1983) argue that using the first language as a tool, could interfere with the learning process and state that students need to be exposed to the language during the whole process like in a natural way (natural approach). In this project, the use of code-switching is perceived as an alternative way to help students during their learning process and its use aims to identify how it affects students’ academic performance; this, in order to help us to have a better idea about the implementation of code-switching in a classroom where a foreign language is taught and how appropriate is to each member of the process when using it inside the classroom. Besides, the implementation of code-switching could bring more tools and facts to make decisions in the classroom as professionals.
Consequently, we considered as necessary to keep in mind some arguments about the use of code-switching in the classroom mentioned by different scholars, in order to see the benefits that its implementation had had. Thus, we reviewed four specific studies implemented in 4 different contexts in order to have clearer ideas about the use of the strategy that we wanted to implement here in our research project.
CHAPTER 2

Literature Review

Related studies:

Some studies done in different parts around the world about the use of code-switching are shown next in order to have a clearer perception about the different thoughts that exist around the world concerning this phenomenon (Code-Switching).

The first study we are going to mention was carried out by Li- David (2008) in Hong Kong in a school in which the implementation of code-switching between Cantonese and English is part of the process. That study was done in order to demonstrate why the use of Code-switching between Cantonese and English (Spoken languages in that city) it is very hard to avoid in the daily life and in the classrooms during the learning process. Besides, the author shows a big intention to argument that cognitive students’ processes do not allow them to apart or evade the use of code-switching when interacting with others. In order to do that, He uses some empirical evidences presented in different contexts where teachers use code-switching; He takes into account several arguments, comments and suggestions done by students and teachers who support why code-switching is significant for them at EMI (English as medium of instruction) school, in which they have used this strategy in their practices. After doing all the data collection the next results were obtained: Code-switching: “(1) contributes to have a better management of the discipline in the classrooms, (2) fosters good relations among students and reduces the distance in social terms, (3) Students and well educated hong kongers (People from Hong kong) find out very difficult to avoid the use of code-switching because it helps them to promote their relations with others.
This study shows that the use of code-switching is not just significant with a classroom but it is a phenomenon that is presented in the daily life too and it is not possible to avoid its use when interacting with others. Then, although the context in Hong Kong is totally different as well as cultural patterns, this study suggests that this phenomenon contributes in a positive way in the classroom and is very useful to students to communicate their ideas and to have better social relations with others.

Then, this study is very helpful to this research project because it gives a better idea about the impact of using code-switching in a classroom.

Another study that contributes to this project, is one implemented by Chen-on and Su-hie (2009) in Malaysia in order to check how code-switching would affect the development in a secondary English school and science classrooms where English has been implemented as the language of instructions in the science class. The data was collected from two English classes and one science classroom through doing observation. In addition, the analysis of the collected data from teachers who used Gumperz’s semantic model (In this model, the code switching is understood as metaphorical code-switching or as situational code-switching. Being the first the code-switching that is not used by ignorance of the language but it is used by conversational situations and by interacting in a better way; the second one used by lack of L2) showed that the difference of the use of code switching between the two selected English teachers for the research was vast, because in one class Code-switching was not implemented very much but in the other class students were more exposed to the language as well as in the science class; in those two classes where Code-switching was implemented, it was found that the phenomenon was mostly implemented to ensure students’ comprehension reiterating and doing qualification of the message. At the end, it was discovered that though the teacher uses code-switching, the
main language of the class is still English and that the use of the phenomenon is a necessary tool to teachers in order to reach their goals using a content-based approach because some students do not have enough competences in L2.

As the previous study, this one presents positive results in terms of the use of Code-Switching and supports the idea of implementing this phenomenon as a main tool in a class in order to promote communication, rapport and understanding in a better way without affecting the fact of having the L2 as the class language. This study is very related to the research that was developed during this project because the population was similar and the use of code-switching is understood as a tool to promote students’ understanding.

There is another important study related to our project that was carried out by Gómez and Incapié (1998.) At “Universidad Distrital Fransisco José de Caldas”. The purpose of the project was to give some suggestions to teachers and students about the moments in which L1 can be used in an English class and how it helps to improve students English proficiency level. The project was developed with an experimental group in which L1 was used to develop the four skills by encouraging students to have an active practice of the four skills using the foreign language. In addition, a guideline was implemented; it means that the moments where L1 was going to be used were already established. It was found that in terms of language proficiency, the experimental group revealed some improvements in the reading and speaking skills. Nevertheless, it was also evidenced that students of the experimental group did not have the same proficiency of the control group in writing and listening skills although they were improvements in the use of the foreign language. In addition, other important conclusions were established at the end of the process: (1) Students and teachers agreed that L1 can be used to give instructions or to explain difficult tasks. (2) The native language must be used in restricted
situations and L2 must be the language of the classroom in order to improve the communicative competence. (3) The use of L1 was good to do grammar explanations to help students to better understand the use of the language.

This study reveals moments in which the use of the mother tongue is positive, keeping in mind that the foreign language must be the language of the classroom. In this way, this study is really connected with our project because this project was developed in a context in which a communicative approach is used and English is the language of the classroom. Besides, the findings of this study gives a better idea about the way in which Spanish could be implemented and gives some moments in which Spanish could be used.

The last study we want to share was one done by Julio Cesar Torres Rocha (1998) at Centro Colombo Americano (CCA). The aim of this study was to determine what the incidence of using Spanish in the classroom is. In order to do this, three main aspects were kept into account: (1) Literature reviewing about studies done in this field, (2) Implementation of an observational study to establish guidelines for the use of Spanish and (3) An experimental study was set to establish the impact of the use of Spanish in English classes at CCA. The observational study was done with 20 teachers at the CCA in order to evidence the use of the mother tongue with beginning levels; and the experimental phase was carried out with one group (the teacher and his students) in order to identify teacher’s performance and students’ opinions and outcomes about the use of Spanish in the classroom.

After the data analysis, some conclusions were established: Use of Spanish is unavoidable, especially at beginning levels but it is moderately implemented in the classroom according to the judgment of the teacher based on students’ difficulties. Nevertheless, another conclusion indicated that students did not like having the class in Spanish because they wanted to
learn a foreign language by using it and interacting with it. Consequently, students perceived the use of Spanish as a learning strategy that could help them in their learning process. Finally, a relevant conclusion that contributes to this research project was that at the end of the process it was found that the use of Spanish is definitely a teaching strategy.

This study gives a better idea about the way code-switching is understood and was used in the development of this project. Code-switching is perceived as a teaching strategy to help students to have a better English level of proficiency. In addition, the use of Spanish in this study is highlighted as a positive strategy in the classroom in general terms as the other studies presented here.

**Theoretical Framework**

Keeping in mind that code-switching has different definitions and that there are many authors that share their ideas about this concept, we decided to share the most relevant definitions for us, taking into account the context in which we implemented our research project. In addition, we share some definitions about the concept of learning (learning in the classroom specifically) and in this way make a connection between code-switching and learning focusing just in two main definitions that guided all this process and the development of our project.

**Code-switching**

Teachers must use different strategies when teaching a foreign language to help students during their learning process. There are different approaches and methods to accomplish this goal and sometimes teachers struggle to choose an efficient way to teach. In here, code-switching is understood as a really positive strategy that can be useful by teachers. Thus, it is essential to go deeper into this concept and explain the way it is understood and how it contributes to students’ English proficiency.
Different perceptions about this term have been established and there are different authors who have talked about it and define this important phenomenon. Code-switching could be defined as “the mixing of elements of two linguistic varieties within a single utterance or text” (Gluth, 2002). This means that code-switching is the mix of specific components of two languages in one same construction. In another definition of code-switching, Bokamba (1986) states that code-switching is the mix of words, sentences, phrases from two different codes with the same speeches. It means that in a same speech different linguistic elements of two different languages are used. Very similar to this definition and the most relevant for this study is the one stated by Poplack. Poplack (1980) defines code-switching as the alternation of two different languages in the same discourse done by people who dominate both languages correctly, respecting linguistic and extra-linguistic factors. This definition is the most related to the way we perceive code-switching because we consider code-switching as a teaching strategy and not as a strategy to be implemented by students. In our case the teacher is the person who manages both languages properly, and the one who combines both L1 and L2 in the same speech without interfering with the communication and affecting morphological, syntactical and phonetic aspects of the languages; this, taking into account intra sentential code-switching proposed by Poplack (1980). Conversely, if students make use of this strategy, both languages L1 and L2 could be affected because of the proficiency of English level that some students have.

On the other hand, it is necessary to highlight that code-switching can be interpreted as another language phenomena and some people could have a wrong idea about it. We consider as relevant to mention this aspect. Poplack along with Sankoff (1981) argue that Code-switching is totally different from other language phenomena like borrowing, calquing, language death, learned use of foreign words, cross-language punning because of two important factors: 1)These
language phenomena imply language alterations in terms of grammar and lexicon but code-switching does not; 2) These phenomena make reference to special characteristics of the language but code-switching represents complete conversational and communicative situations presented by bilinguals. Keeping in mind what these authors state, we consider code-switching as a phenomenon related to conversational situations and not as language alterations. Hence, we define code-switching as a teaching strategy because we do not look for altering the language but we look for using two different languages (L1 and L2) in a same speech in order to promote students’ understanding in all the aspects of the class (E.g. Instructions, activities, explanations, etc.).

