UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del

Título de Licenciado en Ciencias de la Educación

Mención: Inglés

THEME:

"CODE SWITCHING AND THE COMMUNICATIVE COMPETENCE"

Author: Mayorga Gaona Carlos Daniel.

Tutor: Lcda. Mg. Ruth Elizabeth Infante Paredes.

Ambato – Ecuador

2021

A. PRELIMINARY PAGES

SUPERVISOR APPROVAL

CERTIFY:

I, Lcda. Mg. Ruth Elizabeth Infante Paredes holder of the I.D N° 60301610-6, in my capacity as supervisor of the Research dissertation on the topic: **"CODE SWITCHING AND THE COMMUNICATIVE COMPETENCE"** investigated by Mr. Carlos Daniel Mayorga Gaona with I.D N° 180382730-0, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

……………..………………...........

SUPERVISOR

Lcda. Mg. Ruth Elizabeth Infante Paredes.

60301610-6

DECLARATION PAGE

I declare this undergraduate dissertation entitled "**CODE SWITCHING AND THE COMMUNICATIVE COMPETENCE**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

………………………...............

Carlos Daniel Mayorga Gaona

I.D. 180382730-0

AUTHOR

APPROVAL OF THE DIRECTIVE COUNCIL

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"CODE SWITCHING AND THE COMMUNICATIVE COMPETENCE"** which is held by Carlos Daniel Mayorga Gaona, undergraduate student from Carrera de Idiomas, academic period September 2020 – February 2021, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

REVISION COMMISION

Firmado electrónicamente por:
ELSA MAYORIE
CHIMBO CACERES

Firmado electrónicamente por:
WILMA ELIZABETH
SUAREZ MOSQUERA

………………………………..   …………………………………

Dra. Mg. Mayorie Chimbo   Dra. Mg. Wilma Suarez

I.D. 1802696458   I.D. 1802859841

REVISER 1   REVISER 2

COPYRIGHT REFUSE

I, Carlos Daniel Mayorga Gaona I.D. N° 180382730-0 Confer the rights of this undergraduate dissertation **"CODE SWITCHING AND THE COMMUNICATIVE COMPETENCE"** and authorize its total reproduction or part of it, as long as it is in accordance with regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

…………………….............

Carlos Daniel Mayorga Gaona

I.D. 180382730-0

AUTHOR

DEDICATION

The respective research is dedicated to my parents Carlos Mayorga and Maria Gaona for being the fundamental pillars and my unconditional support throughout my entire development as a professional.

Likewise, to my family and friends that conformed me throughout this process. I received the support in all those good and bad experiences with the aim of being better every day to be able to fulfill my proposed objectives.

ACKNOWLEDGEMENTS

I thank God for having given me the wisdom to have completed the distinguished program of the Carrera de Idiomas at the Alma mater Ambateña, of the Universidad Técnica de Ambato. I am proud to have belonged and studied in one of the most prestigious and emblematic universities in the country.

In addition, I thank my parents; Carlos and Maria for their unconditional support throughout my higher studies. I am grateful for the teachings of good values that have helped me achieve many things in life. Being them my greatest example of work and Love.

In concomitant, my most heartfelt and special thanks to my girlfriend Paola Palma who has supported me in the same way throughout this academic process. She has always been my guide and advisor. She has been through thick and thin and most importantly, she has made me a better person.

Finally, to my family and friends who were always there for me when I needed them most, without your collaboration this project research would not have been accomplished.

Table of Contents

TABLE INDEX

GRAPHS INDEX

Topic: "CODE SWITCHING AND THE COMMUNICATIVE COMPETENCE"

Author: Carlos Daniel Mayorga Gaona.

Tutor: Lcda. Mg. Ruth Elizabeth Infante Paredes.

Date: January 10, 2021

ABSTRACT

This research is expected to describe the relationship between "codeswitching and the communicative competence," considering the switching from English to Spanish in EFL classrooms. This examination was coordinated using a qualitative-quantitative methodology by administering a validated questionnaire to about one hundred and forty respondents from the target population. The purpose of this questionnaire was to analyze the usage of codeswitching and its contribution to the communicative competence. The subjects of the questionnaire were university students of the first, second and third semesters of the PINE program at the "Universidad Técnica de Ambato." Thinking about the results of the present investigation, it can be seen that the use of codeswitching in ELF classrooms aids the communicative competence, since the students see codeswitching as a tool that allows them to have a better communication both between classmates and with their teachers.

Keywords: Codeswitching, English, Spanish, communicative competence

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

Tema: "CODE SWITCHING AND THE COMMUNICATIVE COMPETENCE"

Autor: Carlos Daniel Mayorga Gaona.

Tutor: Lcda. Mg. Ruth Elizabeth Infante Paredes.

Fecha: January 10, 2021

RESUMEN

Se espera que esta investigación describa la relación entre "codeswitching y la competencia comunicativa," considerando el cambio de Inglés a Español en las aulas de EFL. Este examen se coordinó utilizando una metodología cualitativo-cuantitativa mediante la administración de un cuestionario validado a alrededor de ciento cuarenta encuestados de la población objetivo. El propósito de este cuestionario fue analizar el uso del codeswitching y su contribución a la competencia comunicativa. Los sujetos del cuestionario fueron estudiantes universitarios de primer, segundo y tercer semestre de la carrera PINE en la "Universidad Técnica de Ambato." Pensando en los resultados de la presente investigación, se puede apreciar que el uso de codeswitching en las aulas ELF ayuda a la competencia comunicativa, ya que los estudiantes ven el codeswitching como una herramienta que les permite tener una mejor comunicación tanto entre compañeros como con sus profesores.

Palabras clave: Codeswitching, Inglés, Español, competencia comunicativa

INTRODUCTION

The use of a foreign language with an emphasis on English has gone from being a privilege to a necessity due to the globalization process. This phenomenon has been the main reason why English has gained importance worldwide to the point of being considered today as the universal language of business. The young generation in our current world is being bombarded with foreign content on a daily basis. The result of this allows better comprehension of a language as a whole in both aspects of culture and lifestyles.

Learning English opens up numerous doors of opportunity, but the harsh reality about learning a new language is the process of acquiring it. The process does not happen overnight, it takes years of studying and putting it into practice. There are establish set of pillars about learning any language; the first one is being exposed to the target language as much as possible and the second is not involving the mother tongue at all. In a way, this is understandable and logical from one perspective. On the other hand, using two set of codes (languages) has many benefits for new learners and teachers since it eliminates future confusing scenarios that both parties can face.

The investigation detailed here goes for portraying how the strategies, methodologies, techniques, and activities applied from the first to the third of basic education at Universidad Técnica de Ambato contribute with the advancement of the students' communicative competence. The concept of codeswitching being present at the moment of teaching should definitely be investigated since there are many benefits brought to the table. Students and teachers can take advantage when they switch between their L1 to their L2 and vice versa and eradicating misunderstandings as a whole.

There are four chapters that include the most relevant data of this research in detailed in summary below.

Chapter 1. Theoretical framework: details the research background, the theoretical foundation of the independent variable "codeswitching" and dependent "the communicative competence." This theoretical foundation contains main and secondary topics. In each topic its importance and classification its detailed. It is important to mention that in this chapter reference is made to relevant authors whose ideas are of support to raise new proposals.

Chapter 2. Methodology: The basic method of investigation that will be applied in this investigation, research modalities, and type of research are some of the aspects that the methodology chapter contains. Furthermore, there is a brief description of the population, the operationalization of variables, the method of data collection and the validation and analysis.

Chapter 3. Analysis and interpretation of results: In this chapter, the numerical data obtained from survey applied to students from first to the third semester of basic education is tabulated and interpreted. This is represented through different graphics and tables to have a better understanding of it and to see if the hypothesis verification accepts the alternative or rejects the null hypothesis through the use of the Kolmogorov test.

Chapter 4. Conclusions and recommendations: Deal with the conclusions and recommendations that are established according to the objectives of this investigation as well as the research questions.

Finally, in the annexes, it displays the academic paper which provides information about informative data, proposal background, justification, objectives, feasibility analysis, theoretical basis, proposal development, methodology, administration and assessment.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

Ngugi (2015) led a study that indicated that codeswitching creates a conversational and relational effect that makes communication easier. This helps students and teachers to participate and interact with each other freely. Code switching in addition aids in building and strengthening interpersonal relationships between the teacher and the student. Furthermore, it also established that codeswitching breaks the social barriers making communication between the students and teachers more freely. Finally, this study established that codeswitching is an effective tool in adding emphasis on a point when teaching for clarity and understanding and that it is effective in explaining difficult concepts.

Hauge (2014) conducted an investigation which demonstrated that there was an attitude change between teachers and students with regard to codeswitching. It is important to realize that to use codeswitching in the classroom can be beneficial and is not a sign of inadequacy or necessarily an indication of low proficiency level. This study has shown, teachers have very distinctive attitudes and utilization of codeswitching in the language learner classroom. A small-scale study like this, with only six teacher informants, has shown that attitudes towards codeswitching vary. From a quite negative attitude, to an attitude that views codeswitching as necessary, to an extremely positive attitude that views it as something that facilitates learning. This attitude relates to the teachers' personal experiences of teaching languages and seems to be connected to how they choose to use codeswitching in their classrooms.

Infante (2015) carried out a study that showed that teachers and students of the Carrera de Idiomas use less morphological structures of those that denote opposition, prefixes that give meaning to the word and formation of the plural related to other languages. In addition, this study established that the linguistic resources that need to be improved are: phonic, syntactic and semantic since these are part of the optimal development of communicative competence. Finally, it also indicates that morphological structures notably improve the development of communicative competence, since the management of the formation of morphological structures is totally related to the

inference of meanings of complex words and a wide variety of expressions that can only be used by a competent user of the English language.

Buenaño (2019) conducted an investigation which indicated there is a relation between Gender-Based Teaching Strategies (GBTS) and the communicative competence since GBTS improves it positively. Obviously, the alternative hypothesis was acknowledged with an element of centrality of 0.5 while the Null Hypothesis was rejected. Furthermore, this study established that the Gender-Based Teaching Strategies such as: brainstorming, discussions, role-plays, and storytelling are essential in this communicative competence because of each of them achieves the objective, but the most important was discussion due to it allowed students to interact among them and the results showed that their pronunciation and interaction improved.

Taking into account the fact that there are investigations that focus on the two variables like in the case of codeswitching with the use of the qualitative, and the descriptive methodology and in addition, the type of instruments that has already been validated can be applied. Regarding the communicative competence, it can also be studied from different angles, as from the point of view Bachman and Palmer or from the Common European Framework.

1.2 Technical - scientific foundation

1.2.1 Independent variable: Language theories

Innate Theory

The theory of language according to Chomsky (1965) stated language as a special "mental organ" that is built thanks to innate properties of the human mind; therefore a child is born with the ability to develop the structural rules of grammar mechanism of acquisition of the language. It also considers that children can analyze the language they hear and extract the grammatical rules with which they are able to create new phrases that no one has formulated before, this happens because when the child receives information from the words containing the mother tongue, builds a specific lexicon to which the set of characteristics of Universal Grammar applies (Aljoundi, 2014).

Cognitive theory

Piaget Mentioned that both nature (inheritance) and nurture (environment) contribute to intellectual development and the acquisition of language in humans. Therefore, the child is actively involved in creating the interactions that occur between internal states and conditions of the external environment. Furthermore, for Piaget language is not a direct result of an innate characteristic, but a capacity related to the maturation of knowledge. For this reason, he argues that progress in language development is limited by cognition, but at the same time he recognized that cognitive development is not enough to guarantee it (Aljoundi, 2014).

Operant learning theory

Skinner considered the phenomenon of imitation is the main step for learning certain linguistic components. In the case of the acquisition and development of phonology and morphosyntax, it would take place through the following process; imitation, which is the process that originates all new forms within learning; practice, that is, repetition in spontaneous language; and reinforcement, which teaches the child in which cases to use each shape. In simple terms youngsters learn language dependent on behaviorist reinforcement standards by associating words with meanings. Right expressions are emphatically fortified when the youngster understands the communicative value of words and phrases (Budiman, 2017).

Inter-language theory

Inter-language theory Selinker (1972) alluded to progressive cycle of taking in the second language from the principal language. Educators should know about this continuous learning to support students. At each phase of learning, students have rules of sentence structure which are not great yet. The standards become an ever-increasing number of mind boggling as the student progress. The relevance of intra-language studies for linguistics arises from the need to discover the general principles; that determine the learning of the foreign language, to analyze the behavior of people who are learning English while they process the data of the language to which they are exposed.

Inter-language in this way, reveals to us nothing about second language securing. It makes no expectation which would actually turn out not to be the situation. What benefit is it, at that point? Is the ruler truly wearing no garments? The thought of inter-language has been exceptionally helpful in animating us to look past blunders made by second language clients, and to attempt to take a gander at the entire of whatever phonetic frameworks they seem, by all accounts, to be use. In the event that experts in language teaching now need to use the term to signify "imparting in an unknown dialect" (Mohammad , 2015).

The student uses for the production as well as for the understanding of the target language, those means that have their disposition at the specific moment of the stage in which they are each time. These media is subject to the knowledge acquired up to that moment. In other words, their linguistic competence is in a permanent evolution, and it is this evolution that determines their performance each time. The deviant linguistic system employed by the student attempting to use the target language. These systems vary in character according to the level of command of the target language; It also varies according to the learning experience, the communicative function, the personal aptitudes for learning, etc (Tarone, 2018).

Selinker (1972) indicated the following stages of Inter-language development:

i.   Random errors: the student is vaguely aware of the rules that govern the language, but the application of these rules becomes strict.

ii. The student has begun to identify the system and internalize the rules. These may not be right (not equivalent to the L2 rules). Be that as it may, they are the best the student has at

this stage. At this stage the student has a great deal of breaking faith. S/he appears to have the principles and afterward fail to remember them. For instance s/he can use basic present (I go to class yesterday, rather than straightforward past, I went to class yesterday. Furthermore, he will be unable to address himself/herself

iii. The third stage is known as the systematic stage. The student is closer to the second language; make fewer mistakes at this stage.
iv. This stage is known as the stabilization stage. The student makes few mistakes.

Code

Bernstein (1996) defined language as the set of rules to which it must submit, all speech codes, whose manifestation is a function of cultural action, through social relations, linked to specific contexts. Rizzini (2020) states that the linguistic code is the set of units of every language that is combined according to certain rules and allows the elaboration of messages. The various human communities of the world have organized their own languages using articulate sounds that are associated with different meanings. The fundamental elements of said communication, the sender and the receiver, must use and share the same code for the communication to work properly, although the other elements of the communication circuit must operate correctly, for a successful communication process.

When at least two individuals speak with one another in discourse, we can call the arrangement of correspondence that they use a code. As a rule that code will be something, we may likewise need to call a language. We ought to likewise take note of those two speakers who are bilingual. Those who approach two codes, and who for some explanation shift back and forth between the two dialects as they banter by code-exchanging are really using a third code, one which draws on those two dialects. The framework or the language structure, to use a notable specialized term is something that every speaker knows, however two very significant issues for etymologists are exactly what that information is and how it might be best portrayed (Singh, 2020).

Wardhaugh (2015) mentioned that it is conceivable to allude to a language or a variety of a language as a code. The term is valuable since it is impartial. Terms like dialect, language, style,

standard language, pidgin, and creole are slanted to stimulate feelings. Interestingly, the 'unbiased' term code, taken from data hypothesis, can be used to mention any sort of framework that at least two individuals use for correspondence. It can be used for a framework by a solitary individual, as when somebody devises a private code to ensure certain mysteries. All of the abovementioned, at that point, are codes by this, honestly free, definition. What is intriguing are the components that administer the decision of a specific code on a specific event. In any communication process, the use of codes is required to understand the set of elements that are combined following certain rules to make something known.

Code-switching

Code switching is defined in different manners by various authors. Largely, it is "the most well-known, unexceptional and particular element of bilingual behavior" (Wei & Martin, 2013, p. 117). Therefore, it is a characteristic and successive wonder firmly associated with the bilingual condition. As indicated by Poplack (2014) codeswitching is "the variation of two dialects inside a solitary discourse, sentence or constituent." Gumperz (1997) additionally mentioned to the substitute usage of at least two or more languages in a similar articulation or discussion. Code is here perceived as a solitary language, yet as Ansari (2020) puts it, it could allude not exclusively to various dialects, yet additionally to assortments of similar language just as styles inside a language.