Keeping in mind what was said before and in the spirit of sharing diverse perceptions about what code-switching means, we want to highlight three different kinds of code-switching which are proposed by two distinct authors and the differences that exist among them. In this way, we are going to have a better idea about this main concept. Poplack (1987) proposes the intra-sentential code-switching and Gumperz (1976) states the distinction between metaphorical and situational code-switching (as cited by Gluth 2002,). These three kinds of code-switching aim to the idea of using two different languages in a same context but in a different way as it is presented up next.

**Metaphorical and situational code-switching:**

There are two different kinds of code-switching that can help to have a better idea about this phenomenon; (1) metaphorical code-switching and (2) Situational code-switching Gumperz (1976). Metaphorical code-switching makes reference to the use of two languages (in bilingual or multicultural situations where people decide to talk about some topics using one language and some other topic using other language; the second (Situational code-switching) consists of using
the languages depending on the situation they are in. It means that the use of situational code-switching is not affected by communicative or interaction purposes, but it is affected by the situation the interlocutors are in. (e.g. one person uses a different language at work and at home with his family he uses the other one). In order to have a better idea about the difference between these two kinds of code-switching we support in a study done by (Gumperz, 1972, cited by Goldstein, 1997). This was carried out in Norway where two languages are spoken (Ranamal L1 and Bokmal L2) and after doing all the research process, Gumperz concluded that people (Students in this case) prefer to use Ranamal when talking about daily aspects as watching a movie, going to play football, drinking, etc. And at university they turned immediately to Bokmal; all this process unconsciously (metaphorical code-switching).

Then, it is notable that the use of code-switching is natural and when people have the ability to access to two different languages and make use of them appropriately, it happens just as a manner of routine to promote communication and good interaction with others.

Although metaphorical and situational code-switching are not very close to our own context because both are used by communities or groups, we highlight Gumperz’s perception about what is or should be code-switching. Taking into account that it is important to have several concepts or notions of our key concept, with the intention of entering into context and to choose the best perception that better fits with our research project.

On the other hand, taking into account another point of view, this strategy is implemented just by one person of a community, and that person has one specific feature: correct management of L1 and L2; it means the teacher. Closer to this way of using code-switching we find Intra-sentential switching which is proposed by Poplack (1987).
Intra-sentential Code-switching:

Getting into Poplack’s perception, it is stated that code-switching is presented in situations where the speaker manages both languages in an appropriate way (the teacher, English-Spanish in this case) and knows how to include morphologic, syntactic and semantic aspects of both languages without interfering with the understanding of the speech without affecting each language rules (intra-sentential switching). Besides, Poplack (1980) states that code-switching is presented in terms of communication and interaction but not in terms of creation or construction of the language.

Consequently, for us intra-sentential switching (IS) is real evidence when code-switching is presented because it demonstrates management of both languages (mother and foreign) and the idea is to communicate ideas but not construct language itself. We consider this definition as suitable in order to develop this project because as it was said before; code-switching will be used as a teaching strategy which could help students during their learning process to have a better language acquisition and proficiency and could help teachers to express more clear messages for students in all the aspects of the class.

Code-switching in the classroom:

In order to go deeper into the idea presented above, Sagrario (1999) defines code-switching in the classroom as the altering use of L1 and L2 in the teaching of a foreign or second language (as cited by Safont & Campoy, 2002). In this way, we keep into account the emphasis on the fact that code-switching is used when teaching a foreign language and not when learning it. Thus, code-switching is understood as a teaching strategy to be held in the classroom.

In addition, we consider important to highlight that although the use of both languages (L1 and L2) are not well accepted by everyone in a communicative context, we keep in mind
some uses of Code-switching proposed by (Merrit 1992, taken from Oral skills: Resources and proposes in the classroom, safont and Campoy, 2002):

“(1) To reformulate an expression previously said in L2 so that students improve their understanding or provide some responses. (2) To start the restructuring of a task to call the students’ attention. (3) To translate or replace a word or an expression in order to guarantee that students are able to understand. (4) To use words or expressions which are important in interaction such as discourse markers, routines for classroom management, etc.” In general, we interpret that Merrit (1992) highlights the use of Code-switching in the classroom as a tool that influences its development in a positive way.

To sum up, keeping in mind the theory and the authors presented, we can argue that code-switching is a tool to better communicate ideas when having two languages in one same context keeping in mind structures of both languages. Consequently, during this project code-switching is understood as Poplack proposes; the use of two languages without interfering with the communication and the syntax of both languages (English-Spanish). Thus, it is implemented just by the teacher when necessary (for example to clarify complex ideas, to give difficult instructions, to explain a difficult topic for students, etc. if students need it) in order to foster students learning processes inside the classroom; as Merrit (1992) highlights.

**Language Learning.**

**Learning:**

Learning is a relevant concept in education and in this project is absolutely necessary to talk about it. This is because students sometimes have problems when learning and it affects the process as a whole. In this project, learning is just a part of the complete educational process and it consists on students’ construction of the knowledge and makes reference to the way in which
students acquire that knowledge and apply it in their lives; we based this affirmation in some scholars who talk about this important concept.

(Rossman and Rallis, 2003), state that research must always be about learning and not about the way of teaching; they understand it as a process where students construct their own knowledge and must act in an active way being critic and proactive during their learning process in order to reach that goal; (Rossman and Rallis, 2003) argue that learning is not just de acquisition of knowledge but it is the construction of it too. Hence, we don’t see learning as something imposed by others but something that emerges from every individual and constructed by him-self. In addition, for Rossman and Rallis learning is seen as a social natural process and they argue that people learn better in social settings, which promote interaction and peer work in order to acquire knowledge by constructing it as a community. Keeping this in mind, we can deduce that language has an essential role in learning because people use it to communicate ideas, feelings, perceptions, etc.; the nature of the human being is to interact with others and it is possible just by the use of the language; consequently, we think that code-switching can be a very significant strategy to foster students’ learning because if they can understand what they are being told, it is much easier for them to construct their own ideas and knowledge.

On the other hand, (Watkins and Carnell, 2000) define learning as the recompilation of all the experiences that a student has and use to construct the knowledge, keeping in mind what he wants to learn, his perceptions and all the dimensions that make part of him. Besides, they argue that in learning it is not necessary to talk about a facilitator or a teacher; individuals are responsible of their own learning. Nevertheless, we consider that in English learning students really need a facilitator and a guide (teacher) because that person can give a clearer horizon to
USE OF CODE-SWITCHING WITH PRE-TEENAGERS

students and more tools to reach their own goals but we do consider that learning is a process in which every person constructs and applies what he/she learns.

Krashen and Seliger, (1975) perceive learning as a conscious process that is helped by error correction and the presentation of explicit rules. Hence, teachers’ role is essential in the learning process but as it was said before everyone is responsible of his learning process and the construction of the language. In addition, learning is a process that makes part of our daily life and it is not just presented in a classroom but in every moment of the daily life.

Keeping in mind the last affirmation we consider Dennison and Kirk as a relevant authors here. Dennison and Kirk (1990) state that learning is a cyclic process and proposes the next diagram Watkins, (as cited by C, Camell, E., Lodge, C., ; Wanger, P., & Whalley, C. 2000):

![Learning Diagram]

What this diagram shows is that learning starts by creating, by practicing. After the practice, the student reflects and thinks about the aspects that he has done; then the student extracts from that review what he needs and what he considers useful for him. Finally, he plans and makes actions in order to apply what he has learned and the process continues; in general terms the student decides what he learns and what he throws away autonomously. In addition, this diagram reflects how learning is presented in all the aspects of humans’ life because it shows the learning as a process in constant construction and from that learning new learning is constructed.
Therefore, learning is the re-construction of constructions already established that are modified with the pass of the time and the experiences of each individual.

As a conclusion, in this research project learning is understood as a process in which the student is responsible of constructing his own knowledge and takes advantage of what he considers important for him. As the authors presented here argue, learning is a personal process in which each individual is active during the learning process and not just a receptor of it; people have an active role in their learning process, no matter the place or the subject because learning occurs in every aspect of daily life.

**Language learning:**

Now, after having a general idea about learning, we consider as necessary to move into language learning as a main component of this research project; this is a concept which we need to go deeper into.

Language learning has been influenced by different kinds of methods and approaches that have been created through the history. From the grammar translation method to the communicative approach, lots of different methods have been implemented in order to learn a foreign language. Nowadays, we are in a context in which the communicative approach is mostly used in order to teach another language. Nevertheless, there are many different conceptions about the way a language should be taught and the way students learn it. Some of those conceptions are based on the way L1 affects L2 learning and the way it should or should not be used in the classroom; although it is not the only aspect in which tensions are presented, this is the one we are going to focus on in this study keeping in mind the purpose of our project.

Some authors argue that using L1 when learning L2 is not adequate for learners because it can create confusion when constructing ideas in L2 (Duskova, 1969, cited by Krashen, 1981).
In addition, Krashen (1981) argues that the use of L1 is not a good issue to help learning to acquire a new language. Although there are some studies that fashion opposite things, Krashen states that the use of L1 just demonstrates low level of L2 acquisition and he defines the use of L1 as unnecessary and he also defends the fact that the use of L2 since the very beginning of the process produces more proficient students.

Nevertheless, there are other authors who perceive the use of L1 as an efficient tool in language learning contexts. Safont and Campoy, (2002) share some important elements about the use of the mother tongue in language learning contexts and they defend the fact of using L1 to help students in their learning process. Based on this idea, we also perceive the implementation of L1 as a good element to keep in mind while teaching; specifically in our context. As Krashen (1981) argues, the use of L1 is an evidence of lack of L2; we consider this affirmation a relevant reason to understand L1 as a good teaching strategy to help students’ in their language learning at least at the beginning of their process while students get enough proficiency of the foreign language. In addition, language has an essential role in students learning as it was said in the introductory part and in language learning it has the same function; Salaberri (1999) states that “language plays a socio-cultural function when it is used as a psychological tool to mediate between participants in classroom interaction and it plays a cognitive function when it mediates the individuals’ thinking/learning processes” (p.36). Consequently, students’ language learning is affected by the language itself and their proficiency depends on the way they understand language. This means that if students do not understand what is said to them, they will hardly have good language proficiency and their learning will be affected; therefore, we see the use of L1 is necessary when teaching a foreign language (especially in low levels) in order to enhance students language learning; although the use of language is just an aspect when referring to
language learning, we consider as relevant the use teachers give to it and they way languages are implemented in the classroom because this is the element in which we are going to be focusing on this project.

Finally, we would like to remark that language learning is not just related to use of the language but there are many different aspects as learning strategies, learning styles, methods and methodologies, etc. that influence language learning and despite the fact that we do not focus on them, those are elements to keep in mind when talking about language learning.

Summing up, all the information discussed here, it can be said that learning is an ongoing process that is presented in every moment and situation in life. We focus on language learning which is directly connected to the strategies that are implemented when teaching a foreign language. Based on the last idea, we consider code-switching as a teaching strategy that could help students during their learning process and as a strategy that could influence in a positive way their proficiency in the class in order to reach the goals established at the beginning of the process.

**Beliefs:**

Another concept that we consider as necessary to be described is beliefs. These are necessary for this research project because we consider that they have a real influence in any learning process and this is not the exception. This is because they have a real influence in someone’s actions and attitudes towards different situations but at the same time those beliefs are influenced by something called emotions. Manstead & Bem, (2000) state that emotions influence beliefs and when beliefs are fueled by those emotions it stimulates people to take actions and allow them to approve someone else’s ideas.
Another important element about beliefs that we highlight is the fact of keeping in mind that beliefs are also constructed by experiences; what means that beliefs make reference to the aspects that someone knows and not what he should know (Freeman 1991, cited by Kalaja & Ferreira, 2003). This means that when we want to know about someone’s beliefs we want to know about what he thinks and the ideas that he has created from his experience.

Furthermore, we perceive the concept of beliefs as a relevant element in the learning process that can help teachers to have a wider idea about the feelings and thought that students have about a specific issue. Hence that the concept of beliefs is relevant to our project because knowing our students’ beliefs, it is possible to have a better idea about the feelings they have and the way they could react in different situations; in this case especially when being exposed to code-switching.
CHAPTER 3

Research Design

Qualitative approach:

The qualitative approach is basically used when a researcher uses qualitative methods in order to reach a general objective or to answer a research question; Christensen and Johnson (2004) state that the qualitative research consists of getting data from qualitative data it means from words, pictures, images, behaviors, etc. and it is exploratory. It means that it is used to learn more about a new topic that is not very well-known. In this way, this research methodology contributes to a research project with the use of instruments that can give a holistic view of a situation.

Apart from implementing instruments to collect data, it is essential that the researcher gets into the context in which the research is held. In that way the researcher is the one who collects the data through different instruments, for example, interviews and field notes. Nevertheless it is necessary to highlight that a qualitative researcher should not interfere in any situation presented during the research in order to have a holistic view of those situations.

Another important characteristic of qualitative approach is that it is necessary that the researcher makes interpretations about what he observes (Christensen and Johnson, 2004) besides trying to understand the participants of the research project from their own point of view.

Keeping in mind all the factors mentioned above qualitative research was implemented in order to identify the influence that code-switching could have and it was absolutely necessary to be part of the participants’ group in order to have real evidence of that influence. This was held through different qualitative instruments that were implemented in order to gather the data and
from that collected data, make interpretations about the factors that were presented in the class and take actions keeping in mind those results. Consequently, we considered action research as relevant in this project too.

**Action Research:**

Action research is a type of research that is commonly used in educational research and it is basically applied to solve a “problem” presented during the learning process. It means that action research is applied by teachers in order to improve an aspect that affects both teaching and learning. This action has specific characteristics that allow the teachers improve their practices; action research is applied by teachers in a collaborative way with the goal of improving their practice through cycles of action and reflection Latorre (2003).

McMillan (2008) defines action research as a systematic investigation conducted by practitioners to provide information to improve teaching and learning. Besides this author argues that action research provides more opportunities to the researcher in terms of reflection and action because it highlights both systematic inquiry and the practice.

In addition, action research is characterized by the systematic process it has and the steps that researchers need to keep in mind when doing it. Kemmis (1989) states that action research should follow four important steps in order to be significant: Planning, action, observation and reflection which are part of a cyclic process. In this model the reflection is the last step and through it, it is possible to establish the findings. Nevertheless, McMillan (2008) proposes other steps that follow the same line: Identify the topic or issue, determine design and collect data, interpret data and take action based on findings.

All in all, action research was the type of research that was used during this project because it is cyclic and it allows taking actions in a very systematic way, giving the opportunity
of making decisions depending on the obtained results. This is because we are part of the institution in which this project was done and based on those results we could have the chance of giving ideas to the institution in order to make the English learning-teaching more successful based on students needs. Besides, through the obtained results by the implementation of this project, we could provide teachers who are part of the institution with tools and different strategies to implement their lessons.

**Setting:**

This project was at Liceo Hermano Miguel School; a school that aims to the formation of students in a human, scientific and Christian way of high quality. Besides, this school has had some changes during the last years in terms of language teaching. Two years ago, students at LHEMI School just studied English three hours per cycle (At LHEMI school the schedule is organized for cycles but not for weeks; each cycle has 6 days of study) and the classes were not completely in English. Nowadays, LHEMI students have 7 hours per cycle and the classes must be totally in English because there are being implemented a communicative approach, which has created a big clash in students.

The goal of the school is to be bilingual in the next ten years and to prepare students to face the society with relevant tools that could help them. Unfortunately, this change has been difficult for most of the students because they have big gaps in terms of language knowledge and there are between 34 and 36 students per classroom. Which makes it difficult to teachers have a process of real monitoring with those students who have problems.

**Participants**

This project was addressed to eighth graders whose age range from 12 to 15 years old and their economical level varies from 3 to 5. The project was developed with all the students of one
group (the number of students was 36) in order to reach the main objective of this project; it is necessary to keep in mind that all the population was exposed to the strategy of code-switching. Most of the students had real difficulties with this subject and they struggled when they had to do something related to it. This had been evidenced during the different activities proposed in the classroom and the exams applied to them. For example, the last exam included listening, writing, reading, speaking and activities related to use of English and more than 80% of students failed it; what was certainly worrying because their academic performance was affected by this. Hence that code-switching was developed with them as an alternative way of helping students to catch the language in a more complete and understandable mode.

It is necessary to highlight that students that were interviewed will be shown as S1, S2, S3, etc. depending on the order of the interviews in order to avoid the use of their own names.

**Instruments:**

**Questionnaire:**

Questionnaires are basically used to measure specific variables that the researcher consider important in order to reach the main objective of the research. A questionnaire is defined as a self-report data-collection instrument that each participant of a research project fills out as a part of it (Johnson and Christensen, 2004). It means that each participant has his own questionnaire and gives personal ideas and answers; this for helping the researcher to answer a research question. There are two kinds of questions when creating a questionnaire; the open-ended and the closed-ended. The open-ended questions are those which allow students give personal opinions, and free answers according to their experiences and the closed-questions are those that do not allow students to express own ideas but must give a specified answer eg. Yes no questions. To this research project, the main objective was to identify what students think
about the use of Spanish in English class, in order to establish how this affects the development of the class and learning they may have. The questionnaire was implemented at the beginning of the fourth term (August, 2011) with all the students of the class (36 students in total); firstly, the teacher asked the students’ consent to implement the instrument. The activity was carried out with the complete group and the students had 20 minutes to do it. The teacher gave the instructions in Spanish in order to clarify doubts and he explained the objective of the activity. Once the students finished, the teacher thanked students for the participation. (See appendix 1)

**Interview:**

“Interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses” McNamara (1999); as McNamara affirms, interviews can be used to know a participant in a deeper way talking about a specific topic. In addition, interviews help the researcher to have a better idea about the theme he develops with the participant, breaking ground to new ideas and perceptions.