Gumperz (1997) identifies four different types of contextualization cues that play an important role in the co-construction of conversation: (1) prosody, which includes intonation, stress, stress, and pitch changes; (2) paralinguistic signs, which include rhythm, pause and hesitation, and conversational synchrony; (3) code choice, which consists of code change, style change, phonetic, phonological and morphosyntactic options; and (4) lexical forms and expressions of formulas. Contextualization cues are readily available for bilinguals. Consequently, when code change is used for contextualization purposes in bilingual situations, it is often accompanied by changes in intonation, pitch, and rhythm (Mayyada, 2017).

Saville-Troike (1986) identified eight different codeswitching functions, some of which overlap with those proposed by Gumperz (1997). These functions are: (a) soften or strengthen a request or

command (b) intensify / eliminate ambiguity (repetition), (c) humorous effect, direct quote and repetition, (d) ideological statement, (e) lexical necessity, (f) exclusion of others within the hearing, (g) avoidance strategy and (h) repair strategy. Gardner-Chloros (2009) argues that codeswitching functions change according to the characteristics of the particular conversation. That is why codeswitching can occur as an effect of the theme or the roles of the participants.

Tabassum (2020) states that the use of codeswitching can be beneficial in the classroom for students and teachers since they allow better communication for affective functions, repetitive functions and changing the subject within the class. Teachers can use codeswitching to build good rapport in the classroom. In a way codeswitching can aid teachers to create a manageable linguistic ambient in the classroom. The repetitive function is the latest codeswitching change function in such cases, the teacher could be clarifying a phrase or concept by switching to the mother tongue to transfer the necessary knowledge. Instruction in the target language may be followed by a repetition in the student's native language, thus emphasizing the importance of foreign language content for efficient understanding.

Code change can be used as a tool to address certain grammatical points to teach English. In addition it can also be used to emphasize specific topics as well as to clarify doubts that students may have. It's notable that students feel more secure when they use their mother tongue. They can easily express themselves in order to clarify doubts or ask about something they don't comprehend. It is at that instance when the teacher considers it appropriate to use codeswitching to have a better communicative competence with the students and to be able to transmit the information effectively.

Codeswitching is a communicative tool, which allows to improve communication between students and teachers. This in turn can be used as a learning strategy. According to the research, it can be evidenced that students feel more comfortable when they use their mother tongue to express themselves on a topic or a term they don't know. They often use the codeswitching with their classmates and teachers when they want to express themselves since they cannot find the right words. This helps the process of learning English, instead of stagnating when they don't understand something. The use of codeswitching makes student's ideas known, thus having a better

development and as a result they feel more secure and motivated to continue learning (Magana, 2018).

1.2.2 Dependent variable: Communicative competence

Language

Murillo and Sandoval, (2003) emphasized that the essentialness of language is basic for the person since it empowers to develop correspondence with other living individuals and thus living in a community. On the off chance that the individual doesn't have a language system then that person would not be able to forged projects in likelihood with other individuals; which is definitively the essence of life in the virtue of society. Those cases of individuals who didn't need language for an astonishing length are those particularly stand-out cases in which a child experienced youth in the wild or in a natural environment and never learned any kind of language.

The idea that language has transformed human consciousness because it allows the development of new forms of thought and the acquisition of knowledge. This leads us to seek a theoretical explanation of the relationships between thought and language and its possible relationship in determining actions of a recipient analyzing language and its potential interference in social communication processes. Language is an inseparable fragment of the culture of each community and country. Noam Chomsky, one of the most notorious linguists in the world, holds that all languages are dialects of human language. He ensures that despite, the fact they are unmistakably altogether different; they are on a very basic level equivalent to each other, but each culture has an unequivocal strategy for using its lingo and contrasts can't be underestimated (Müller, 2014).

The communication style furthermore moves depending upon the area of the world. In Western culture, for example, singular enunciation is regarded, being quick and saying your opinion. Alternately, some Asian social orders lean toward a deviant style in which words like conceivably and possibly are more progressive than yes or no. Realizing more than one lingo hones us to social differentiations and empowers us recognize fair assortment. In like manner, the correct progression of strong vernacular aptitudes is a fantastic asset that will empower us to make convincing social capacities (Lara , 2018).

The support of the Common European Framework of Reference for language: learning, training, examination (CEFR) in 2001 by the Council of Europe. It supposed a before and after in the didactics of modern languages while expecting a concentrate evidently masterminded to movement. In this record, the task goes to end up one more prominent part that should be facilitated in to work plots dynamically broad. An idea that should be clear is that a task isn't a technique and just responds to a middle: the individual who understands that talking is to create together the centrality of the compositions and not just deciphering and coding a message (Buenaño, 2019).

Linguistic competence

Chomsky (2006) established information on language implied that individuals do not have cognizant admittance to the standards instead that administer is the blend of sounds, words, and sentences. Therefore, this author accentuated the distinction between linguistic capability, the speaker-listener's information on his language and execution, the genuine use of language in solid circumstances, he brings up that linguistic theory is concerned essentially with an ideal speaker-audience, in a totally homogeneous discourse network, who knows its language consummately and is unaffected by such linguistically superfluous conditions as memory impediments.

Ortega (2012) alluded that competence in linguistic is perceived as the capacity to convey in a compelling manner in the various methods for communication. Linguistic competence has a reference in all perspectives that have a language. Linguistic competence is the capacity to talk, an extraordinary abundance when the necessity of expressing oneself and participating in the communicative act. This competence is gained by dealing with the guidelines of the language to which it is appended. Linguistic competence allows to recognize information from a system of symbols to recognize phonological, syntactic or semantic validity in an act of meaning of that language. These competences permit us to use language as an instrument of oral and written correspondence through reality, as an instrument of development and correspondence of information (Buenaño, 2019).

Martínez del Castillo (2016) mentioned that competence is here and there and it concentrates in a more confined sense. Linguistic limit is concentrated autonomously of other mental instruments. The difference is in this way between the speaker's data about his language and whatever mental

instruments may he expected to go into the investigation of that data. A hypothesis of linguistic information is along these lines glorified as in language is seem through admired reflections while language conduct or what is by all accounts immaterial subtleties of language conduct are ignored. They guarantee that, if the object of the linguistic study is the conduct of speakers, the linguist will be available to him will be devastated in two distinct ways.

Sociolinguistic competences

Sociolinguistic competence asks which words and phrases fit a particular setting and situation. It also depends on the knowledge to decipher the social importance of the decision of linguistic assortments and to use language with suitable social significance for the communicative circumstance. There are two essential methods of presenting and showing sociolinguistic competence. One of them is turning to cultural models where students are unequivocally or verifiably instructed cultural components imbued in language use. Additionally incorporating discourse goes about as circumstances where students are compelled to use language in light of socio-pragmatic factors, for example, social statues of the listener, the level of inconvenience, or the substance of the solicitation (Mede & Dikilitas, 2015).

Most academics and educators agree that L2 classroom pedagogy must consist of more than just the transmission of grammatical knowledge. This must include an understanding of how to use the target language in authentic communication situations. In order to detailed critique of how the analytical approach to language proficiency influenced by Chomskian. Cognitive linguistics has led L2 researchers to conceive that each language proficiency is best taught in disparate settings. An important dimension of these communication and action-based skills is the development of sociolinguistic competence.

Council of Europe (2001) sociolinguistic competence refers to:

> *"…the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic*

component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence" (p. 13).

Classroom environment may not be a suitable setting where sociolinguistic competence can be created due to several extraordinary reasons to any learning experience in an EFL setting context like; non-realness of the substance of the materials. For instance, Bagmanova (2020) features that in creating sociolinguistic information, most non-local speakers (NNS) who train English experience difficulties, for example, their own absence of information. These elements assume a basic function during the time spent figuring out how to use language in a suitable manner in light of the fact that the significant centralization of most EFL students is dedicated to realizing what the guidelines of language are and how they can deliver linguistic sentences instead of how they can create proper sentences that fit the particular social setting (Aceron, 2018).

Communicative competence

The term communicative competence incorporates two words, the blend of which infers competence to communicate. This clear lexico-semantical investigation uncovers the way that the central word in the syntagm communicative competence is the word competence. Competence is a standout amongst the most questionable terms in the field of general besides, associated semantics. First, involvement in phonetic talk has been by and large connected with Chomsky (1965) who in his outstandingly influential book "Aspects of the Theory of Syntax" drew what has been today observed as an incredible refinement between ability the monolingual speaker-crowd's learning of language and execution the genuine usage of language in authentic circumstances (Buenaño, 2019).

Chomsky (1965) mentioned that competence is the theoretical knowledge of the language; acting is the actual use of language in everyday life. Then, Hymes (1974) broadens this definition of communicative competence by establishing that communicative competence is the capacity that encompasses both knowledge of the language and the ability to use it. The acquisition of such competence is mediated by social experience, needs, motivations, and action, which is at the same time a renewed source of motivations, needs as well as experiences.

Hymes (1974) argued that communicative competence is considered a set of skills and knowledge that allow the speakers of a linguistic community to understand each other. It can be argued that having communicative competence in a foreign language like in the case of English individuals are able to share experiences, exchange ideas or give opinions. As a result, the processes involved in student's awareness are consider crucial. The control of their intellectual activity and their learning processes use of code switching in some cases as a strategy for effective communication with students and with the teacher. This guarantees conscious, permanent and regulatory activity; which allows the development of communicative competence in the student in a conscious, active, autonomous and a reflective way.

Linguistic systems

Communicative competence also includes linguistic systems that are the elementary resources for demonstrating the correct use of a language. Among the most relevant resources such as phonic, syntactic and semantic.

Phonic resources

Phonic resources refer to the integration of phonetic segments that aid the usage of language in a creative way. Phonic resources include alliteration, onomatopoeia, and rhyme. The use of phonic resources is part of the linguistic and literary system. Their function plays an essential role in the development of communicative competence as well as the management of syntactic resources. Phonic resources such as alliteration promote learning through phonemes that are the smallest units of a language, but have full meaning. These phonemes make distinctions between sounds and meanings, maintaining the interest of the user as well as leading them to use them in different contexts.

Syntactic resources

Syntactic resources are those whose function is to organize the sentence creatively and at the same time correctly. Among the syntactic resources, we can mention anaphora, reduplication and parallelism.

Merriam-Webster dictionary states that an anaphora is the "repetition of a word or expression at the beginning of successive phrases, clauses, sentences, or verses especially for rhetorical or poetic effect" For example, Martin Luther King's famous "I have a dream" speech contains anaphora: "So *let freedom ring* from the prodigious hilltops of New Hampshire. *Let freedom ring* from the mighty mountains of New York. *Let freedom ring* from the heightening Alleghenies of Pennsylvania..."

Another syntactic resource is the reduplication, which consists of the repetition of the same word in the same sentence. For example: "okey-dokey, film-flam, and pitter-patter."

Finally, according to Britannica parallelism is the repetition of the same morphosyntactic structure in different phrases or verses, usually coinciding with the anaphora. For example:

"What goes around comes around, Like father, like son, Easy come, easy go"

The syntactic resources detailed above are indicators of the linguistic system that contribute to communicative competence. Syntactic resources are little used in the classroom or when learning a language. It is often thought that these resources will be learned in context or when the user wants to discover it on their own. It has not been taken into account that they are linguistic elements that together with the repetition of morphemes make the lexical expression of a user reach the levels established in the Common European Framework of Reference.

Semantic resources

Pimat (2015) stated that syntactic resources are those that affect the meaning that words acquire in the text. For Pimat the most important and well know semantic resources are the simile and the metaphor.

Pimat mentioned that the simile establishes a relationship of similarity, that is, a comparison, between two words or ideas, using different comparative elements: as, as, as, it seems. For example: you were as brave as a lion, this house is as clean as a whistle, he is as funny as a barrel of monkeys.

Likewise, metaphor is another semantic resource that according to Tabuenca (2020) is the resource that consists of identifying one word with another. Substitute an idea for a more expressive one. If we remove the comparative link from a comparison (like ...) we turn it into a metaphor. For example: "your lips are made of sugar" to refer to the fact that the lips are sweet.

Semantic resources are totally linked to communicative competence; since they are forms of expression that a user of a language must master in order to be able to interact naturally and fluently. Semantic resources help to better understand the meaning of the ideas expressed, thus causing effective communication between the interlocutor and the receiver.

To conclude, communicative competence is the ability to use knowledge according to the context in which communication occurs. Furthermore, communicative competence is the set of knowledge applied to a certain context. For communication to be really effective and efficient, it is of utmost importance to seek constant evaluation mechanisms that lead teachers and users to improve their levels of English. Although it is true that communication does not occur in single words or taken at random, the handling of affixes is of the utmost importance since they modify the meaning of the whole idea.

Translinguistic systems
In the previously established definition of communicative competence, the importance of managing translinguistic systems such as verbal and non-verbal mechanisms, selection of the register, cohesion and coherence is mentioned.

Verbal mechanisms
Verbal mechanisms are those strategies that a user of a language uses. For example: "raise your voice" / "mutter to yourself"

Oliveras (2020) mentions that verbal mechanisms contribute to the explicitness of relations of continuity, discontinuity and or opposition existing between the elements of meaning expressed by verbal phrases. Found along these lines, verbal mechanisms such as "raising the voice " and "mutter to self" are speech continuity aids strategies that every competent user uses to show

fluency and spontaneity when communicating.

Non-verbal mechanisms

Non-verbal mechanisms are as important as verbal mechanisms, since they complement oral discourse. According to Smith (2020) in their article entitled "Nonverbal Communication: How Body Language & Nonverbal Cues Are Key"

Gesture have a high cultural component, although the latest lines of research also investigate the genetic origin of some gestures, such as expressions of pride, triumph and power. Illustrative gestures they accompany verbal discourse and precede words by milliseconds are closely linked to credibility. Other types of gesture are: emblematic they have their own meaning without the need for words, adapters manipulations of our own body or objects to channel emotions, regulators with which we direct the interaction and manifestations of affect with which we transmit our feelings.

As the aforementioned authors established, there are verbal and non-verbal mechanisms. Verbal mechanisms are the most direct and many of the time they do not need to be interpreted. These verbal mechanisms are communication strategies whose objective is to maintain the interaction between the participants of a conversation. On the other hand, nonverbal mechanisms, with the same degree of importance as verbal ones, also constitute the complement of verbal mechanisms. There are a great variety of non-verbal mechanisms such as body gestures, facial expressions, among others.

Body gestures

Body gestures is the non-verbal communication is the implicit component of correspondence that we use to uncover our true feelings and emotions. Body gestures such as the movement of the hands, head, fingers, etc. Manifest a form of communication, expressing: disagreement, affirmation, continuity and acceptance. These mechanisms are forms of discursive expression that, unified to oral expression, contribute to the proficiency of a language.

Facial expressions

Facial expression can play an important role in the development of social communication. Facial expression is considered the essential element of this signaling system and also faithfully transmits the mood and feelings of individuals (Chamorro, 2018). To refer to facial expressions it is crucial to identify the basic regions of the face and the emotions that can be expressed. The regions of the face that allows deciphering emotions are: Forehead (eyebrows), Eyes (eyelids), Lower Part (nose, cheek, mouth and chin). As for the emotions that can be expressed we have: Joy, Sadness, Surprise and Fear. These emotions can be expressed through three regions of the face. The following table shows below details about the look and its non-verbal function as a communication strategy (Infante, 2015).