There are four different kinds of interviews: *Structured interviews, semi-structured interviews, unstructured interviews and non-directive interviews*. In this project, there will be used a semi-structured interview; in this kind of interview the researcher has a bank of ideas and use them to guide the questions, but the interview is not developed in a structured way due to it can change depending on the answers given by the participant. This kind of interview is mostly used for qualitative analysis. The main goal of our interviews was to know the beliefs students have about the implementation of code-switching. These interviews were implemented to 10 students during a week. Ivan Ospina made five interviews and Edwin Rincón too. The chosen
place to do the interviews was the teachers' longue and each one lasted about 15 minutes. At the beginning of the interviews, the researchers talked to students about the project and thanked them for their cooperation. Some days after conducting the interviews, these were transcribed and analyzed by us. (See appendix 2)

(See appendix 2)

**Video (Observation):**

Video is an instrument to apply the observation as a method to collect data; “the observation is the watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest” (Johnson and Christensen, 2004). Hence the video is used to apply the observation; specially, quantitative observation. In quantitative research the video is used in a very structured way and it is used in different moments specified by the researcher before starting to implement the instrument, it is used in order to identify certain variables established before and the place where it is going to be implemented is planned too, in order to find reliable data that helps to answer the research question. Conversely, taking into account that this is a qualitative research, the recordings were used in order to obtain details that could be omitted in the observations done in the field notes such as relevant facts, individual and collective activities, attitudes, physical environment, social and human environment, and so on. This instrument was applied by a period of three weeks, two days a week, doing observations of one hour each. The videos were made on Monday, August 22\textsuperscript{ND}; Friday, August 26\textsuperscript{TH}; Monday, August 29\textsuperscript{TH}; Monday, September 3\textsuperscript{TH}; Monday, September 6\textsuperscript{TH}; and Friday, September 10\textsuperscript{TH}. The duration of the videos depended on the duration of classes, if the class lasted an hour, the video too. The camera used to make the videos was provided by the school and it was located by the teacher in a strategic point of the room to cover most of the students. If
it was necessary the camera was changed of place during the class. At the beginning of each video session, students were very quiet and apparently working normally but some minutes later they ignored the camera and continued their regular activities, even on occasions behaving improperly or just not doing anything in class. Once each video session was done, the video camera was returned. Finally, the videos were observed and analyzed by us.

Field notes

“Fieldwork is an answer (some say the best) to the question of how the understanding of others, close or distant, is achieved.” Maanen, (1988), and one of the most important instruments used in this area to collect the information is the field notes. As Maanen, (1988) argues, to obtain the desired information in the best way, it is necessary to consider the following. A regular time and place should be set aside for writing field notes. Generally, field notes should be written as soon after observation as possible. All field notes should contain the date, time, location and details of the observation.

This significant tool (field notes) refers to various notes recorded by scientists or researchers during or after their observation of some specific fact studied. Emerson, Fretz and Shaw, (1995) define field notes. Emerson, Fretz and Shaw, state that field diary notes are basically describing the observations and experiences that researchers have experienced through a complete and intense involvement. They describe field note writing as a process of interpretation whereby we can create many different interpretations of the same situations. Hence that we considered that it was absolutely necessary to use field notes because as it was said before this instrument helps researchers to have a more specific view of the reality and experience. Thus, we implemented the field notes in the same sessions in which we implemented
video recording in order to create contrasts and compare what we perceived and what was recorder in each video.

**Procedure**

In order to collect the data we implemented the three different instruments mentioned before. First, at the beginning of the fourth term (August, 2011) we implemented the questionnaire with all the students of the class (36 students in total). One week after the implementation of the questionnaire, we started to implement field notes two days a week by a period of three weeks doing observations of one hour each. In addition, we did different recordings using video in the same classes where we implemented field notes in order to get details that could be skipped in the observations. After that, we analyzed the collected data through the questionnaire, the videos and the field notes and we created an interview in order to know the beliefs students had about the implementation of code-switching. These interviews were implemented in one week and we interviewed 10 different students. Those students were selected in the scale of 3 high achievers, 3 medium achievers and 4 low achievers; this, in order to have a holistic perspective keeping in mind different English proficiency that students have in the class.

In order to follow the procedure presented before, it was necessary to ask the vice-president of the school to give us the space to conduct this study. To do this, we handed in a consent form to him and once he accepted he gave us the approval we started with the development of our project. (See appendix 9). Besides, we let students know that they were going to be part of the project in order to have their approval and have no objection to follow the procedure to collect data.
After collecting the data, we analyzed it by using grounded approach, Christensen and Johnson (2004), grouping all the information to have clearer and more specific results; it means that we first established some groups of findings with similar information taken from the different instruments. And after that, keeping in mind that information, we created three main categories in order to sum up all the information in an organized and clearer way.

**Instructional Design**

During the first semester of 2011 we faced a very difficult situation with 8th graders in English class. This is because the classes are totally in English and it had a notorious change in the number of hours per cycle (from 3 to 7) following a communicative approach and for some students it was a very severe modification because of their language proficiency. Hence, the strategy of code-switching, as an alternative way to support students was implemented. Before implementing that strategy, the next objectives were stated:

- To enhance the English learning process in order to help students to have a better English proficiency level.

- To promote students participation in the classroom activities.

- To increase students interest for the language and the English class.

This process was done in a context in which the communicative approach is used and the teachers must use English to teach the class. This required students to have good English language proficiency in order to have a good performance in the class. Nevertheless, some students did not have an adequate English level and they had real problems to understand different aspects of the class as instructions, activities and in some cases grammar explanations provided by the teacher. Therefore, code-switching was seen as a strategy to help those students
who struggled to have a better performance in the classroom. We decided to implement code-switching as a teaching strategy based on some studies done so far where it was concluded that code-switching is a good tool in the classroom to help students in different aspects (Li-David, 2008 and Rocha, 1998). Based on these studies and some others we decided to implement this strategy in basically three different situations: (1) to give instructions, (2) to explain a topic and (3) to give very important information. Nevertheless there were other moments in which code-switching was used as a tool to get control of the class. Code-switching was implemented following the following aspects:

1. **Give long and difficult instructions:**

   Giving instructions is a relevant aspect for students and teachers when developing an activity in the classroom. Maxom (2009) in “Teaching English as a foreign language for Dummies” states that instructions are a basic element to have success in an activity and teachers must use different strategies to ensure students understanding of the activity and the task they have to develop. For that reason, code switching was used to make sure that students understand each activity and they could have a more active role in the classroom in order to have a better performance.

2. **Assure students understanding of grammar topics:**

   There are different perceptions about the importance of teaching grammar when learning a foreign language and while some authors argue that grammar is not necessary to learn a new language (Krashen, 1982) for example, there are others who highlight the grammar as an important element to learn a foreign language. Viñes (2003) states that students consider grammar as a necessary element when learning a foreign language and they think that it contributes to learn in an easier and more complete way.
We consider grammar as an important part of the class and since the very beginning of each grammar explanation Spanish was used. After that, students were asked to apply the grammar rules explained in personal contexts or in topic studied during the classes’ development.

3. Clarify doubts when explaining something using English:
In some cases code-switching was not implemented when explaining something about the class (Easy instructions, basic grammar explanations, activities, etc.). Nevertheless when students could not understand what was explained; when they asked to clarify their doubts, we implemented code-switching.

4. Classroom-management:
When the discipline in the classroom was not the most appropriate, code-switching was used to get students attention and to continue with the development of the class. This was an important element in the classroom and we decided to implement code-switching to deal with discipline keeping in mind the study done by Li-David (2008). In this study, Li-David evidenced that the implementation of L1 contributed to have a better management of the classroom. Hence we decided to use code-switching and evidence whether it was a good moment to use this teaching strategy.

5. Create contrasts and similarities among the languages.
In some cases, code switching is implemented to help students to understand in a more complete way. For example, Chen-on and Su-hie (2009) evidenced in their study that teachers mostly use code-switching to ensure students comprehension and to reach the goals they establish. That is a fact that we agree with and we implemented code-switching to help students to understand; when giving an example in English sometimes students did not understand properly so some examples
in Spanish were given. In that way students seemed more confident about understanding the topic.

Based on the different problems that we identified at LHEMI School during the first semester of 2011 as low level of interest in the class, low English proficiency level, low participation in classroom activities and so on, we decided to design 6 classes to implement code-switching. The 6 interventions planned to address troubles previously seen at school were carried out for three weeks in sessions of one hour a day, two days a week. The goal and procedure of each class was different according to the need that we wanted to meet. Based on that, we decided to create six different lesson plans highlighting the use of code-switching in specific moments of the class like when giving instructions, or explaining a topic, or to give general information etc.

1. The main objective of the first class was that students could feel confident to talk about experiences and situations they have had during this year. In this session code-switching was implemented in different aspects of the class. The teacher used Spanish language when he gave instructions, explained the activities, explained the topic and got students’ attention. English language was used to begin the class greeting, saying a prayer and also to enter into context by recycling the last topic studied in class. Students used Spanish language to comment some instructions and activities proposed by the teacher and they used English language when they answered questions asked in the book. Grammar was focused on present perfect, not explaining the rules but bringing students to them through different activities. (See appendix 3).

2. In the second class the objective was focused on students’ active participation in class making descriptions about different places and situations they face in their daily life. Also
encouraging students to work with enthusiasm clarifying doubts about the project they should present the next class; this was done by the implementation of code-switching when teacher said relevant information as expectations, criteria and organization of the work.

In this class, the teacher explained in Spanish some class activities, and the criteria for the project that students had to do at the end of the term. The rest of the class was given in English language. (See appendix 4).

3. In the third class, the basic goal was to improve the level of understanding of students through the implementation of code-switching. In this class, the teacher spoke in Spanish to explain the principal topic in the class and to give some examples. English language was used to explain the class activities. Also, the teacher clarified some doubts about the topic in English. Besides, the teacher was doing contrasts about the use of the passive voice in English and in Spanish using both L1 and L2. (See appendix 5).

4. In the 4th session, the objective was to encourage students to participate in the classroom activities and follow instructions accurately using Spanish language when the teacher explained what they had to do in the class and when he had to get their attention. At the beginning of the class, teacher greeted students and started talking about what they had to give him. All the explanations were given in Spanish. In that way code-switching was implemented specially to give instructions and to manage discipline in the classroom. The instructions in all the activities were given in Spanish. Grammar was focused on passive voice, giving examples in English and in Spanish languages. (See appendix 7).

5. The main objective of the fifth class was to increase the students’ confidence during oral presentations in order to increase students’ interest for the language and the English class. In this session, the teacher used Spanish language to encourage students to do their presentations in
a proper way and using their own words. When students made mistakes, teacher assisted them in Spanish. Also teacher spoke in Spanish to get students’ attention.

6. In the last class, the objective was to promote students participation in the classroom activities. In this session, code-switching was used to give students some recommendations about the criteria and the aspects to keep into account about the class during the last term. Although most of the class was in English the teacher used Spanish to get students attention when necessary and to give important and relevant information in order to help them to have clear ideas about the end of the process. At the beginning of the class the teacher greeted and prayed with the students using English language. Then he explained the rules of the class and how the assessment to this term was using Spanish.

From those 6 different lessons, we could have an idea about the role of code-switching in the class and identify the way it could influence students learning process and performance when being exposed to the strategy in different moments and situations in the classroom.
CHAPTER 4

Data Analysis

In order to analyze the data collected during the development of this project, based on the fact that we did not have any category or group established at the beginning of the project, we decided to focus on the grounded approach, highlighted by Christensen and Jhonson (2004) because the structure that is implemented in that approach is appropriate to have a good analysis of the data we collected. They state that the grounded approach consists basically of four steps: (1) Naming/key ideas and concepts, (2) Grouping/categories, (3) Finding relationships and (4) Displaying all the analysis. Grounded analysis receives that name because all the concepts and themes emerge from the collected data.

Consequently, we followed the process established in this approach step by step to have the results we obtained. Although Christensen and Johnson state that the order in which that process is held does not affect the process but the real important aspect is that those four steps will be followed in all the research projects that use this approach in order to have well supported results.

Following this model, we firstly established concepts by using naming. Thus, we took similar ideas that emerged from the instruments we used. After that, we decided to use color coding in order to divide those concepts that emerged into three main categories that evidenced each of the concepts that we established. Next, we tried to find the relations that those categories had and the way they were related the one to the other; finally, we took the most relevant findings and we shared them in order to give clear and concrete results about the data we collected and the way it was analyzed.
The categories that emerged after using the grounded analysis were: (1) Code-switching as a strategy that promotes understanding (2) Code-switching as a tool that contributes to have a good development of the class. (3) Code-switching as generator of tensions in the class. These categories were created based on different groups of information taken from three different instruments we implemented (Questionnaire, interview and field notes).

**Code-switching to promote students’ understanding in the class:**

This category makes reference to the way in which the implementation of code-switching influenced students understanding in the class about different aspects as instructions, grammar explanations and different aspects of the classroom in general.

Going deeper into this category it is important to share some collected data in order to give a wider view about the reason why this category received this name. For example in question 2.5 from the questionnaire, students were asked: “¿Le gusta que el profesor utilice español en la clase? In which 27 students (out of 36 students) answered in an affirmative way having as an argument that they could understand the topics in a better way as the following justification in the questionnaire of the answers provided in question 2.5 shows: “Podemos entender más los temas”; this confirms that students’ beliefs about the implementation of code-switching as a teaching strategy are positive and they see it as good in the classroom. Then, we could identify what students knew and thought about code-switching before the process started; and we could notice, as Freeman(1991)affirms, that students took into account the experiences they had had, and from those experiences they created own ideas and realities about a specific topic. On the other hand, we also see that the use of code-switching was positive for students as it is showed in the next example from the interview done to Student 2:

“Interviewer: Bueno ¿Y que tanto influyó el uso del español en su aprendizaje?
Student 2: Si fue bueno porque pues a pesar de que uno pueda entenderlo (el inglés) es necesario en ciertos casos porque uno a veces no puede comprender algunas palabras. Es bueno porque ayuda a reforzar lo que se habla en inglés”. (Student 2, Interview).

From the last affirmation we deduced that students have the ability to understand what the teacher says in English but in some cases the use of Spanish is useful to understand in a better way and to have better ideas about what is explained in English like when giving examples as we can notice in an answer given by Student 3 in the interview in which he was asked about the influence that the use of Spanish had in his learning process:

“Student 3: En mi aprendizaje pues digamos que algunos temas cuando usted los explicaba en inglés pues yo no entendía y ya con algunos ejemplos en español ya los entendi mejor.” (Student 3, Interview).

Thus, we make reference to Krashen (1981) when he affirms that use of L1 when learning L2 is just a reflection of lack of understanding of L2.

Besides, we could also notice that the teacher implemented code-switching with this purpose as we can notice in the following observation from field diary number 3:

“The teacher gives some examples in Spanish about passive voice “the door is painted by Pablito” and some examples in Spanish: “la puerta fue golpeada por el profesor”.” (Field diary 3)

It was observed that the teacher used code-switching just when it was necessary or when he wanted to highlight something important as giving examples; students also highlighted this important aspect because they do not think that the use of Spanish should be in big quantities but just as a strategy to better comprehend what the teacher wanted to explain. As we share in the next fragment taken from the interview done to student 4:

“Interviewer: y ¿en que momentos prefiere que el profesor use el español?
Student 4: No cuando es necesario osea que alguien no entienda pero que no entienda en inglés y ya definitivamente…

Interviewer: Osea ya como ultimo recurso.

Student 4: Sí, exacto.” (Student 4, interview)

In this fragment we could notice that the use of Spanish should be just when students require it or when it was absolutely necessary. Merrit, (1992) highlights that code-switching should be used as a tool for the class. Consequently, the fact of using Spanish in the classroom does not mean that it should be used with the same frequency of use of English because students are aware about the importance of using mostly L2 while learning it; we could also notice this in question 3.1 taken from the questionnaire:

3.1. ¿En qué momento es aceptable el uso del español por parte del profesor?
   a. Al aclarar dudas. (30 students).
   b. Al explicar un tema. (21 students).
   c. Al dar instrucciones. (16 students). (Question 3.1, questionnaire)

Going deeper into this, we also took into account the next excerpt taken from the interview done to Student 5:

Student 5: “Pero pues cuando hay más que todo inglés que español pues se da mejor la clase; uno aprende más de los temas.” (Student 5, Interview)

Hence, that we perceive the use of Spanish as a strategy to promote understanding and not as the back bone of the classroom; as Poplack (1980) states, code-switching is used to create good communication and to give clear ideas what promotes understanding; in this case students understanding in the class.
**Code-switching as a strategy that influences classroom management:**

Another category that emerged was one that makes reference to the way in which code-switching influenced the way the class was held; different aspects as fostering students’ attention and students’ participation, dealing with classroom management and others were taken into account to name this category in this way.

We noticed that the use of code-switching was not just related to academic aspects but it was related to behavioral and motivational aspects too. Students argued that the use of Spanish helped them to concentrate in the classroom and to be more engaged with it. To illustrate that, we take as a reference the most common answers when students were asked (at the beginning of using Code-switching in the class) about what the use of Spanish generated on them:

“Cuando el profesor usa español en la clase, esto me genera:

1. Más concentración en la clase. (19 students).
2. Más interés por la clase. (13 students).
3. Mayor entendimiento. (10 students). (Question 3.5, questionnaire)

What we notice from these questions was that in general terms the implementation of code-switching generates more concentration and interest in the classroom and it helps them with the language learning process; As Manstead & Bem, (2000) argue, when someone has good emotions towards a specific thing it creates specific beliefs that help the person to accept ideas and situations presented. Most students agreed that the use of code-switching generated good attitudes towards the classroom. Student 5 argued in the interview that with the use of Spanish students were more focused in the class:

Student 5:“Cuando el profesor empieza a dar solo la clase en Inglés pues nadie le entiende y todos se ponen a molestar, pero cuando es en español e inglés no es tan así.”