Table 1: Eye gaze, its strategy and meaning

NON-VERBAL STRATEGY	EYE GAZE		
SUBSTRATEGY	Pupil dilation	Frequency with which we blink	Eye contact
MEANING	Level of interest or attraction	Level of calm or nervousness	Level of calm or nervousness

Source: Las estructuras morfológicas y su incidencia en el desarrollo de la competencia comunicativa del idioma inglés en los estudiantes de la Carrera de Idiomas de la Universidad Técnica de Ambato
Author: Mayorga, C (2020)

Another indicator of emotions and consequently communication strategy is the smile. This strategy is classified into the following types of smile:

Graphic 1 Types of smiles
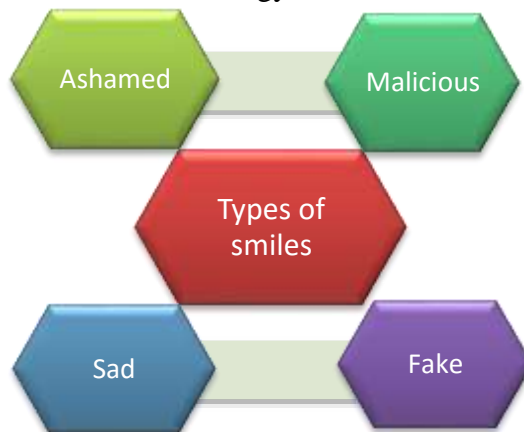
Source: Las estructuras morfológicas y su incidencia en el desarrollo de la competencia comunicativa del idioma inglés en los estudiantes de la Carrera de Idiomas de la Universidad Técnica de Ambato
Author: Mayorga, C (2020)

The aforementioned non-verbal mechanisms strengthen, complement and sometimes supplant verbal communication. The gaze, the smile, among others, are considered as a communication strategy of the translinguistic systems that represents the communication limit from a more pragmatic and utilitarian perspective. These translinguistic systems are a fundamental piece of communicative competence, similarly as cohesion and coherence.

Registry selection

The linguistic register defines the way we use a language according to the socio-cultural context, customs and communication channel. In other words, it is the degree of formality with which we adapt the language according to the audience, place and situation. There are two types of registration formal and informal.

Human beings tend to change the way we speak in front of another person depending on the type of relationship we have established and the situation in which we find ourselves. The type of language or expressions that we use with our best friend when talking about the weekend plan is not the same as the way we communicate with our boss when asking for a promotion since there is a type of closeness and different registry. This is understood in such a way that to attend a wedding or a job interview there is a dress code that adapts to the situation; when communicating it is also necessary to adjust our language to a formal register or informal.

Formal language by general rule requires certain more closed parameters, in which the relationship with the receiver is more distant and therefore more serious linguistic codes are created. For example, as when a hierarchical relationship is established such as that of teacher-student or boss-employee. Some of the expressions for this registry are:

With a teacher: Good morning, teacher. We appreciate the opportunity to present the project for next week.

With a boss: Excuse me, could you tell me what time it is?

Informal language on the other hand, is understood to be that which takes place in everyday, colloquial contexts and with people close to us, in which the degree of proximity is narrow so we

feel relaxed when communicating. This type of selection usually occurs between friends and is evidenced through the use of proverbs, rhymes, jokes, etc. Some of the expressions used in informal registration are:

With a classmate: What's up? It's awesome that we can work together on this final project!
With a friend: You totally lost your mind for that girl!

The purpose of selecting the registry is to show naturalness and spontaneity both in oral and written expression. Linguistic elements play a very important role, for example the use of alliterations, rhymes, among others this allows to indicate the informal use of a language. On the other hand, the grammatical competence where a high-level of the use of syntax is noted is also transcendental in communication. All the aforementioned translingistic elements are complemented by the linguistic ones. This means that none work in an isolated condition. It is pertinent to add to this list elements such as coherence and cohesion, the same ones that are detailed below (Infante, 2015).

Coherence

Coherence is the textual property by which statements that form a text refer to the same reality. For a text to be coherent, its statements must be focused on a topic and should respond to our knowledge of the world. Texts are constructed by providing new information in each statement, but a secession of statements will cease to be consistent if they do not refer to a common theme (Karadewniz, 2017).

Cohesion

In addition to being coherent, the statements of a text must be connected or cohesive with each other. Thus, two statements coherent may not constitute a text if its grammatical relationship is wrong. Cohesion is called the property by which the statements of a text are correctly related from a lexical point of view and grammatical. Cohesion is evidenced in texts by means of various procedures, which can be lexical, if they attend to the words and their meanings, and grammar, if resources are used morphosyntactic (Karadewniz, 2017).

Additive connectors

These kinds of connectors are those that permit adding ideas to those recently uncovered. They generally show up to add information: give more insights concerning a similar thought to make it more understood, to present a subject, to communicate qualities comparable and to summarize past thoughts (Infante, 2015).

Table 2: Additive connectors

Category	Connector	Usage
Addition simple	Additionally, furthermore, moreover, also, etc.	To add more information
Exemplification	Such as, like, for instance, etc	To illustrate more in depth what has just been talked about.
Reference	As for this, with regard, according to, etc	To introduce a topic
Similarity	Similarly, likewise, correspondingly, etc	To express common features
Identification	Namely, that this, etc	To name the specific details of something that was previously said.
Clarification	In other words.	To restate the previous idea

Source: Las estructuras morfológicas y su incidencia en el desarrollo de la competencia comunicativa del idioma inglés en los estudiantes de la Carrera de Idiomas de la Universidad Técnica de Ambato
Author: Mayorga, C. (2020)

Adversative connector

These types of connectors help the user of the English language to express opposing ideas, to reject ideas and to rectify a previous idea. In other words, the use of these connectors help show indicators of the Common European Framework that establish that a competent user is capable of presenting: clear and detailed descriptions of complex issues, develop points of view and ending with a conclusion. Giving points of view requires of a high degree of criticality, but also of the use of a language since these have to be clear and precise (Infante, 2015).

Table 3: Adversative connectors

Category	Connector	Usage
Conflict/Contrast	But, when in fact, however, etc	To contrast information
Concession	But, even	To illustrate more in depth what has just been talked about.
Dismissal	Either event, anywho, anyway, in either case, etc	To reject what was said before
Replacement	At least, rather, instead, etc	To express common features

Source: Las estructuras morfológicas y su incidencia en el desarrollo de la competencia comunicativa del idioma inglés en los estudiantes de la Carrera de Idiomas de la Universidad Técnica de Ambato
Author: Mayorga, C. (2020)

Causal connectors

Casual connectors have the main objective of providing evidence, expressing effect, establishing the objective of the previous idea and presenting a condition. These connectors as well as the previous ones form a fundamental part of communicative competence and the use of morphological structures since many of them include suffixes that give meaning to ideas (Infante, 2015).

Table 4: Casual connectors

Category	Connector	Usage
Reason	Since, because, seen that, etc	To give reasons
Effect	Thus, consequently, hence, so that, etc	To express results
Purpose	In order to, in the hope that, so, etc	To talk about purpose
Condition	At least, rather, instead, if, in case only if, etc	To present a condition

Source: Las estructuras morfológicas y su incidencia en el desarrollo de la competencia comunicativa del idioma inglés en los estudiantes de la Carrera de Idiomas de la Universidad Técnica de Ambato
Author: Mayorga, C. (2020)

Sequential connectors

Sequential connectors are the most used by users of a foreign language and are used to express a chronological order of events or ideas, to remember ideas and to summarize ideas.

Table 5: Sequential connectors

Category	Connector	Usage
Chronological/ Logical	First, second, third, etc.	To express ideas in order
Digression	By the way,	To get back ideas
Resumption	Anyhow, anyway, etc.	To pick up from where the idea was left
Summation	In conclusion. In a sum,	To summarize ideas

Source: Las estructuras morfológicas y su incidencia en el desarrollo de la competencia comunicativa del idioma inglés en los estudiantes de la Carrera de Idiomas de la Universidad Técnica de Ambato
Author: Mayorga, C. (2020)

Finally, the aforementioned classification of connectors are indicators of textual and oral cohesion since they are those that make a user of a foreign language such as English a competent user with the characteristics already established in the Common European Framework. Despite the fact that many of the connectors work with monomorphemic words, these free morphemes contain absolute meaning that obviously, help to develop communicative competence (Infante, 2015).

1.3 Objectives

1.3.1   General objective

- To establish the relationship of codeswitching in the communicative competence in the PINE program at Universidad Técnica de Ambato.

1.3.2 Specific objectives

- To describe theoretically the uses of codeswitching and the elements of the communicative competence.

- To identify the use of codeswitching between teachers and students in the English classroom.

- To determine the elements of the communicative competence that are practice in the English lessons.

CHAPTER II

METHODOLOGY

2.1 Resources

The resources that were used throughout this research were the following; human resources, institutional resources and materials. In the first place, the human resources were the researcher, the researcher tutor, revision tutors and students (case study). On second place, we have the institutional resources they were the "Universidad Técnica de Ambato, of the Facultad de Ciencias Humanas y de la Educación" and the virtual Library. Finally, on the third place we have the materials, which were office supplies, technological materials, office Equipment and internet service.

2.2 Method

2.1.1 Research approach

This research has a qualitative approach because the data collected will be analyzed in order to solve the research questions. Qualitative because the data obtained in the research will have a numerical measurement and statistical analysis in order to establish a pattern of behavior and thus test the theory of the research.

As stated by Guetterman (2020) "it is necessary for researchers to use both approaches qualitative/ quantitative hence the results are concrete since they are not exclusive methods, they complement each other" (p. 10). It is for this reason that both approaches will be used, which will facilitate the collection of information, as well as the interpretation of the results.

To establish the importance of codeswitching in the communicative competence to learn English, a qualitative approach will be used as this will allow describing, analyzing and interpreting the benefits that codeswitching has an effective communication that students use in order to improve their level of English. In order to process the numerical data from surveys and evaluations that will be taken from the students, the qualitative form will be used to perform the comparative analysis.

Research modality

2.1.2 Field research

Field research refers to the collection of data that will contribute to achieving a specific purpose. It is a qualitative data collection method aimed at observing, analyzing, understanding, and interacting with people in their natural environment. It is of great importance because it involves a combination of the observation method while the participants are working. It is necessary to be on the scene and participate in the daily life of the people who are studying to have the results that will serve in the investigation (Strand & Weis, 2020).

The present investigation is considered of field because the study will be carried out at the "Universidad Técnica de Ambato" with students of the PINE program. The data will be obtained based on the reality that the students are living. In addition, the advantages and disadvantages that exist when using codeswitching in the communicative competences between students and with their teachers on their daily routine in the class setting.

2.1.3 Level of type of research

Hasan (2020) states that the research method is the set of tasks, procedures and techniques that must be used in a coordinated way in order to fully develop the research process. In addition, the type of research carried out directly conditions the research method. This is defined as a procedure to treat a set of problems. Each class of problems requires a special set of methods or techniques.

2.1.4 Analytical research

Analytical research is very useful in all research, whether scientific or academic because it is based on the premise from the absolute whole, which it's possible to know and explain the characteristics of each of its parts and the relationships that exist. Furthermore, it allows the comparative method to be applied allowing establishing the main causal relationships that exist between the variables or factors of the reality studied (Ponkin, 2020).

This research is analytical in nature because its main objective is to establish the relationship that exists between code switching in the communicative competence for learning English. For this reason, it's important to analyze its importance, its use in classes and its effects that this phenomenon causes in students to achieve effective communication in classes.

2.1.5 Descriptive research

Tobar and Cuneen (2020) state that the descriptive research is the procedure used in science to describe the characteristics of the case study, it considers the phenomenon studied and its components defines the variables and measures the concepts.

This research will aid to compile the information obtained from the case study to describe characteristics of what is going to be study regarding the codeswitching and the communicative competence with students of the "Universidad Técnica de Ambato" in the PINE program.

2.1.6 Bibliographic research

The research was bibliographic because for the collection of the theoretical and scientific information from the different sources such as; scientific articles, doctoral thesis, videos, web pages, magazines, publications, reports, etc., was analyzed.

All these resources allowed understanding the use of codeswitching in order to analyze the influence it presents on the communication competence of students and teachers. This also allowed understanding this phenomenon more in-depth since it showed the causes and effects on effective communication, which in turn help learning English.

2.1.7 Exploratory research

The exploratory research is built initial investigation conducted to clarify and define the nature of the problem by identifying the boundaries of the environment in which the problem, the opportunity, or the situation of interest is likely to reside and identifying factors that could be encounter and be of interest for the relevance of the research.

CHAPTER III

ANALYSIS AND DISCUSSION OF THE RESULTS

For the collection of qualitative data, an observation was made that included five important indicators on morphological structures. To collect the data, a checklist was used that consisted of four scales: excellent, satisfactory, good and insufficient. Once the observation was made, the data was analyzed through the use of an excel sheet that obtained the graphs and subsequently the interpretation of the data found.

As established in the methodology of the research work, surveys were conducted with the students and teachers of the PINE program. For the quantitative part, two surveys were applied to 140 students and 13 teachers. At the time of conducting the survey, no problem arose since the surveys were pre-validated in three aspects: a) correspondence of the questions of the instruments with the objectives, variables and indicators, b) quality and representativeness, c) language.

The results of the surveys are presented in two parts: the survey conducted with the 140 students that contain twenty-two questions written in relation to what teachers do or use in the classroom during English classes. These questions gave the option of an answer according to the Likert frequency scale such as: always, often, sometimes, occasionally, and never. A second part consists of the results of the surveys carried out with 13 teachers of the PINE program, which were written in the second person and closely related to the questions asked to students.

The presentation of the following results was based primarily on the accounting of the total number of students surveys. Then, an excel sheet was used to tabulate the responses to each question and obtain the final data from the surveys carried out by the students. Counting the answers given by the teachers were made easier by the fifty number of respondents. As in the counting of the students, an excel sheet was also used to obtain the results more quickly. Once the responses of the students and teachers had been counted, the percentage graphs per question were designed. These charts include the frequency index and the percentage. In addition, the respective interpretation and analysis of the results found was added, which helped draw up the conclusions and recommendations.
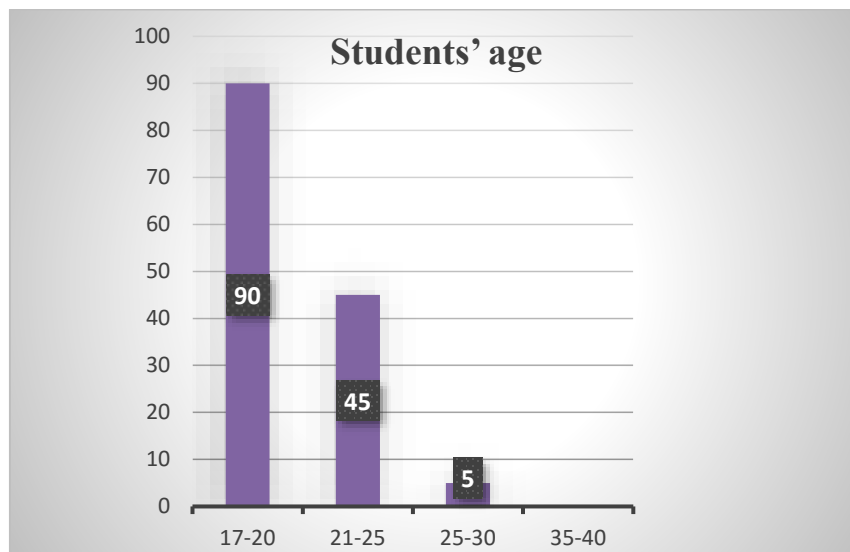
3.1 Analysis and discussion of students' survey

1. Students' age

Table 6: Students' age

Scale	Frequency	Percentage	Trend
17-20	90	64%	64%
21-15	45	32%	32%
25-30	5	4%	4%
35-40	0	0%	0%
Total	140	100%	100%

Graphic 2: Students' age
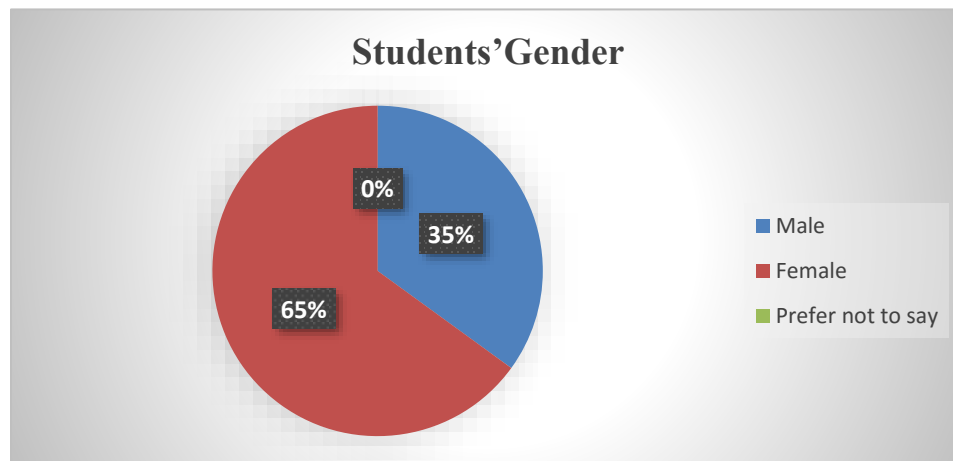

Author: Mayorga, C. (2020)
Source: Survey

The information in table 6 regarding the age of the students shows that 64% is between 17 and 20 years old, 32% is between 21 and 25 and in a percentage less than 4% is between 25 and 30 years old. It can be concluded that the majority percentage of the sample group that will be used in the present investigation will be between the ages of 17 and 20.