(Student 5, interview).
Consequently, we could say that when using Spanish students get more focused on the class because they understand what they have to do and what the teacher says to them. We also evidenced in the next excerpt taken from the interview done to student 10:

“…cuando las actividades se explican en inglés, pues a veces se entienden pero a veces es necesario que diga un poco, no mucho pero si un poquito en español para uno darse una idea general y poder trabajar bien”. (Student 10, interview)

In here it is also highlighted that the use of Spanish is positive in terms of promoting good performance in the class and in the activities students are supposed to do.

Moving now into another important aspect to keep in mind we found that the teacher was also aware about the way code-switching could have a positive influence in the classroom as the next fragment of the observation number 5 shows:

“The teacher says “Hey guys, aunque algunos de ustedes ya hayan hecho sus presentaciones se pueden sacar puntos negativos por indisciplina” Then all students are silent”. (Field diary 5).

In that way the teacher used code-switching in order to deal with discipline in the classroom in order to get students concentrated again and to get control of the classroom in order to finish with the activity in a good way. This was also highlighted by student 4 during his interview in which he was asked about the language that was used by teachers in the classes they had years ago:

“Interviewer: Y ¿En qué idioma se daba esa clase?
Student: Esa si era en Inglés. De pronto cuando regañaban o decían algo muy, muy importante si era en español”. (Student 4, interview).

Therefore, although the classes were different the use of Spanish was also implemented by the teacher in order to deal with classroom discipline. Is in that way, as Sagrario, (1999)
proposes that code-switching is implemented in foreign or second language classes alternating one language with the other (as cited by Safont & Campoy, 2002); as the student highlights in the last excerpt. However, the use of Spanish was not perceived as a positive strategy in all the cases and in some situations it created some tensions in the class as the next category shows.

**Code-switching as generator of tensions in the class:**

Although the use of code-switching was positive in general terms, we also noticed that in some cases it was generator of situations of tension or it was just perceived as not necessary by some of the students.

After analyzing the data, we found that in some cases, students highlighted the use of Spanish as something that could be good in a way, but as negative from another point of view. Student 2 argued that, in the interview done:

“I interviewer: ¿Qué opina usted que durante este tercer periodo se haya usado español por parte del profesor?

Student: Pienso que fue bueno porque en cierto ayuda a que los estudiantes hiciéran mejor su trabajo pero también es pensar que es un mal para ellos porque así no; hay personas que quieren aprender pero digamos si no pueden, si no tienen ya afinado el oído para que puedan entenderlo es malo. O sea en los términos de aprendizaje es muy bueno porque ayuda a que se comprendan más las cosas pero a términos de ya uso es muy malo porque pues la persona no se acostumbra”. (Student 2, interview).

In the last example, we notice that this student established a tension between language learning and language practice; he highlights that the use of Spanish is useful to learn something but in terms of practicing the language and using the language, the use of Spanish can interfere with the process. In addition, it was also noticed that in some cases students perceived the use of
Spanish as something that could create inappropriate attitudes towards the class when is used in big amounts as the next exert taken from interview number 6:

“Interviewer: ¿En que idioma se daba la clase de Inglés en ese entonces? ¿Qué opina de eso?

Student: En esa época se hablaba más español que inglés y yo pues no le ponía mucha atención a eso. Uno ve necesario que el profesor vaya más a la práctica que a la teoría porque eso se veía más, antes se veía solo como teoría, y no así la práctica. Entonces ahorita cuando el profesor nos habla en inglés es como más práctico”. (Student 6, interview).

The student remarks the importance of using English in the class and he also makes emphasis on the way the use of Spanish affected his interest for the class; we also noticed this aspect in another interview done to student 8 in which student argued that the class could not have big amounts of Spanish:

Interviewer: ¿Qué opina sobre el hecho de que el profesor haya usado español en la clase de inglés este periodo? En términos de aprendizaje, de disciplina, de dedicación, etc.

Student: Lo bueno es utilizar el español pero no mucho, porque uno ya se va acostumbrando a que lo utiliza mucho, entonces ya deja de hablar el inglés, pero ya con el inglés uno ya entiende el tema mejor porque ya es en inglés, entonces ya uno se amaña más”. (Student 8, interview).

In that way we could interpret that students agree when arguing that the use of Code-switching is positive when it is used in specific moments of the class but it is also inappropriate when it is used constantly or in the same way as English. We also evidenced this in the following observation where all the students were talking in Spanish and were not engaged with the class:
“Minutes after, teacher says “So, what is the idea? de a parejas no más, de a parejas no más, van a leer cual es la diferencia entre presente perfecto y presente simple, y en el pasado simple, ¿si está claro muchachos? ¿Si? Les doy cinco minutos para hacer eso.

Then, after teacher asks them in Spanish to work in pairs the activity in the book, some people (9 students.) work in groups of three people and some in groups of four people (8 students). The other students work in pairs…

“Students are still talking about different things in Spanish “¿y usted por qué le soltó al pantalón? ¿Es que el cucho me la tiene montada y me ha tocado coserlo y soltarlo como tres veces…?” and others say “¿qué hay que hacer? ¿no tengo ni idea?

All the people talk in Spanish. “(Field diary 1).

We evidence that the use of Spanish did not have any influence in the development of the classroom and students were not engaged with the class at all; just some of them worked. Thus, we deduce that they felt that the use of English is absolutely necessary and when they are in an environment where L2 is used they feel more encouraged and they feel that it makes the class more challenging and this creates more interest on them as we can see in the next fragment from the interview done to student 3.

“Interviewer: ¿es bueno o es malo? o bueno no hablemos en esos términos, es ¿apropiado o no es apropiado?

Student: Bueno en inglés uno trata de exigirse más para tratar de entender y así es que uno aprende más mientras que si a uno le dicen las cosas en español pues como que ya uno sabe que es; y eso entonces es como para exigirse uno un poco más”. (Student 3, interview).

As it was said before, students highlight the importance of using English in the class because it helps them to be more connected with the class and with the language itself; students
do not want the class to be in Spanish but they want the class to be in English and they see the use of Spanish as a tool of the classroom but not as the backbone of it. Most of students agree when affirming that this strategy (code-switching) is useful for them but they also agree that it must be used just when necessary. We noticed that, in the questionnaire where they were asked about the way in which Spanish should be used in question 3.4:

“¿Para usted en qué rango debe encontrarse el uso del español por parte del profesor?

a. 76% al 100%. (3 students).

¿Por qué?: Para entender más y mejor.

b. 51% al 75%. (8 students).

c. 26% al 50%. (12 students).

¿Por qué? No se debe usar tanto el español. (5 estudiantes). Podemos entender más. (4 estudiantes).

Otros. (3 estudiantes).

d. 1% al 25%. (8 estudiantes).

¿Por qué? Se pueden aclarar dudas. (8 estudiantes)” (Question 3.4, Questionnaire)

We notice that most of the students (20 from 36) classify the use of Spanish under 50% and they agree when they say that Spanish should be used in order to clarify doubts or to better understand; it means as a tool of the classroom.

To conclude, we noticed that code-switching as a teaching strategy is effective and useful in the class but when code-switching is used too often it is seen as a negative aspect of the class. Following this, we again find a strong relation with the uses that Merrit (1992) highlights when
talking about code-switching in the classroom. In that way, code-switching must be used when necessary and English must be the language of the class, otherwise it would be affected and students could feel uncomfortable.

Based on the obtained results we established some conclusions to have a clearer idea about the information we obtained after the data analysis.
CHAPTER 5

Conclusions

Based on all the information gathered, we have established the conclusion that students perceive code-switching as a positive strategy in the class in terms of development of the class in general. The present idea is directly intertwined with the following claims made by (Merry 1902 taken from Oral skills: Resources and proposes in the classroom, safont and Campoy, 2002) about the goal of code –switching: “(1) To reformulate an expression previously said in L2 so that students improve their understanding or provide some responses. (2) To start the restructuring of a task to call the students’ attention. (3) To translate or replace a word or an expression in order to guarantee that students are able to understand. (4) To use words or expressions which are important in interaction such as discourse markers, routines for classroom management, etc.”

Most of the students agree when affirming that code-switching is a strategy that influences the class in terms of engagement, discipline and development of it in general. This statement is related to the first conclusion drawn in the study by Li-David (2008). “Code-switching contributes to have a better management of the discipline in the classrooms”.

Students see the use the code-switching as an important strategy that can produce positive results in the class when it is used in appropriate moments. The students argue that code-switching provides them with more understanding of instructions, explanations and information in general. However, students also see the code-switching as unnecessary in some moments and even negative when it is not implemented just when needed.
According to the above, Merrit, (1992) highlights that code-switching is implemented just by the teacher when necessary (for example to clarify complex ideas, to give difficult instructions, to explain a difficult topic for students, etc. if students need it) in order to foster students learning processes inside the classroom.

Students want the English class to be in English and they just perceive the code-switching as a tool in the classroom that should not be used all the time because the class could be affected. They are aware of the importance of practicing English in order to learn it.

Going deeper into the last affirmation, students highlight the real sense of an English class which is practicing English and having permanent contact with the language because their attitudes can change and their interest in the classroom can be affected.

Students’ participation was more active, especially in students whose English level is low; in most of the cases they were more engaged with the activities proposed by the teacher when those were explained in Spanish and they demonstrated that they could work and participate actively in the class. Students’ participation in activities done in class was good and they were engaged because they understood what was explained. But at the same time students who had a good English level had good results and the use of code-switching did not influence their learning process.

We focused on the process and not on the results because the idea was to know the influence that code-switching could have as a strategy and not the results that students could have after the implementation of this strategy. Thus, the process was the aspect that we kept in mind in order to get into these conclusions and although many students did not have the best results and their academic performance did not change in a very remarkable way, some of them participated more actively, they did the activities proposed with a better attitude and showed
more interested on asking questions about doubts they had and despite some bad results they showed better habits and compromise in the class.

Based on these results, we consider as relevant establishing some recommendations and sharing some aspects, that we see as important to all the members the education process.

**Implications**

After finishing our research Project, we decided to share some implications that could be of great value for those who in one or another way are involved in teaching English as a second or foreign language; Students of English language, English teachers, Liceo Hermano Miguel La Salle School (Lhemi), other institutions where English is taught as a second language and we as students researchers and as future teachers.

It is possible to consider that English learning is not a simple process and also that some methods used by teachers can be boring, heavy, and monotonous. Nevertheless, code-switching is a useful method that allows children to understand better the different topics proposed in the English class and also contributes to enhance their interest for the class and the signature; specially with students who have problems with the language (low-achievers) because it helps them to be more confident in the class. In most of the times, the use of Spanish in the class helps to create a great environment. Nevertheless, it is also important to highlight that the use of code-switching must be done just in specific moments when necessary and not all the time.

Going deeper in to the last affirmation, it is relevant to say to English teachers, that code-switching is a useful tool in order to help students in English learning process. According to the information collected, when the teacher uses Spanish language in a moderate way, just to clarify doubts or to give some examples, students can better comprehend instructions, grammar
explanations and others. Also, when the teacher tries to get students attention or engages them, the use of Spanish allows a higher concentration in the class. Then, our recommendation to all teachers is to use code-switching as a tool, but just when it is necessary, for instance when the teacher needs to clarify an idea or to get students attention. We also consider as necessary to highlight that code-switching could not have any influence in students’ academic performance and it is important to teachers keeping in mind the fact that this is just a tool to better manage the class but not to better learn the language. Hence, we highlight the influence of code-switching in the development of the class and not in the results of the process.

On the other hand, there are a lot of institutions that have their teaching models established and do not allow teachers to implement another one. To these institutions when the use of Spanish language is not taken into account in their English classes, we can say that it is possible to apply code-switching as a tool. To implement the use of both languages (English and Spanish) in the classroom when necessary (give instructions, clarify an idea, explain a difficult topic, etc.) is an excellent way to generate more concentration and interest in the classroom and help to the students to have a good language learning process taking into account their beliefs about the way English class could be done.

Equally important is to express that LHEMI School has been doing an excellent job according to the strengthening of the direct contact of students with English language by increasing the number of hours of their English classes and it is absolutely necessary to expose students to the English language during the complete class in order to learn it in a better way. Nevertheless, we can say to the institution that the use of Spanish in the classroom when it is used in a moderate way has good consequences in terms of management and development of the class (especially for low achievers). There is more concentration and interest in the class and
though we could not evidence any influence on students’ results, we can say that Code-switching helps students to have a more engaging language learning process. Due to these reasons, we invite LHEMI School to follow with its significant work but taking into account the implementation of code-switching as a possible teaching strategy.

All in all, our research project showed us that the use of code-switching in some cases is a good tool that could help us to develop our lesson plan in a better way. Moreover, it contributes to students increase its level of understanding when teacher gives instructions and explanations. Also, promotes the interest and the concentration in the class. It comes down to this, we as students at La Salle University and future teachers, have to implement all the methods as we can, in order to our students get knowledge. According to that, help our students during their learning process through code-switching.

As a result, during the elaboration of this research project, some questions have emerged: What are the best pedagogical models that a teacher can use when teaching English currently in Colombian context? And: How could a teacher without enough time and resources make an English class in an interesting and effective way?

All in all, we are not sure if in future years, through our experience as teachers it could be possible to answer these questions, but we hope that it could be possible.
Limitations

After finishing our research project, we can conclude that our objectives were accomplished. It is fair to say that through our study we were able to determine how the use of code-switching affected our students’ language learning processes, to establish students’ academic performance during the learning process when using code-switching as a teaching strategy and to identify students’ beliefs about the importance of using code-switching as a strategy in the classroom. However, the research results could have been more concrete and punctual if the time spent on the research project had been longer. Unfortunately we could not spent more time because one of us was working in another institutions and an English teacher too and in some cases it made us struggle to find a space to apply the instruments that we already had designed. Hence we had to apply our instruments in a very short lapse of time and it was necessary to analyze the collected data as fast as possible; what brought us some difficulties when designing our instructional design but finally we had to take more time than the planned in order to be more concrete and have clearer affirmations and plans.

Although our research schedule was organized in a careful way, it was difficult to anticipate some circumstances beyond our control. It is so hard to determine different aspects of a class when this one has duration of 45 minutes or when there are some interruptions or external aspects such as school activities as sporting events with specific students, problems with the camera used for filming, complications with the places used to conduct interviews, etc. All these aspects created some difficulties to hold our project; specially, when students had to participate in any institutional activity and some of them had to leave the classroom. This, because we had planned 6 different lessons in which code-switching was applied in a different way and some of
those sessions were affected because of those activities and we had to make some changes when
the class had already started.

Another important aspect that affected the development of this project was the change of
the tutor of our project keeping in mind that at the beginning we had an idea but later our new
tutor realized that it was necessary to make some changes to our project and after analyzing those
changes that we should do, we agreed with him about those modifications; what gave to our
project a wider view of the situation presented.

Despite those difficulties we finally could get all the data and group it in order to do a
good analysis and get the results that helped us to reach the objectives of our research project.
References


USE OF CODE-SWITCHING WITH PRE-TEENAGERS


//books.google.com.co/books?id=


http://naturalway.awardspace.com/articles/article002.htm


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Appendices

Appendix 1:

QUESTIONNAIRE

El presente cuestionario tiene como objetivo identificar lo que los estudiantes piensan con respecto al uso del español dentro de la clase de inglés, con el fin de establecer de qué manera éste afecta el desarrollo de la clase y el aprendizaje que puedan tener.

Las siguientes preguntas no afectarán de ninguna manera los resultados de las calificaciones ni del desempeño del estudiante. Así, se espera que éstas sean respondidas con el mayor grado de honestidad.

1. Las siguientes son preguntas para definir algunas de sus características personales.

1.1 Edad.

12 __ 13 __ 14 __ 15 __ 16 __

2. A continuación se presentarán una serie de preguntas en las cuales solo existe la posibilidad de responder sí o no. Asegúrese de no dejar ningún espacio en blanco; es necesario responder todas las preguntas. Recuerde que este cuestionario no afectará en lo absoluto su calificación y desempeño académico.
2.1 ¿Le gusta estudiar inglés?

Si_ No_

¿Por qué?

______________________________________________________________________________

______________________________________________________________________________

2.2 ¿Es para usted importante estudiar el inglés?

Si_ No_

¿Por qué?

______________________________________________________________________________

______________________________________________________________________________

2.3 ¿Le gusta que haya más horas de inglés en el LHEMI?

Si_ No_

¿Por qué?

______________________________________________________________________________

______________________________________________________________________________

2.4 ¿Le gusta que las clases sean totalmente en inglés?

Si_ No_

¿Por qué?
2.5 ¿Le gusta que el profesor utilice español en la clase?

Si __ No __

¿Por qué?

______________________________________________________________________________
______________________________________________________________________________

3. Esta sección es de opción múltiple. Asegúrese de elegir la respuesta que esté más acorde a usted (Es posible elegir varias respuestas).

3.1 ¿Qué opina del uso del Español por parte del profesor?

No es correcto __

Es de gran ayuda __

No le gusta __

No le molesta __

Otro __

¿Cuál?__________________________________________________________

3.2 ¿En qué momento es aceptable el uso del español por parte del profesor?
Al dar instrucciones __
Al aclarar dudas __
Al explicar un tema __
El uso del español debe evitarse siempre __
Otro __
¿Cuál?__________________________________________________

3.3 Cuando usted no logra entender un tema, usted prefiere que:

El profesor trate de explicar en inglés una vez más __
Que el profesor vuelva a explicar en español __
Que el profesor use algunos ejemplos en Inglés __
Que el profesor use algunos ejemplos en español __
Otro __
¿Cuál?__________________________________________________.