2. Students' gender

Table 7: Students' gender

Scale	Frequency	Percentage	Trend
Male	49	35%	35%
Female	91	65%	65%
Prefer not to say	0	0%	0%
Total	140	100%	100%

Graphic 3: Students' gender
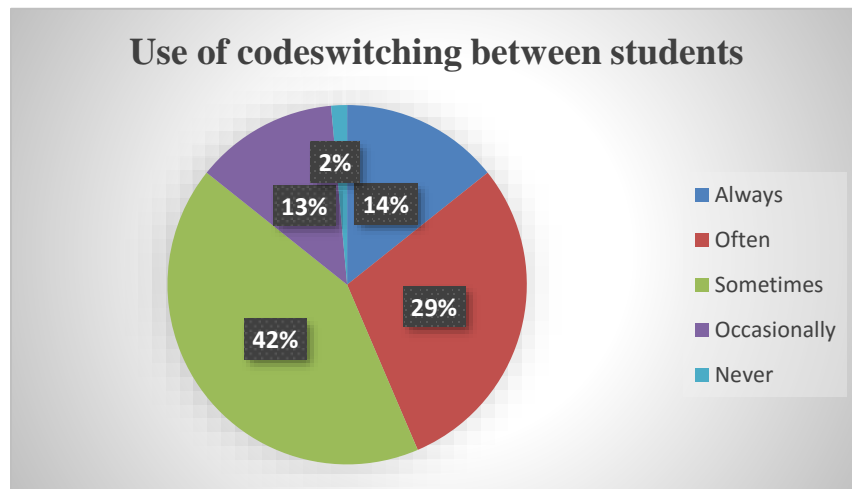

Author: Mayorga, C. (2020)
Source: Survey

As can be seen in the table 7, the gender for students is 65% which represent women, on the other hand men is represented with a lower percentage which is 35%.

28

3. How often do you switch from English to Spanish with your classmates?

Table 8: Use of codeswitching between students

Scale	Frequency	Percentage	Trend	
Always	20	14%	85%	Positive
Often	41	29%		
Sometimes	59	42%		
Occasionally	18	13%	15%	
Never	2	2%		
Total	140	100%	100%	

Graphic 4: Use of codeswitching between students
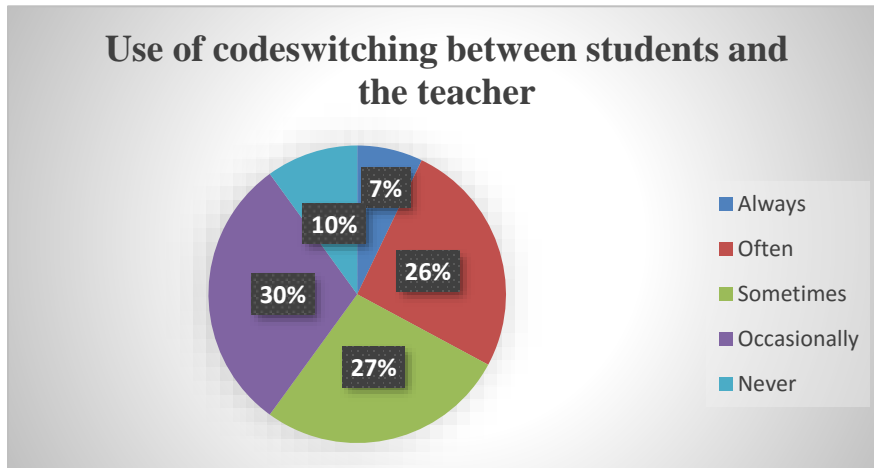

Author: Mayorga, C. (2020)
Source: Survey

As can be seen in table 8, during the observation, it was detected that students use codeswitching at an 85% frequency to communicate between classmates, this percentage reveals that indeed codeswitching is a communication tool widely used by students. The trend is positive because it was observed that most of the students change from English to Spanish very frequently to communicate with each other. For this reason, the study is considered important to determine the importance of codeswitching in the communication skills of students.

4. How often do you switch from English to Spanish with your English teachers? If never, move forward to; Question 13

Table 9: Use of codeswitching between students and the teacher

Scale	Frequency	Percentage	Trend	
Always	10	7%	60%	Positive
Often	36	26%		
Sometimes	38	27%		
Occasionally	42	30%	40%	
Never	14	10%		
Total	140	100%	100%	

Graphic 5: Use of codeswitching between students and the teacher

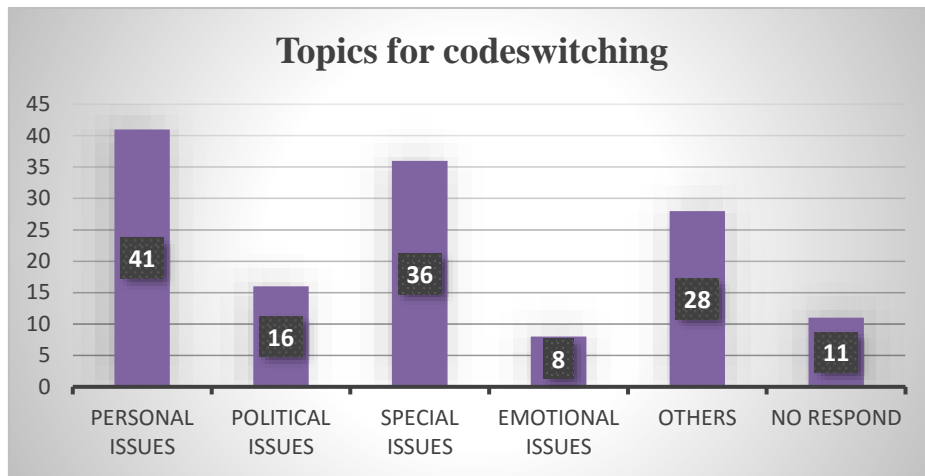Author: Mayorga, C. (2020)
Source: Survey

The table representation presents the following observation data: 60% of the students use codeswitching to communicate with their teacher frequently. This implies the use of an alternation between the two English-Spanish languages to have a better communication. The trend is positive since it is evidenced that there is a higher percentage of codeswitching in the classroom between the students and the teacher.

5. What are the topics where you switch between English and Spanish most often?

Table 10: Topics for codeswitching

Scale	Frequency	Percentage	Trend
Personal issues	41	29%	29%
Political issues	16	11%	11%
Special issues	36	26%	26%
Emotional issues	8	6%	6%
Others	28	20%	20%
No respond	11	8%	8%
Total	140	100%	100%

Graphic 6: Topics for codeswitching
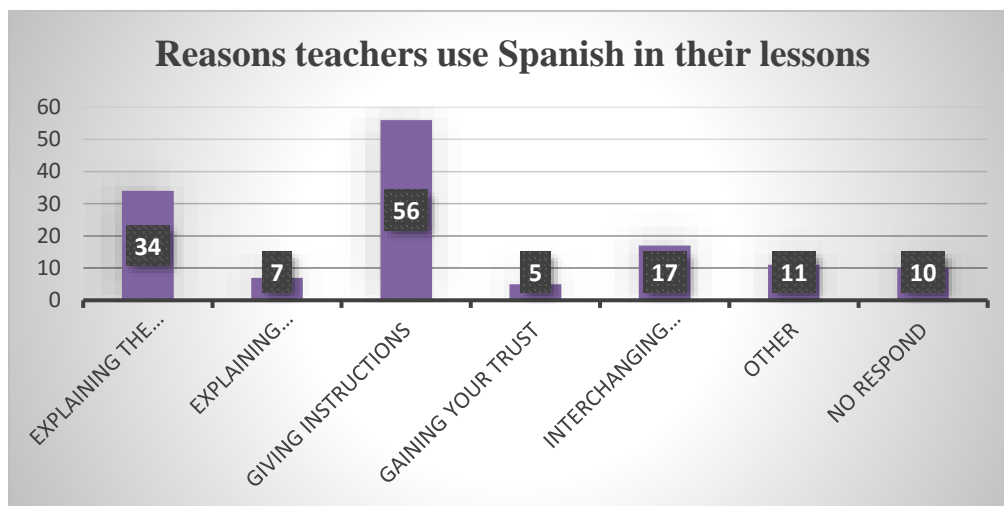

Author: Mayorga, C. (2020)
Source: Survey

The graph illustrates that the majority of the 29% surveyed consider that the main reason they use codeswitching in the classroom is when they have personal problems. They believe that the best way to communicate is by using codeswitching, since it aids communication to be clear. Special problems has 26% here we can cite a common example. When the student does not understand the class on a new grammar point since they can't find the words to express themselves, this issue is very common and needs to be addressed. Emotional problems are followed in a lower percentage with 6%. In conclusion, it can be seen that students consider that the reason they use codeswitching more frequently is when they have personal problems.

6. What are the following reasons your teachers use Spanish in their English classes?

Table 11: Reasons teachers use Spanish in their English lessons

Scale	Frequency	Percentage	Trend
Explaining the meaning	34	24%	24%
Explaining meaning of sentences	7	5%	5%
Giving instructions	56	40%	40%
Gaining your trust	5	4%	4%
Interchanging information	17	12%	12%
Other	11	8%	8%
No respond	10	7%	7%
Total	140	100%	100%

Graphic 7: Reasons teachers use Spanish in their lessons

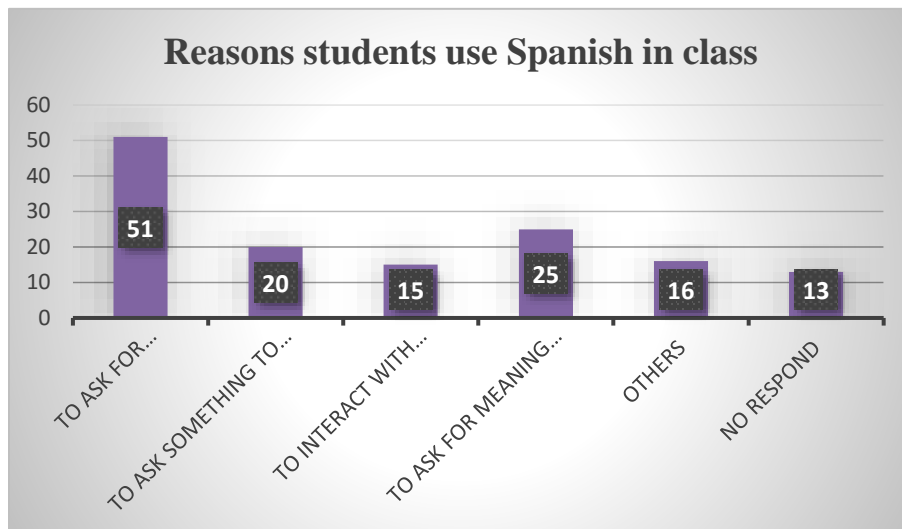Author: Mayorga, C. (2020)
Source: Survey

According to the graph, the following analysis is detailed: 40% of the students think that the main reason why teachers use codeswitching in the classroom is to give instructions and clarify doubts so that everything is fully understood. Followed by 24% is consider that the use of Spanish in English classes by teachers is due to a strategy to reinforce their knowledge regarding the learning of new vocabulary that will be used in the classes. Then, there is the 12% who consider that the use of codeswitching by the teacher is due to the exchange of information during the class, for a better understanding. In conclusion, it can be seen that the use of code switching within the class is used as a communicative strategy that helps to have better communication in the class, therefore it reinforces the students' learning.

7. Which are the following reasons you use Spanish in the classroom setting?

Table 12: Reasons students use Spanish in the classroom

Scale	Frequency	Percentage	Trend
To ask for clarification	51	37%	37%
To ask something to your classmates	20	14%	14%
To interact with your teacher	15	11%	11%
To ask for meaning of words and sentences	25	18%	18%
Others	16	11%	11%
No response	13	9%	9%
Total	140	100%	100%

Graphic 8: Reasons students use Spanish in class

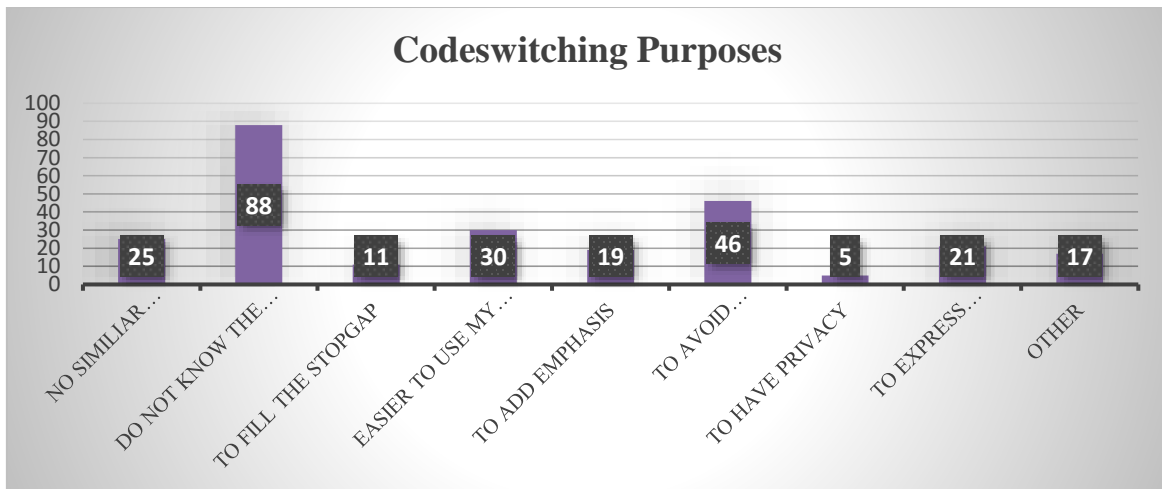Author: Mayorga, C. (2020)
Source: Survey

The graph shows that 37% of students think that the main reason why they change code in the classroom is due to concerns they have and need to clarify: not having the appropriate words, or not knowing the words. They use the codeswitching as a tool that allows them to communicate in a better way to improve the communicative context in the classroom setting.

8. Why do you use words in your own language (Spanish) even while speaking English? You can choose more than one.

Table 13: Codeswitching purposes

Scale	Frequency	Percentage	Trend
No Similar words in English	25	10%	10%
Do not know the term in English	88	34%	34%
To fill the stopgap	11	4%	4%
Easier to use my language	30	11%	11%
To add emphasis	19	7%	7%
To avoid misunderstand	46	18%	18%
To have privacy	5	2%	2%
To express personal emotions	21	8%	8%
Other	17	6%	6%
Total		100%	100%

Graphic 9: Codeswitching purposes
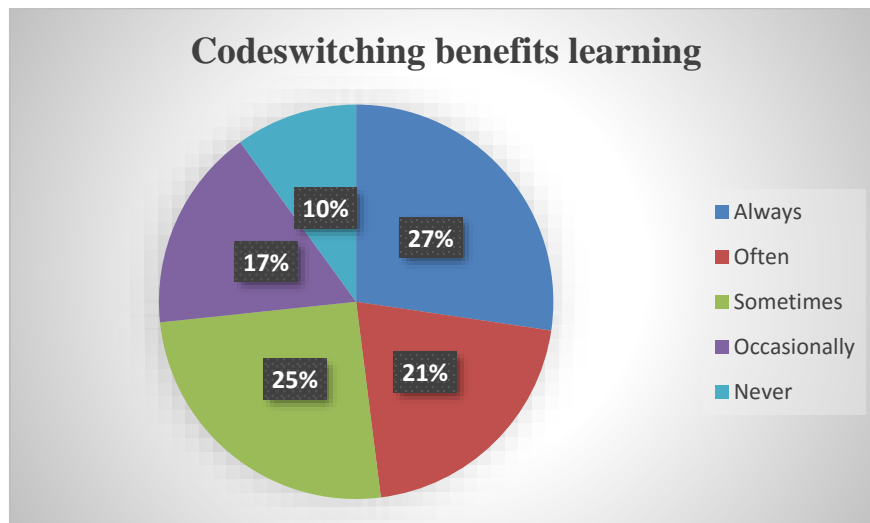

Author: Mayorga, C. (2020)
Source: Survey

According to what the table shows, it can be seen that the majority of students consider that the main reason they use codeswitching in English classes is when they do not know a word in L2 and decide to use their L1 to express the idea and not lose communication. This result then show that the use of codeswitching as a communication strategy helps the student improve their communication skills.

9. Do you consider codeswitching from English to Spanish benefits your learning?

Table 14: Codeswitching from English to Spanish benefits learning

Scale	Frequency	Percentage	Trend	
Always	41	27%	73%	Positive
Often	31	21%		
Sometimes	38	25%		
Occasionally	25	17%	27%	
Never	15	10%		
Total	140	100%	100%	

Graphic 10: Codeswitching benefit learning

The graph details key results on the use of codeswitching and its importance in learning English and in the majority 73% a high degree of the population considers that the use of codeswitching generates benefits in their learning. This is evident since changing code encourages communication as it is considered; a useful instrument that students can use to improve their communication skills in the classroom and thus improve learning. Finally, the trend is positive since it was evidenced that the majority use codeswitching to improve their learning of the target language.

10. When having a conversation in English do you switch to Spanish because of deficiency in English?

Table 15: Conversation in English switch to Spanish for deficiency in English

Scale	Frequency	Percentage	Trend	
Always	7	5%	68%	Positive
Often	35	27%		
Sometimes	46	36%		
Occasionally	31	24%	32%	
Never	10	8%		
Total	140	100%	100%	

Graphic 11: Conversation in English switch to Spanish for deficiency
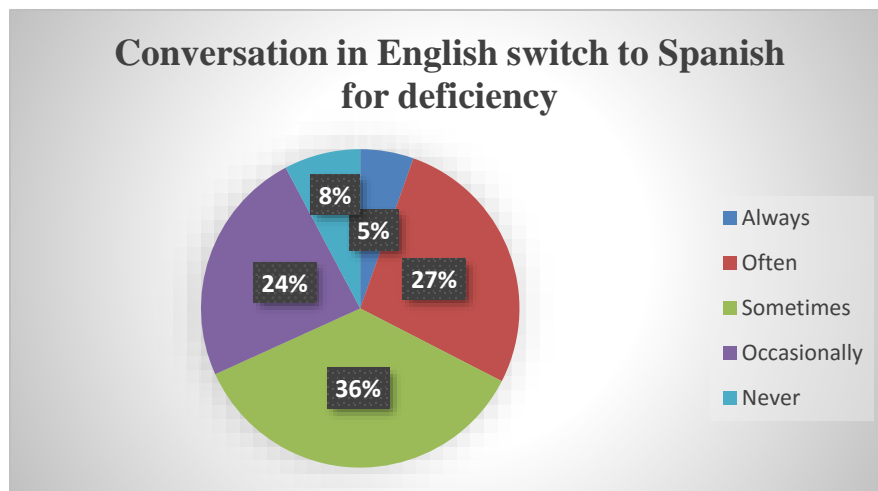
Author: Mayorga, C. (2020)
Source: Survey

Most of the students 68% think that they frequently change from L2 (English) to L1 (Spanish) during a conversation they feel that they do not have sufficient bases in the target language (English) to be able to communicate and for this reason they use their mother tongue (Spanish) to be able to communicate better. This can show that codeswitching can help the student improve their communication skills while learning the target language (English).

11. In what language(s) do you interact with your teacher during your English lessons?

Table 16: Language in which the student interacts with the teacher during class

Scale	Frequency	Percentage	Trend
English	70	50%	50%
Spanish	12	9%	9%
Both	58	41%	41%
Total	140	100%	100%

Graphic 12: Language in which the student interacts with the teacher during class
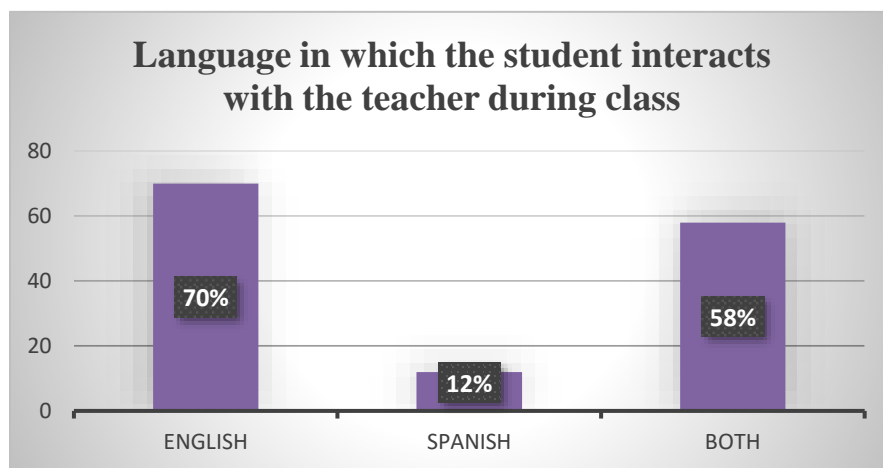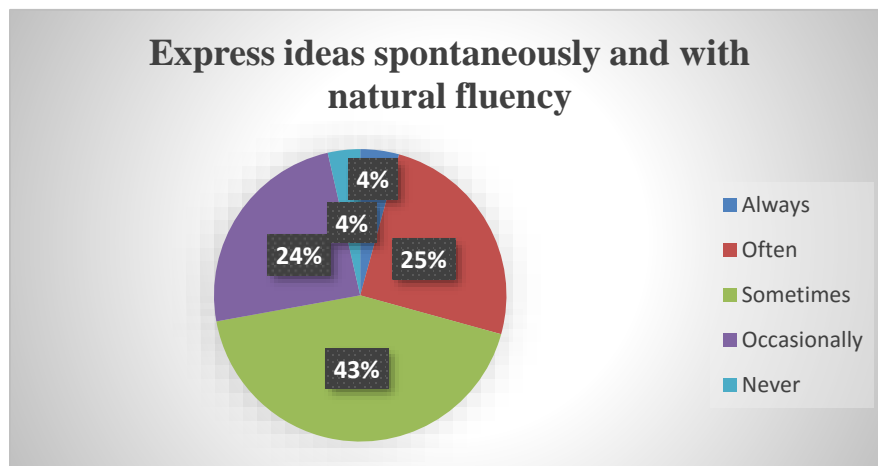

Author: Mayorga, C. (2020)
Source: Survey

The results regarding this graphic is that 50% of the students use English mostly in the English class. On the other hand, there is about 9% who only use Spanish. However, there is 41% of students who use both English and Spanish to communicate with the teacher in the classroom.

12. In your English classes, do you express yourself spontaneously and in detail with natural fluency?

Table 17: Express ideas spontaneously and with natural fluency

Scale	Frequency	Percentage	Trend	
Always	6	4%	72%	Positive
Often	35	25%		
Sometimes	60	43%		
Occasionally	34	24%	28%	
Never	5	4%		
Total	140	100%	100%	

Graphic 13: Express ideas spontaneously and with natural fluency

Author: Mayorga, C. (2020)
Source: Survey

According to the table, it can be seen that most of them 72% of students consider that they express themselves spontaneously with natural fluency during English classes. However, there is a percentage of 28% of students who consider that they do not express themselves fluently in English classes; this may be because they do not use communication tools to improve their communication. The trend is positive since most students consider that they express themselves fluently.

13. In your English classes, do you use phonic resources such as alliteration to communicate in a more creative way? For example: "She sells seashells by the sea-shore."

Table 18: Phonic resources

Scale	Frequency	Percentage	Trend	
Always	6	4%	72%	Positive
Often	23	16%		
Sometimes	59	42%		
Occasionally	36	16%	28%	
Never	16	12%		
Total	140	100%	100%	

Graphic 14: Phonic resources
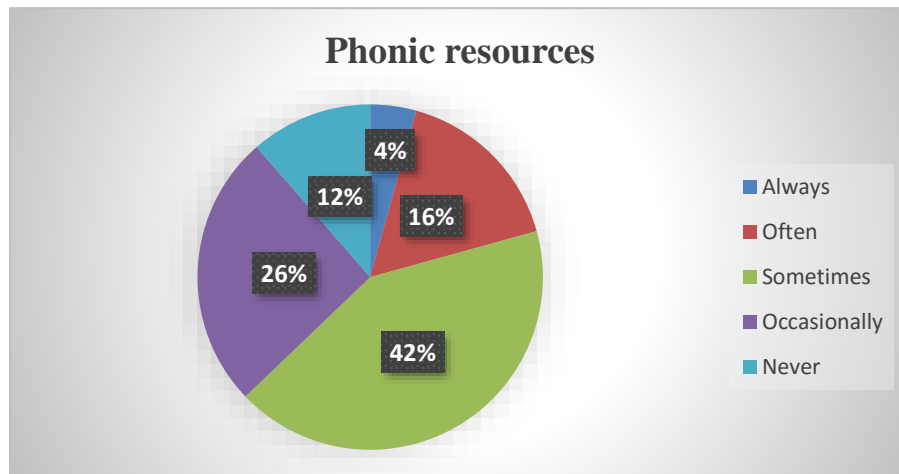
Author: Mayorga, C. (2020)
Source: Survey

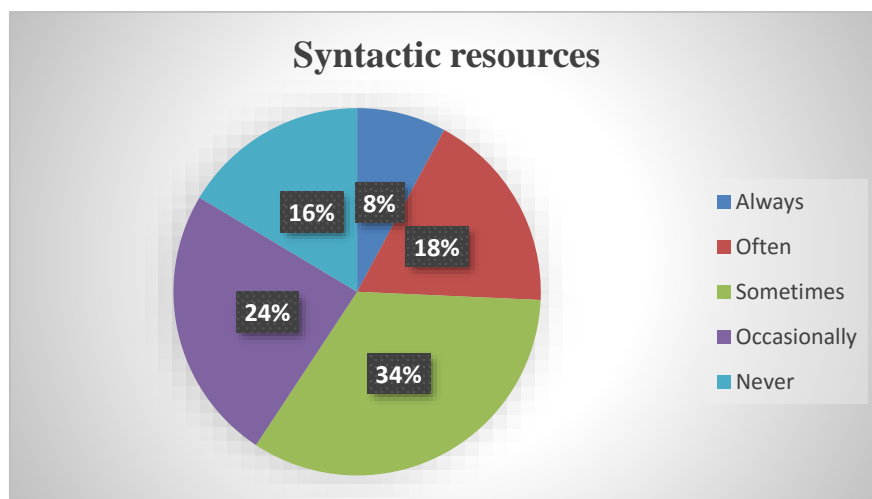The graph shows that the majority of the population 72% use phonetic resources to express ideas and to be able to communicate both with their classmates and with the teacher. The trend is positive since most of the respondents use phonetic resources as an essential tool to improve their communication skills.

14. Do you consider that you use syntactic resources such as reduplication to express ideas with greater emphasis? For example: okey-dokey, film-flam, and pitter-patter etc?

Table 19: Syntactic resources

Scale	Frequency	Percentage	Trend	
Always	11	8%	60%	Positive
Often	25	18%		
Sometimes	47	34%		
Occasionally	34	24%	40%	
Never	23	16%		
Total	140	100%	100%	

Graphic 15: Syntactic resources

The graph clearly shows that the majority of the population 60% use syntactic resources to express ideas with greater emphasis and in this way, they have better communication, both with their classmates and with the teacher, this generates a positive attitude in the student as improving their communication skills through the use of useful resources. The trend is positive since most of the respondents use syntactic resources.

15. Do you consider that you master semantic resources such as metaphor to promote communication in your English classes. For example: "Her lovely voice was music to his ears" (the girl's voice conveyed feelings well)

Table 20: Semantic resources

Scale	Frequency	Percentage	Trend	
Always	9	6%	64%	Positive
Often	29	21%		
Sometimes	52	37%		
Occasionally	36	26%	36%	
Never	14	10%		
Total	140	100%	100%	

Graphic 16: Semantic resources
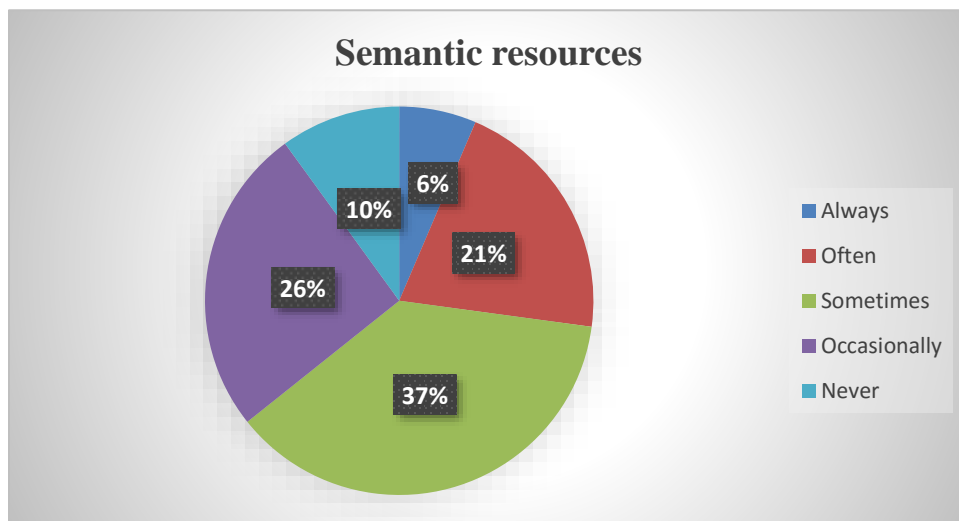
Author: Mayorga, C. (2020)
Source: Survey

In this item, it can be seen that most of the respondents 64% use semantic resources such as metaphor to promote communication during their classes since this tool allows them to have better communication. The trend is positive because most students use semantic resources to positively promote their communication during their English classes.

41

16. Do you use verbal mechanisms like "loud voice" to communicate in class?

Table 21: Verbal mechanism: high voice

Scale	Frequency	Percentage	Trend	
Always	20	14%	77%	Positive
Often	43	31%		
Sometimes	45	32%		
Occasionally	25	18%	23%	
Never	7	5%		
Total	140	100%	100%	

Graphic 17: Verbal mechanism: high voice
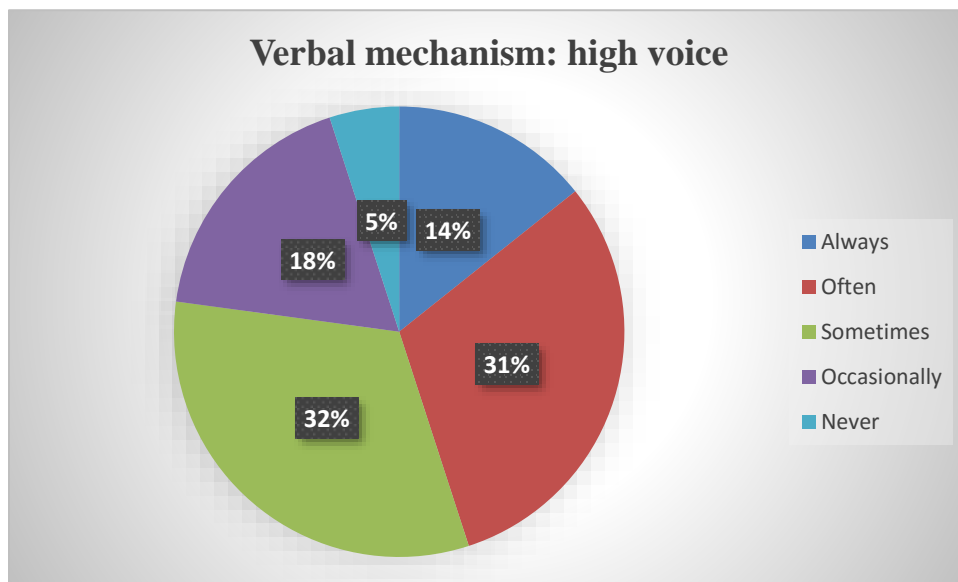
Author: Mayorga, C. (2020)
Source: Survey

Regarding the results of these data, the majority of the surveyed population 77% believe that they frequently use verbal mechanisms to communicate during the classroom, which reflects a positive trend because the use of these mechanisms are a strength for the development of the communicative competence.