3.4 ¿Para usted en que rango debe encontrarse el uso del español por parte del profesor?

76% al 100% __
51% al 75% __
26% al 50% __
1% al 25% __
0% __
¿Por qué? __________________________________________________

3.5 Cuando el profesor usa español en la clase, esto me genera.
Más concentración en la clase __
Más interés por la clase __
Incomodidad __
No me gusta en absoluto __
Otro __ ¿Cuál?

_______________________________________________

3.6 Cuando la clase es totalmente en inglés, usted:
Se concentra mucho más __
Aprende más y mejor __
Es difícil que entienda los temas __
Pierde interés por la clase __
Otro __ ¿Cuál?

_______________________________________________

MUCHAS GRACIAS POR SU VALIOSA AYUDA.
Primero que todo muchas gracias por hacer parte de este proyecto y esperamos que esta entrevista pueda aportar bastante al desarrollo de nuestro estudio. Por lo cual le pedimos que sea lo más sincero posible y que recuerde que nada de lo que diga va a afectar en absoluto su valoración académica o desempeño dentro de la clase; es vital que sea lo que quiera expresar lo haga sin ningún tipo de temor para que así sea mucho más significativa esta entrevista.

1. ¿Como es su nombre? ¿Cuántos años tiene? ¿En que grado está?

2. ¿Le gusta la clase de inglés? ¿Le parece importante? ¿Por qué?

3. ¿Qué opina de que la clase de inglés sea totalmente en Ingles?

4. ¿Qué opina del uso del español por parte del profesor en la clase? En caso tal de ser positiva la respuesta ¿En qué momentos prefiere que lo use el profesor?

5. ¿Qué tanto entiende cuando el profesor le habla en Inglés? ¿Qué tanto entiende en Español? ¿De que manera entiende mejor?

Muchas gracias por su colaboración y esperamos que esta información nos sea útil para nuestro proyecto y para la mejoría de la manera en que damos nuestras clases de Inglés.
Appendix 3:

COURSE (LEVEL): Eighth grade

HEAD TEACHER: Ivan Camilo Ospina

DATE: Aug 22th

LESSON No. 01

PRESENT PERFECT

1. **Population Background:** the class is oriented to a group of students of eighth grade whose age range between 13 to 16 years old.

2. **Communicative Objective:** To talk about some experiences and situations, students have had during the present year.

3. **Linguistic Objective:**

   Acquire vocabulary in the second language (English).

   Identify differences between past simple, present simple and present perfect tenses.

4. **Procedure:**

   Presentation: Teacher will greet and explain in English, what they are going to do in the class. (Time: 5 minutes).

   First activity: Students will work in the book, pages 144 and 145 in order to do a review. In this lesson students will analyze the differences between past simple, present simple and present perfect tenses. Teacher will give instructions in English and if it is necessary he will give some explanations in Spanish for clarification. After that, the teacher will ask some questions in a random way about the differences between the tenses observed. Then, students will solve some exercises about the topic. (Time: 20 Minutes).

   Second activity: Students will work in the page 146 of the book. The topic is present perfect and they will do two different activities about their real life. Students will share their answers with the group. The instructions will be given in English. (Time: 25 Minutes).

   Closer: Students will write on the board some sentences in present perfect taking into account their context. Example: I have studied English all the morning. (Time: 5 minutes).
Appendix 4:

COURSE (LEVEL): Eighth grade
HEAD TEACHER: Ivan Camilo Ospina
DATE: Aug 26th

LESSON No. 02
WINTER SPORTS

1. Population Background:
The class is oriented to a group of students of eighth grade whose age range between 13 to 16 years old.

2. Communicative Objective:
To talk about some preferences for sports and places.

3. Linguistic Objective:
Acquire vocabulary in the second language (English).

Know different places and sports related to winter.

4. Procedure:

Presentation: Teacher will give some details about the project that the students are making and the presentation that they will make two weeks later. Also, the teacher will talk about a video that the students will watch in the next class. The teacher will talk at the beginning in English, and then he will clarify some important points in Spanish. Time: 10 minutes).

First activity: Students will develop two exercises in the pages 97 and 98 about winter sports. In the first one, students have to read some profiles of some people who want to practice winter sports. After that, they have to relate them with some places according to their needs. Teacher will give the instruction twice. First in English and second in Spanish. (Time: 20 Minutes).

Second activity: Teacher will read descriptions of three places and the students will relate them with some pictures in the book. Students will share their answers with the group. The instructions will be given in Spanish. (Time: 15 Minutes).

Third activity: Students will talk about winter sports and places where people can practice them. After that they will solve a short activity in the book and they will answer the questions aloud. The instructions will be given in English. (Time: 10 minutes).
Appendix 5:

COURSE (LEVEL): Eighth grade
HEAD TEACHER: Ivan Camilo Ospina
DATE: Aug 29th

LESSON No. 03

PASSIVE VOICE

1. **Population Background:** the class is oriented to a group of students of eighth grade whose age range between 13 to 16 years old.

2. **Communicative Objective:** To talk about daily situations using passive voice.

3. **Linguistic Objective:**
   
   Acquire vocabulary in the second language (English).
   
   Identify differences between passive and active voice.

4. **Procedure:**

   Presentation: Teacher will explain the topic “passive voice” and will give some examples. The students will read some paragraphs about the rules of passive voice in the book, page 61. The examples will be given in English and Spanish for clarity doubts. (Time: 15 minutes).

   First activity: Students will work in the book, page 63. In this activity the students will match some sentences that describe actions with some pictures. The activity will be explained in English. If it is necessary, the teacher will explain the procedure in Spanish. (Time: 15 minutes).

   Second activity: the teacher will ask students about some verbs seen before. The students will say the verbs in present time and past participle. All the activity will be developed in English. (Time: 10 minutes).

   Closer: Students will listen to the manufacturing process of some things that are in the book. Then they will match the process with the correct drawing. The instructions will be given in English and in Spanish. (Time: 10 minutes).
Appendix 6:

COURSE (LEVEL): Eighth grade
HEAD TEACHER: Ivan Camilo Ospina
DATE: Sep. 03rd

LESSON No. 04

GLOSSARY REVISION

1. **Population Background:**
The class is oriented to a group of students of eighth grade whose age range between 13 to 16 years old.

2. **Communicative Objective:**
To talk about some experiences and situations, students have had during the present year.

3. **Linguistic Objective:**
Acquire large vocabulary in the second language (English).

4. **Procedure:**

   Presentation: Teacher will talk about what the students are going to do in the class. He will explain that he will check the glossary in the class. Also, he will explain that the students have to finish the details about the project. The instructions will be given first in English and after in Spanish. (Time: 10 minutes).

   First activity: Students will work in the book, page 66, points two and three; theses activities are focused on reading comprehension. After that, Teacher will give the instructions in Spanish and students work in pairs. Finally, they compare among the class. (Time: 15 Minutes).

   Second activity: Teacher will check the glossaries. Each student will show the glossary with 300 words to the teacher. IF there is no time, the teacher will bring the glossaries with him. (Time: 20 Minutes).

   Closer: The teacher gives a brief feedback about the glossaries using Spanish. (Time: 5 minutes).
Appendix 7:

COURSE (LEVEL): Eighth grade

HEAD TEACHER: Ivan Camilo Ospina

DATE: Sep. 06th

LESSON No. 05

PROJECT

1. Population Background:
   The class is oriented to a group of students of eighth grade whose age range between 13 to 16 years old.

2. Communicative Objective:
   To talk about self-interest topics.

3. Linguistic Objective:
   Acquire vocabulary in the second language (English).

4. Procedure:
   Activity: Students are going to do the presentation of projects per groups. The presentations will be made in video beam and each group will be 5 minutes long. (Time: 50 minutes). Teacher will use Spanish language to encourage students to do their presentations in a properly way and using their own words. When students make mistakes, teacher will get attention in Spanish.

   Closer: Teacher will give feedback in English to each group. (Time: 10 minutes).
Appendix 8:

COURSE (LEVEL): Eighth grade
HEAD TEACHER: Ivan Camilo Ospina
DATE: Aug 22th

LESSON No. 06

GLOSSARY

1. **Population Background**: the class is oriented to a group of students of eighth grade whose age range between 13 to 15 years old.

2. **Communicative Objective**: To talk about some experiences and situations, students have had during the present year.

3. **Linguistic Objective**:
   Acquire vocabulary in the second language (English).

4. **Procedure**:
   Presentation: Teacher will offer a prayer in English to thank for the knowledge acquired during the period. After that, the teacher will explain how will be the following classes and the present quiz about the glossary that the students made. The explanation will be made in English and in Spanish to clarify. (Time: 5 minutes).

   Activity: assessment. Teacher will evaluate the glossary individually. (Time: 2 minutes per student).