17. Do you use verbal mechanisms like "self-whispering" to communicate in class?

Table 22: Verbal mechanism: "self-whispering"

Scale	Frequency	Percentage	Trend	
Always	6	4%	53%	Positive
Often	19	14%		
Sometimes	49	35%		
Occasionally	34	24%	47%	
Never	32	23%		
Total	140	100%	100%	

Graphic 18: Verbal mechanism: "self-whispering"

Author: Mayorga, C. (2020)
Source: Survey

The graph details that, for the most part, the respondents use verbal mechanisms to communicate during their English classes; since they consider that the use of this significantly improves their communication skills and thus improve their level of English. The trend is positive because when students use these verbal mechanisms as a communication tool, they improve their communication skills.

43

19. In your English classes, do you use non-verbal mechanisms like "body gestures" to communicate in English?

Table 23: Non-verbal mechanism: body gestures

Scale	Frequency	Percentage	Trend	
Always	13	9%	74%	Positive
Often	43	31%		
Sometimes	47	34%		
Occasionally	28	20%	26%	
Never	9	6%		
Total	140	100%	100%	

Graphic 19: Non-verbal mechanism: body gestures

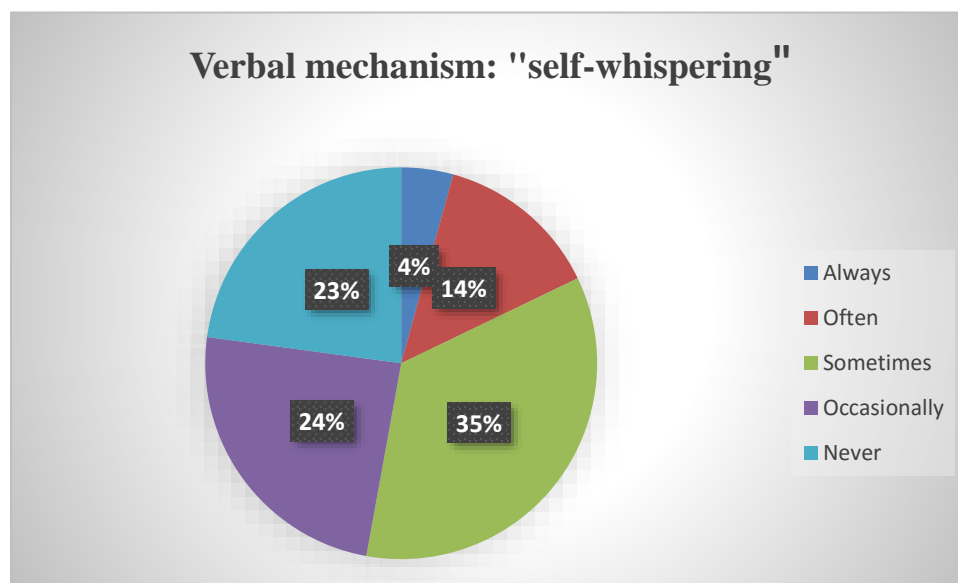Author: Mayorga, C. (2020)
Source: Survey

As shown in the graph, the trend is positive since 74% of the surveyed population ensures that they always use non-verbal mechanisms such as "body gestures" to communicate in English classes. While only 26% think they rarely use it. The trend is positive because students can use body gestures that promote communicative competence in the classroom.

20. In your English classes, do you use non-verbal mechanisms such as "facial expressions" to communicate in English?

Table 24: Non-verbal mechanism: facial expressions

Scale	Frequency	Percentage	Trend	
Always	18	13%	71%	Positive
Often	33	23%		
Sometimes	49	35%		
Occasionally	32	23%	29%	
Never	8	6%		
Total	140	100%	100%	

Graphic 20: Non-verbal mechanism: facial expressions
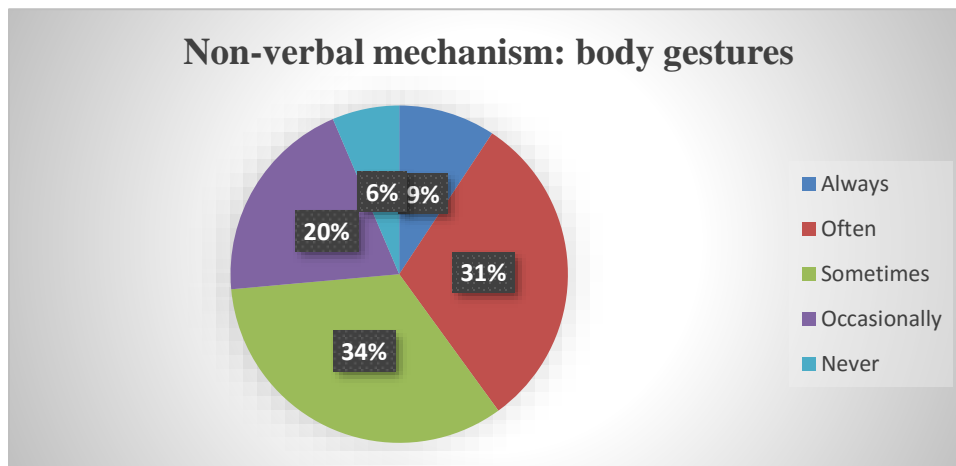

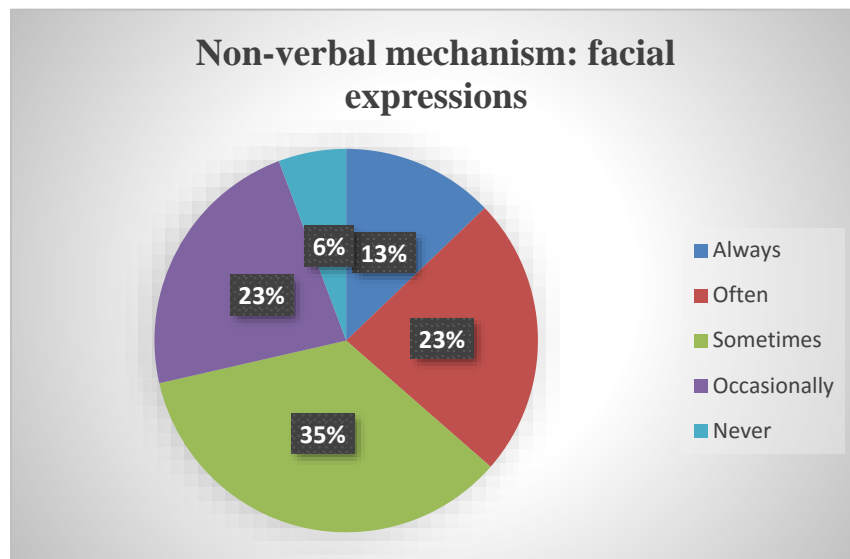Author: Mayorga, C. (2020)
Source: Survey

As shown in the graph, the trend is positive since 71% of the surveyed population ensures that they always use non-verbal mechanisms such as "facial expressions" to communicate in English classes. While only 29% think they rarely use it. The trend is positive because students can use facial expressions that generate better communication while learning English.

21. In your English classes, do you use a linguistic register (formal or informal) according to the situation or context?

Table 25: Linguistic register: formal or informal

Scale	Frequency	Percentage	Trend	
Always	22	16%	83%	Positive
Often	44	31%		
Sometimes	50	36%		
Occasionally	20	14%	17%	
Never	4	3%		
Total	140	100%	100%	

Graphic 21: Linguistic register: formal or informal
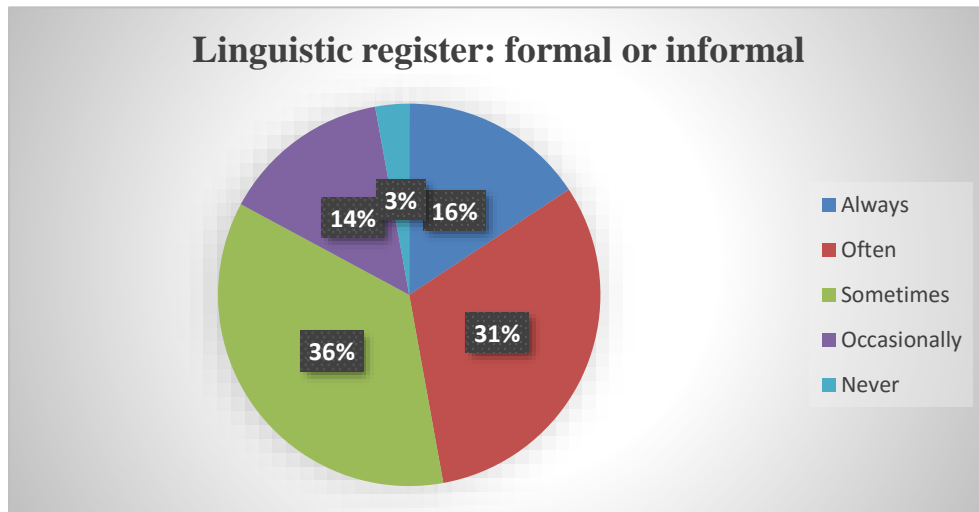
Author: Mayorga, C. (2020)
Source: Survey

The graph describes that 83% of the surveyed population thinks that during English classes they use a linguistic register (formal or informal) according to the situation or context. This shows a positive trend since registration is an essential part of communicative competence.

22. In your English classes, do you use logical connectors such as "although", "nevertheless" to expose the relationship between ideas?

Table 26: Relationship between ideas: use of connectors

Scale	Frequency	Percentage	Trend	
Always	12	8%	81%	Positive
Often	45	32%		
Sometimes	57	41%		
Occasionally	21	15%	19%	
Never	5	4%		
Total	140	100%	100%	

Graphic 22: Relationship between ideas: use of connectors
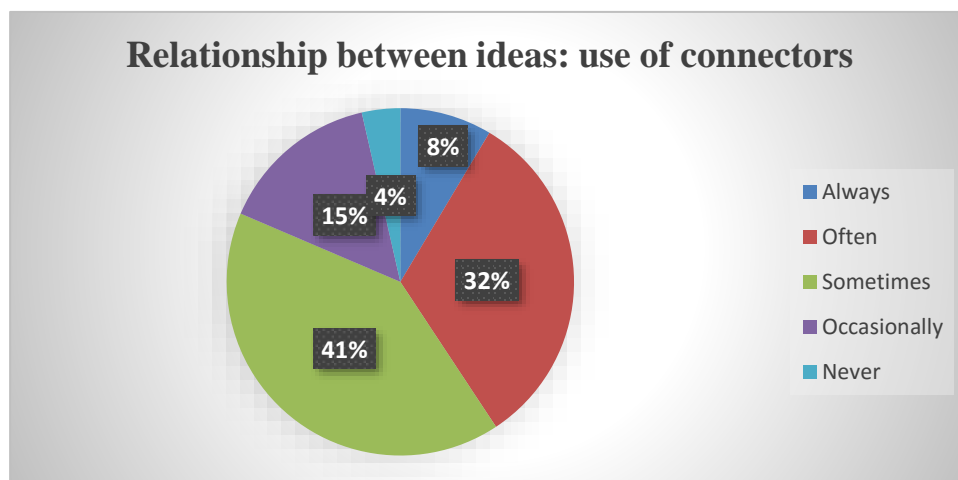
Author: Mayorga, C. (2020)
Source: Survey

The graph displays the information of the results. 81% of the students use connectors with the purpose of relating ideas when communicating, and to express their ideas, therefore, there is a positive trend. The trend is positive because it is very important to promote the management of these logical connectors since they are the ones that provide structure to the paragraphs and the ideas that are in them. In addition, they constitute the essence of the cohesion of ideas in writing of a competent user whose level of the language is high.

23. Do you consider the use of codeswitching contributes to the development of your communicative competence?

Table 27: Codeswitching contribution to the communicative competence

Scale	Frequency	Percentage	Trend	
Always	22	16%		
Often	48	34%	86%	
Sometimes	50	36%		Positive
Occasionally	14	10%	14%	
Never	6	4%		
Total	140	100%	100%	

Graphic 23: Codeswitching contribution to the communicative competence
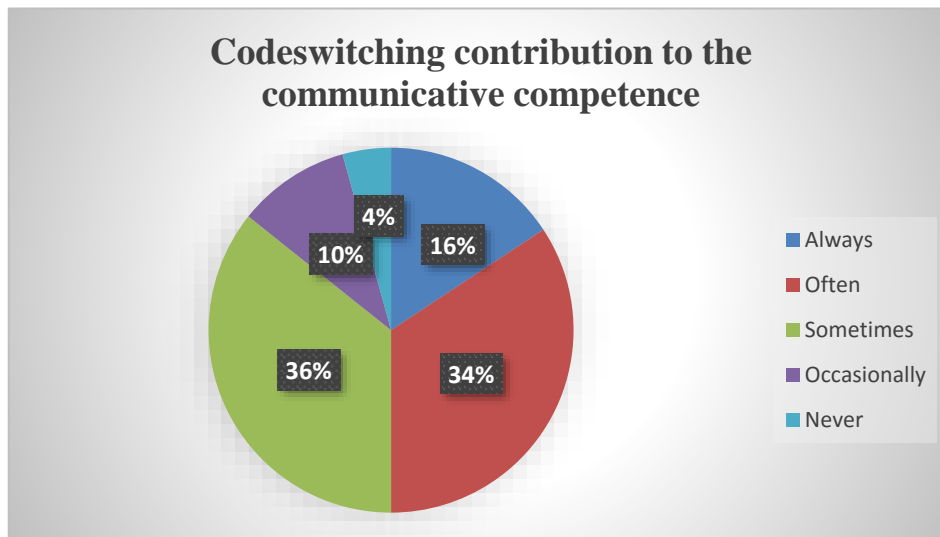
Author: Mayorga, C. (2020)
Source: Survey

According to what can be observed in the graph, these results are key for the investigation as they affirm the importance of the use of code switching and its positive influence on the communication skills that students have in the class while they learn English. 86% (almost all) of the respondents consider that the use of codeswitching as a communication strategy is useful, which helps to improve the communication of students in the classroom and at the same time helps the student to improve their English.

3.2 Hypothesis verification

Table 28: Hypothesis test summary table

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
12	The categories of In your English classes, do you express yourself spontaneously and in detail with natural fluency? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
13	The categories of In your English classes, do you use phonic resources such as alliteration to communicate in a more creative way? For example: "She sells seashells by the sea-shore." occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
14	The categories of Do you consider that you use syntactic resources such as reduplication to express ideas with greater emphasis? For example: okey-dokey, film-flam, and pitter-patter etc? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
15	The categories of Do you consider that you master semantic resources such as metaphor to promote communication in your English classes. For example: "Her lovely voice was music to his ears" (the girl's voice conveyed feelings well) occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
16	The categories of Do you use verbal mechanisms like "loud voice" to communicate in class? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
17	The categories of Do you use verbal mechanisms like "self-whispering" to communicate in class? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
18	The categories of In your English classes, do you use non-verbal mechanisms like "body gestures" to communicate in English? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
19	The categories of In your English classes, do you use non-verbal mechanisms such as "facial expressions" to communicate in English? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories defined by Gender = Male and Female occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.001	Reject the null hypothesis.
2	The categories of Age occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
3	The categories of How often do you switch from English to Spanish with your classmates? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
4	The categories of How often do you switch from English to Spanish with your English teachers? If never, move foward to; Question 13 occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
5	The categories of What are the topics where you switch between English and Spanish most often? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
6	The categories of What are the following reasons your teachers use Spanish in their English classes? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
7	The categories of Which are the following reasons you use Spanish in the classsroom setting? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
8	The categories of Why do you use words in your own language (Spanish) even while speaking English? You can choose more than one occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
9	The categories of Do you consider code switching from English to Spanish benefits your learning? occur with equal probabilities.	One-Sample Chi-Square Test	.001	Reject the null hypothesis.
10	The categories of When having a conversation in English do you switch to Spanish because of deficiency in English? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
11	The categories of In what language (s) do you interact with your teacher during your English lessons? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
20	The categories of In your English classes, do you use a linguistic register (formal or informal) according to the situation or context? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
21	The categories of In your English classes, do you use logical connectors such as "although", "nevertheless" to expose the relationship between ideas? occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
22	The categories of Do you consider the use of codeswitching contributes to the developtment of your communicative competence occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Author: Mayorga, C. (2020)
Source: IBM Statistical Package for the Social Sciences (SPSS)

3.3 Null hypothesis

The communicative competence does not have a relationship with codeswitching from all the "Unidad Básica" of the PINE program at the "Universidad Técnica de Ambato."

3.4 Alternative hypothesis

The communicative competence has a relationship with codeswitching from all the "Unidad Básica" of the PINE program at the "Universidad Técnica de Ambato."

Table 29: One sample Kolmogorov-Smirnov test table

One-Sample Kolmogorov-Smirnov Test

			Gender	Age	How often do you switch from English to Spanish with your classmates?	How often do you switch from English to Spanish with your English teachers? If never, move foward to; Question 13	What are the topics where you switch between English and Spanish most often?	What are the following reasons your teachers use Spanish in their English classes?	Which are the following reasons you use Spanish in the classsroom setting?	Why do you use words in your own language (Spanish) even while speaking English? You can choose more than one	Do you consider code switching from English to Spanish benefits your learning?	When having a conversation in English do you switch to Spanish because of deficiency in English?	In what language(s) do you interact with your teacher during your English lessons?
N			140	140	140	140	140	140	140	273	140	140	140
Normal Parameters[a,b]	Mean		1.65	1.39	3.42	2.90	2.99	3.26	2.77	4.30	3.35	3.22	1.93
	Std. Deviation		.479	.559	.937	1.114	1.694	1.829	1.756	2.588	1.414	1.275	1.097
Most Extreme Differences	Absolute		.418	.402	.238	.190	.173	.250	.222	.227	.155	.190	.358
	Positive		.263	.402	.238	.190	.173	.250	.222	.227	.155	.190	.358
	Negative		-.418	-.241	-.184	-.167	-.161	-.150	-.157	-.107	-.120	-.138	-.243
Kolmogorov-Smirnov Z			4.942	4.755	2.813	2.252	2.048	2.961	2.627	3.755	1.833	2.252	4.242
Asymp. Sig. (2-tailed)			.000	.000	.000	.000	.000	.000	.000	.000	.002	.000	.000

a. Test distribution is Normal.

b. Calculated from data.

In your English classes, do you express yourself spontaneously and in detail with natural fluency?	In your English classes, do you use phonic resources such as alliteration to communicate in a more creative way? For example: "She sells seashells by the sea-shore."	Do you consider that you use syntactic resources such as reduplication to express ideas with greater emphasis? For example: okey-dokey, film-flam, and pitter-patter etc?	Do you consider that you master semantic resources such as metaphor to promote communication in your English classes. For example:"Her lovely voice was music to his ears" (the girl's voice conveyed feelings well)	Do you use verbal mechanisms like "loud voice" to communicate in class?	Do you use verbal mechanisms like "self-whispering" to communicate in class?	In your English classes, do you use non-verbal mechanisms like "body gestures" to communicate in English?	In your English classes, do you use non-verbal mechanisms such as "facial expressions" to communicate in English?	In your English classes, do you use a linguistic register (formal or informal) according to the situation or context?	In your English classes, do you use logical connectors such as "although", "nevertheless" to expose the relationship between ideas?	Do you consider the use of codeswitching contributes to the developtment of your communicative competence?
140	140	140	140	140	140	140	140	140	140	140
3.02	2.76	2.76	2.88	3.31	2.52	3.16	3.15	3.43	3.27	3.47
.901	1.001	1.161	1.056	1.080	1.115	1.057	1.092	1.012	.943	1.014
.217	.222	.173	.189	.187	.195	.185	.190	.193	.206	.199
.217	.200	.162	.183	.164	.155	.162	.190	.193	.206	.179
-.212	-.222	-.173	-.189	-.187	-.195	-.185	-.160	-.185	-.201	-.199
2.563	2.623	2.051	2.232	2.215	2.303	2.195	2.252	2.279	2.438	2.354
.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

Author: Mayorga, C. (2020)
Source: IBM Statistical Package for the Social Sciences (SPSS)

As demonstrated in the hypothesis table above, according to the chi-square test the null hypothesis is rejected.

H_0: Codeswitching does not influence the communicative competence.

H_1: Codeswitching influences the communicative competence.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- According to what was collected in the findings, it can be determined that the use of codeswitching is a useful tool, which is used by students to be able to interact in a fluent way and have better communicative competence both with their classmates and with their teachers.

- As can be seen in the results of the survey, 86% of those surveyed consider that codeswitching contributes efficiently to the development of the communicative competence of students in the classroom.

- According to the research carried out, it can be determined that the use of codeswitching as a communicative tool within the classroom allowed to improve the communication skills of the students in the most important aspects in which they needed to reinforce and verify information shared by the teacher.

- The elements of the communicative competence are: grammatical which includes vocabulary, syntax, phonology, graphology; textual which includes cohesion and rhetorical organization; functional with ideational, manipulative, heuristic, and imaginative functions and sociolinguistic with dialects, registers, idiomatic expressions, cultural reference and figures of speech. All combine helped to create the correct utterance usage in sentences in different settings.

4.2 Recommendations

- Manage a joint work between teachers and students on the importance of codeswitching as a communicative tool and its contribution to learning the English language, which occurs through interaction in the classroom, and thus establish the appropriate time when students can use this tool, thus improving their communication skills while learning the target language.

- It is necessary to implement communication tools that help students in the learning process, in order to strengthen their skills and they can have a useful instrument to use if they need it.

- Work on communication skills to improve the various communication events that exist within the classroom.

- It is recommended that teachers handle morphological structures such as derived morphemes since these strengthen the development of communicative competence.

- It is important to make decisions regarding classroom teaching and self-awareness about language choice, so that codeswitching is a systematic and productive approach and not just an unconscious strategy.

References

Aceron, R. M. (2018). Sociolinguistic Competence of Filipino Hotelier and Restaurateur Interns. *International Linguistics Research*. Retrieved from https://www.researchgate.net/publication/329813271_Sociolinguistic_Competence_of_Filipino_Hotelier_and_Restaurateur_Interns

Aljoundi, E. K. (2014). Language acquisition theories. *Researchgate*, 12. Retrieved from https://www.researchgate.net/publication/299657306_language_acquisition_theories

Alonso Avila, M. (2019). *EF.com*. Retrieved from EF.com: https://www.efdeportes.com/efd177/la-comunicacion-oral-clases-de-ingles.htm

Ansari, N. (2020). The Code Switch. *link.springer*. Retrieved from https://link.springer.com/article/10.1007/s11606-019-05631-1

Bagmanova, N. I. (2020). Sociolinguistic competence & students communication. *ACM Digital Library*. Retrieved from https://dl.acm.org/doi/10.1145/3388984.3389059

Bezanilla Albisua, M. J., Poblete Ruiz, M., Fernandez Nogueira, D., Arranza Turnez, S., & Campo Carrasco, L. (2018). *Estudios Pedagogicos Valdivia*. Retrieved from Estudios Pedagogicos Valdivia: http://dx.doi.org/10.4067/S0718-07052018000100089

Blom, E. (2018). A code-switching asymmetry in bilingual children. *journals.sagepub*. Retrieved from https://journals.sagepub.com/doi/full/10.1177/1367006918798972

Budiman, A. (2017). Behaviorism and Foreign Language Teaching Methodology. *Researchgate*, 115. Retrieved from https://www.researchgate.net/publication/322097399_Behaviorism_and_Foreign_Language_Teaching_Methodology

Buenaño, D. F. (2019). Gender-based teaching strategies and the communicative competence. *ResearchGate*, 159. Retrieved from https://www.researchgate.net/publication/338686797_Gender-based_Teaching_Strategies_to_Improve_the_Students'_Communicative_Competence_Study_Case

Chamorro, M. P. (2018). La expresión facial. El lenguaje del alma. *quironsalud*. Retrieved from https://www.quironsalud.es/blogs/es/espejo-alma/expresion-facial-lenguaje-alma

Chomsky, N. (1965). *Aspects of the Theory of Syntax.* Cambridge, Massachusetts: THE M.I.T PRESS. Retrieved from http://www.colinphillips.net/wp-content/uploads/2015/09/chomsky1965-ch1.pdf

Chomsky, N. (2006). *Language and Mind* (3rd ed ed.). Cambridge: Cambridge University Press. Retrieved from https://www.ugr.es/~fmanjon/Language%20and%20Mind.pdf

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.* Uk: Cambirge. Retrieved from https://rm.coe.int/16802fc1bf

Direccion de Lenguas y Linguistica TEC. (2016). *Universidad Tecnologica de Monterrey*. Retrieved from Universidad Tecnologica de Monterrey: http://sitios.itesm.mx/va/calidadacademica/files/taxonomia.pdf

Esquivel, Z., Ivanovic, E., & Rodriguez Piñon, P. (n.d.). *Universidad Autonoma del Estado de Mexico.* Retrieved from Universidad Autonoma del Estado de Mexico: https://www.redalyc.org/jatsRepo/4463/446347254024/446347254024.pdf

Fodor, J., & Garrett, M. F. (1996). Perception of linguistic anomaly. *Journal of Psycholinguistic Research*, 57.

Gardner. (2016). Estructuras de la mente: la teoría de las inteligencias múltiple. *Fondo de cultura económica*. Retrieved from http://biblioteca.udgvirtual.udg.mx:8080/jspui/bitstream/123456789/593/1/Estructura%20de%20la%20mente.%20teoria%20de%20las%20Inteligencias%20multiples.pdf

Gardner-Chloros, P. (2009). Code-Switching. Retrieved from https://www.academia.edu/12864556/Code_Switching_by_Gardner_Chloros

Guetterman, T. C. (2020). Qualitative, Quantitative, and Mixed Methods Research Sampling Strategies. *ResearchGate*. Retrieved from https://www.researchgate.net/publication/339518606_Qualitative_Quantitative_and_Mixed_Methods_Research_Sampling_Strategies

Gutierrez, V. (2018, 01 22). *La Prensa*. Retrieved from La Prensa: https://www.prensa.com/opinion/Metodologia-ensenanza_0_4945755479.html#:~:text=La%20metodolog%C3%ADa%20de%20la%20ense%C3%B1anza,logro%20de%20un%20aprendizaje%20significativo.

Hasan, R. M. (2020). Types of Research Gap. *ResearchGate*. Retrieved from https://www.researchgate.net/publication/341232567_Types_of_Research_Gap

Hauge, T. M. (2014). *Attitudes and awareness around codeswitching What are teachers' and students' attitudes towards codeswitching in the English learner classroom in Norway, and what can influence the teachers' utilization of it?* Retrieved from https://www.duo.uio.no/handle/10852/40548

Hymes, H. D. (1974). On Communicative Competence. In Pride, J. B., & Holmes, J. (Eds.),. *Penguin Education*, 269-293. Retrieved from https://www.jstor.org/stable/41410139?seq=1

Infante, R. (2015). Las estructuras morfológicas y su incidencia en el desarrollo de la competencia comunicativa del idioma Inglés. *dspace.uce.edu*. Retrieved from http://www.dspace.uce.edu.ec/bitstream/25000/3293/1/T-UCE-0010-607.pdf

Karadewniz, A. (2017). Cohesion and Coherence in Written Texts of Students of Faculty of Education. *Researchgate*. Retrieved from

https://www.researchgate.net/publication/312142558_Cohesion_and_Coherence_in_Writ ten_Texts_of_Students_of_Faculty_of_Education

Lara , A. C. (2018). Task-based learning and the English speaking skill. *Repositorio.uta.edu*, 159. Retrieved from https://repositorio.uta.edu.ec/handle/123456789/27242?locale=en

Magana, D. (2018). *An Introduction to Bilingualism: Principles and Processes, 2nd edition.* Retrieved from https://www.taylorfrancis.com/chapters/code-switching-maga%C3%B1a-dalia/e/10.4324/9781315101682-14

Martínez del Castillo, J. G. (2016). Identifying Linguistic Competence What Linguistic Competence Consists in. *Education and Linguistics Research*, 121-124. Retrieved from https://www.researchgate.net/publication/301483257_Identifying_Linguistic_Competenc e_What_Linguistic_Competence_Consists_in

Mayyada, M. R. (2017). The Motivations of Code-Switching of International Bilingual Students' Conversations at the University Level. *researchgate*. Retrieved from https://www.researchgate.net/publication/328860248_The_Motivations_of_Code-Switching_of_International_Bilingual_Students%27_Conversations_at_the_University_L evel

Mede, E., & Dikilitas, K. (2015). Teaching and Learning Sociolinguistic Competence: Teachers' Critical Perceptions. *Participatory Educational Research*. Retrieved from https://www.researchgate.net/publication/283245985_Teaching_and_Learning_Socioling uistic_Competence_Teachers%27_Critical_Perceptions

Mohammad , H. A.-k. (2015). A Review Study of Interlanguage Theory. *ResearchGate*, 124-131.

Müller, O. (2014). La Teoría Lingüística de Noam Chomsky: del Inicio a la Actualidad. 417-442. Retrieved from http://www.scielo.org.co/pdf/leng/v42n2/v42n2a08.pdf

Ngugi, G. N. (2015). *Code-Switching as a communication strategy in secondary schools: A case study of St.Francis girls' High School, Mang'u.* Retrieved from http://erepository.uonbi.ac.ke/handle/11295/95001

Oliveras, E. F. (2020). Comunicación no verbal vs. comunicación verbal. *blog.grupo-pya*, 4-6. Retrieved from https://blog.grupo-pya.com/comunicacion-verbal-no-verbal-diferencias-bases/

Ortega, M. (2012). Tu habilidad lingüística. Retrieved from https://repositorio.pucesa.edu.ec/bitstream/123456789/2047/1/Competencias%20Linguist icas.pdf

Pimat, J. (2015). Tipos de figuras literarias. *Recursos semánticos*. Retrieved from https://comoescribirbien.com/recursos-semanticos/

Ponkin, I. (2020). Object and subject of scientific or applied analytical research. *ResearchGate*. Retrieved   from

https://www.researchgate.net/publication/346802614_Object_and_subject_of_scientific_
or_applied_analytical_research

Poplack, S. (2014). Code-Switching. *researchgate*. Retrieved from
https://www.researchgate.net/publication/317039973_Code-Switching

Raffino, M. (2020, agosto 14). *Concepto.de*. Retrieved from Concepto.de:
https://concepto.de/metodo-cuantitativo/

Rizzini, T. (2020). The early linguistic Code. *researchgate*. Retrieved from
https://www.researchgate.net/publication/344630013_The_early_linguistic_Code

Rodriguez, J., & Fuentes, C. (2015). *Oficina de Evaluacion del Aprendizaje Estudiantil.* Retrieved
from Oficina de Evaluacion del Aprendizaje Estudiantil: http://cea.uprrp.edu/wp-
content/uploads/2015/10/METAS-Y-OBJETIVOS-de-Aprendizaje-Chamary-febrero-de-
2015.pdf

Saville-Troike, M. (1986). The Ethnography of Communication: An Introduction. Retrieved from
https://www.researchgate.net/publication/320133383_Communicative_aspects_of_multili
ngual_code_switching_in_computer-mediated_communication

Singh, P. (2020). Basil Bernstein, Code Theory, and Education. *ResearchGate*. Retrieved from
https://www.researchgate.net/publication/338753702_Basil_Bernstein_Code_Theory_an
d_Education_Women's_Contributions

Smith, D. (2020). Nonverbal Communication: How Body Language & Nonverbal Cues Are Key.
lifesize. Retrieved from https://www.lifesize.com/en/communication-
solutions/blog/speaking-without-words/

Strand, J. J., & Weis, G. L. (2020). Field Research. *ResearchGate*. Retrieved from
https://www.researchgate.net/publication/343321414_Field_Research

Tabassum, F. (2020). Functions of Code Switching in the English Language Teaching Classroom.
International Journal of English Language and Linguistics Research, 60-62. Retrieved
from
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=
8&ved=2ahUKEwi429rd7IfvAhV7QzABHRxjAvQQFjADegQIBBAD&url=https%3A%
2F%2Fwww.eajournals.org%2Fwp-content%2Fuploads%2FFunctions-of-Code-
Switching-in-the-English-Language-Teaching-Clas

Tabuenca, E. (2020). Recursos Literarios - lista completa con definición y ejemplos. *unprofesor*.
Retrieved from https://www.unprofesor.com/lengua-espanola/recursos-literarios-lista-
completa-con-definicion-y-ejemplos-1465.html

Tarone, E. (2018). Interlanguage. *Researchgate*, 7. Retrieved from
https://www.researchgate.net/publication/329658132_Interlanguage

Tobar, D. A., & Cuneen, J. (2020). Descriptive research and case studies. *ResearchGate*, 32.
Retrieved   from

https://www.researchgate.net/publication/339271483_Descriptive_research_and_case_studies

Wardhaugh, R. (2015). *An Introduction to Sociolinguistics.* UK: Blackwell Textbooks in Linguistics. Retrieved from https://lx16.yolasite.com/resources/%5BRonald_Wardhaugh%2C_Janet_M._Fuller%5D_An_Introductio(BookZZ.org).pdf

Wei, L., & Martin, P. (2013). Conflicts and tensions in classroom codeswitching: An introduction. *Researchgate*, 117-122. Retrieved from https://www.researchgate.net/publication/232904665_Conflicts_and_tensions_in_classroom_codeswitching_An_introduction

ANNEXES

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
SECRETARIA DE FACULTAD
Av. Los Chasquis y Rio Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-261/Camilla 334
Ambato-Ecuador

Ambato 28 de septiembre 2020
Res. N° FCHE-CD-2303-2020

Señores/itas
Mayorga Gaona Carlos Daniel
Estudiante de la Carrera de Idiomas Modalidad presencial
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
Presente

De mi consideración:

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 28 de septiembre 2020, en atención a los requerimientos del estudiante Mayorga Gaona Carlos Daniel, sobre el tema preliminar: **"CODE SWITCHING AND THE COMMUNICATIVE COMPETENCE"** por usted propuesto resuelve:

APROBAR LA MODALIDAD DETITULACION PROYECTO DE INVESTIGACION Y EL TEMA PRELIMINAR: "**CODE SWITCHING AND THE COMMUNICATIVE COMPETENCE**", PROPUESTO POR EL ESTUDIANTE EN MENCION, AUTORIZANDOLE EL DESARROLLO DE LA INVESTIGACION.

DESIGNAR COMO TUTOR SUGERIDO PARALA REVISION DEL TEMA PRELIMINAR ALA **MG. RUTH INFANTE.**

Atentamente,

Firmado electrónicamente por
SEGUNDO VICTOR
HERNANDEZ DEL
SALTO

Dr. Mg. Víctor Hernández del Salto

PRESIDENTE

CC: TUTOR SUGERIDO
             DE CARRERA - CARPETA ESTUDIANTIL
             ARCHIVO NUMERICO CONSEJO DIRECTIVO
             CARPETA: GRADOS PROYECTOS

VHS/CVD/SES

Fecha: 02-10-2020

Ruth Infante Mg.

62

Urkund Analysis Result

Analyzed Document: MAYORGA_GAONA_CARLOS_DANEIL_CODE
SWITCHING_COMMUNICATIVE_COMPETENCE.docx(D92054658)

Submitted: 1/14/2021 12:02:00 AM

Submitted By: cmayorga7300@uta.edu.ec

Significance: 6 %

Sources included in the report:

AndreinaGomezReyesThesis.docx (D38373755)
Arevalo Peralta Josh_urkund.pdf (D92032307)
Santiago Encalada.docx (D40313933)
https://hrcak.srce.hr/file/42651
**https://repositorio.uta.edu.ec/bitstream/123456789/29902/1/Maritza%20Elizabeth%
20Acosta% 20Aguilar%20180284237-5.pdf**
**https://repositorio.uta.edu.ec/bitstream/123456789/27406/1/O%C3%91ATE%20VIEI
RA% 20CARLOS%20ESTEBAN.pdf**
http://repositorio.ug.edu.ec/bitstream/redug/27639/1/Roldan%20Veloz.pdf
**https://repositorio.uta.edu.ec/jspui/bitstream/123456789/29405/1/1804618450%20D
aniel% 20Fernando%20Buena%C3%B1o%20Ortiz.pdf**
**https://repositorio.uta.edu.ec/bitstream/123456789/28237/1/GARC%C3%89S%20M
%C3% 93NICA.pdf**
**https://repositorio.uta.edu.ec/jspui/bitstream/123456789/28235/1/C%C3%A1ceres
%20% 20Lili.pdf**
**https://repositorio.uta.edu.ec/bitstream/123456789/27591/3/1804914123%20John%
20Jairo% 20Luisa%20Sailema.pdf**
**https://www.researchgate.net/profile/Daniela_Bonilla5/
publication/333716686_MORPHOLOGICAL_AFFIXATION_PROCESS_IN1_THE_W
RITING_SKILLS/ links/5d00554d92851c874c5fa6ab/MORPHOLOGICAL-
WRITINKILLS.pdf**
**https://repositorio.uta.edu.ec/jspui/bitstream/123456789/28355/1/Ter%C3%A1n%
20Alexandra.pdf**
AFFIXATION-PROCESS-IN-THE-

Instances where selected sources appear:

Ruth Elizabeth Infante Paredes
TUTOR TRABAJO TITULACIÓN

Encuesta dirigida a los señores docentes de la Carrera de Idiomas de la UTA

Objetivo: Recabar información sobre las estructuras morfológicas y el desarrollo de las competencias comunicativas del idioma inglés en los estudiantes de la Carrera de Idiomas de la Universidad Técnica de Ambato.

Instrucciones: Señor(a) Docente sírvase marcar con un √ la escala que usted considere pertinente para cada ítem.

Recuerde que: la autenticidad de la información nos permitirá realizar el trabajo de investigación con toda veracidad posible

CUESTIONARIO

1. ¿Cuándo utiliza el plural de las palabras en inglés, hace relación con otras lenguas?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

2. ¿En el aula, utiliza correctamente sufijos como "ouhgt", "en", "ed" para formar los diferentes modos del verbo, como por ejemplo write - writt**en** / hide - hidd**en**?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

3. ¿En las clases de inglés, maneja prefijos como "mono" que aparece en palabras como "***mono**lingual"* que ayudan a relacionar el significado de una palabra?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

4. ¿En las clases de inglés, utiliza prefijos como **im, in**, o **dis** que denota oposición como por ejemplo: "politic - **im**politic", "constant – **in**constant", "comfort - **dis**comfort"?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

5. ¿Considera que en las clases de inglés, utiliza adjetivos y los cambian a verbos añadiendo un sufijo como "en" Por ejemplo "short" *"short**en"?***
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

6. ¿En las clases de inglés, utiliza verbos y los cambian a sustantivo utilizando sufijos como "tion" or "ment", en palabras como "comunicate" *"comunication"* or "achieve" *"achievement"*?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

7. ¿Considera que maneja frecuentemente sufijos como "ly", "wise", "ward" o "smart" que transforman adjetivos a adverbios. Por ejemplo "rapid" "rapid**ly**", "like" "likewise" or "to" "toward"?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

8. ¿En las clases de inglés, utiliza palabras complejas cuya formación incluye más de tres morfemas como por ejemplo: "un-gentle-man-li-ness"?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

9. ¿En las clases de inglés usa solo expresiones muy breves, asiladas, y preparadas de antemano, utilizando muchas pausas para buscar expresiones?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

10. ¿En las clases de inglés habla de forma comprensible aunque duda mientras busca estructuras o expresiones.
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

11. ¿En las clases de inglés se expresa espontánea y detalladamente con fluidez natural y solo un tema conceptual puede obstaculizar la fluidez natural de su expresión?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

12. ¿En las clases de inglés, maneja recursos fónicos como la aliteración para comunicarse de una manera más creativa? Por ejemplo: Peter piper picked a peck of pickled peppers.
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

13. ¿Considera que maneja recursos sintácticos como la reduplicación para expresar ideas con mayor énfasis? Por ejemplo: wishy-washy, ding-dong, etc.?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

14. ¿Considera que domina recursos semánticos como la metáfora para promover la comunicación en las clases de inglés. Por ejemplo: "He is the apple of my eye" (someone beloved)?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

15. ¿Utiliza mecanismos verbales como "alta voz" para comunicarse en la clase?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

16. ¿Utilizan mecanismos verbales como "murmuración para sí mismo" para comunicarse en la clase?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

17. ¿En las clases de inglés utiliza mecanismos no verbales como "gestos corporales" para comunicarse en las clases de inglés?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

18. ¿En las clases de inglés utiliza mecanismos no verbales como "expresiones faciales" para comunicarse en las clases de inglés?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

19. ¿En el aula, utiliza un registro lingüístico (formal o informal) de acuerdo a la situación o contexto?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

20. ¿En las clases de inglés, utiliza conectores lógicos como "although", "nevertheless" para exponer la relación entre ideas?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

21. ¿Elige el estilo de escritura de acuerdo a la audiencia?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

22. ¿Considera que el manejo de formación de palabras contribuye al desarrollo de la competencia comunicativa de los estudiantes de la Carrera de Idiomas?
Siempre ( )
Frecuentemente ( )
Rara vez ( )
Nunca ( )

GRACIAS POR SU COLABORACIÓN!

Universidad Técnica de Ambato Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Objective: To establish the relationship between codeswitching and the communicative competence of students of Unidad Básica from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Instructions: Read determinedly, fill out and choose the best option(s) based on your own experience. Once you have finished Click on the submit button. All answers are needed to be genuine as possible.

1. Age
- 17-20
- 21-25
- 25-30
- 35-40

2. Gender
- Male
- Female

3. How often do you switch from English to Spanish with your classmates?
- Always
- Often
- Sometimes
- Occasionally
- Never

4. How often do you switch from English to Spanish with your English teachers? If never, move forward to; Question 13
- Always
- Often
- Sometimes
- Occasionally
- Never

5. What are the topics where you switch between English and Spanish most often?
- Personal issues
- Political issues
- Special issues
- Emotional issues
- Others

6. What are the following reasons your teachers use Spanish in their English classes?
o Explaining the meaning
o Explaining meaning of sentences
o Giving instructions
o Gaining your trust
o Interchanging information
o Other

7. Which are the following reasons you use Spanish in the classroom setting?
o To ask for clarification
o To ask something to your classmates
o To interact with your teacher
o To ask for meaning of words and sentences
o Others

8. Why do you use words in your own language (Spanish) even while speaking English?
   You can choose more than one
o No Similiar words in English
o Do not know the term in English
o To fill the stopgap
o Easier to use my language
o To add emphasis
o To avoid misunderstandings
o To have privacy
o To express personal emotions
o Other

9. Do you consider code switching from English to Spanish benefits your learning?
o Always
o Often
o Sometimes
o Occasionally
o Never

10. When having a conversation in English do you switch to Spanish because of deficiency in English?
o Always
o Often
o Sometimes
o Occasionally
o Never

11. In what language(s) do you interact with your teacher during your English lessons?
o English
o Spanish
o Both

12. In your English classes, do you express yourself spontaneously and in detail with natural fluency?
o Always
o Often
o Sometimes
o Occasionally
o Never

13. In your English classes, do you use phonic resources such as alliteration to communicate in a more creative way? For example: "She sells seashells by the sea-shore."
o Always
o Often
o Sometimes
o Occasionally
o Never

14. Do you consider that you use syntactic resources such as reduplication to express ideas with greater emphasis? For example: okey-dokey, film-flam, and pitter-patter etc?
o Always
o Often
o Sometimes
o Occasionally
o Never

15. Do you consider that you master semantic resources such as metaphor to promote communication in your English classes. For example: "Her lovely voice was music to his ears" (the girl's voice conveyed feelings well)
o Always
o Often
o Sometimes
o Occasionally
o Never

16. Do you use verbal mechanisms like "loud voice" to communicate in class?
o Always
o Often
o Sometimes
o Occasionally
o Never

17. Do you use verbal mechanisms like "self-whispering" to communicate in class?
o Always
o Often
o Sometimes
o Occasionally
o Never

18. In your English classes, do you use non-verbal mechanisms like "body gestures" to communicate in English?
o Always
o Often
o Sometimes
o Occasionally
o Never

19. In your English classes, do you use non-verbal mechanisms such as "facial expressions" to communicate in English?
o Always
o Often
o Sometimes
o Occasionally
o Never

20. In your English classes, do you use a linguistic register (formal or informal) according to the situation or context?
o Always
o Often
o Sometimes
o Occasionally
o Never

21. In your English classes, do you use logical connectors such as "although", "nevertheless" to expose the relationship between ideas?
o Always
o Often
o Sometimes
o Occasionally
o Never

22. Do you consider the use of codeswitching contributes to the development of your communicative competence?
o Always
o Often
o Sometimes
o Occasionally
o Never

Teachers' survey

Objective: To establish the relationship between codeswitching and the communicative competence of students of Unidad Básica from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Instructions: Read determinedly, fill out and choose the best option(s) based on your own experience. Once you have finished Click on the submit button. All answers are needed to be genuine as possible.

1. Age
o 17-20
o 21-25
o 25-30
o 35-40

2. Gender
o Male
o Female

3. How often do your students switch from English to Spanish in your English lessons?
o Always
o Often
o Sometimes
o Occasionally
o Never

4. How often do your students switch from English to Spanish with their classmates in your English lessons? If never, move forward to; Question 13
o Always
o Often
o Sometimes
o Occasionally
o Never

5. What are the topics where you switch between English and Spanish most often in your English lessons?
o Personal issues
o Political issues
o Special issues
o Emotional issues
o Others

6. What are the following reasons you use Spanish in your English classes?
o To explain meaning
o To explain meaning of sentences
o To give instructions
o To gain trust
o To interchanging information
o Other

7. What are the following reasons your students use Spanish in your English classes?
23. To give clarification
24. To help students
25. To interact with students
26. To explain meaning of words and sentences
27. Others

8. Why do your students use words in their own language (Spanish) even while speaking English? You can choose more than one
o No Similar words in English
o Do not know the term in English
o To fill the stopgap
o Easier to use my language
o To add emphasis
o To avoid misunderstandings
o To have privacy
o To express personal emotions
o Other

9. Do you consider codeswitching from English to Spanish it is beneficial for your students' learning?
o Always
o Often
o Sometimes
o Occasionally
o Never

10. When having a conversation in English do your students switch to Spanish because of deficiency in English?
o Always
o Often
o Sometimes
o Occasionally
o Never

11. In what language(s) do your students interact with you during the English lessons?
o English
o Spanish
o Both

12. In your English classes, do your students express themselves spontaneously and in detail with natural fluency?
o Always
o Often
o Sometimes
o Occasionally
o Never

13. In your English classes, do your students use phonic resources such as alliteration to communicate in a more creative way? For example: "She sells seashells by the sea-shore."
o Always
o Often
o Sometimes
o Occasionally
o Never

14. Do you consider that your students use syntactic resources such as reduplication to express ideas with greater emphasis? For example: okey-dokey, film-flam, and pitter-patter etc?
o Always
o Often
o Sometimes
o Occasionally
o Never

15. Do you consider that your students master semantic resources such as metaphor to promote communication in their English classes. For example: "Her lovely voice was music to his ears" (the girl's voice conveyed feelings well)
o Always
o Often
o Sometimes
o Occasionally
o Never

16. Do your students use verbal mechanisms like "loud voice" to communicate in class?
o Always
o Often
o Sometimes
o Occasionally
o Never

17. Do your students use verbal mechanisms like "self-whispering" to communicate in class?
o Always
o Often
o Sometimes
o Occasionally
o Never

18. In your English classes, do your students use non-verbal mechanisms like "body gestures" to communicate in English?
o Always
o Often
o Sometimes
o Occasionally
o Never

19. In your English classes, do your students use non-verbal mechanisms such as "facial expressions" to communicate in English?
o Always
o Often
o Sometimes
o Occasionally
o Never

20. In the classroom, do your students use a linguistic register (formal or informal) according to the situation or context?
o Always
o Often
o Sometimes
o Occasionally
o Never

21. In your English classes, do your students use logical connectors such as "although", "nevertheless" to expose the relationship between ideas?
o Always
o Often
o Sometimes
o Occasionally
o Never

22. Do you consider the use of codeswitching contributes to the development of your students communicative competence?
o Always
o Often
o Sometimes
o Occasionally
o Never