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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
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Theme: THE CODE-SWITCHING AND THE SPEAKING SKILL

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Ambato – Ecuador

2023

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I, Mg. Hernández Freire Alba Paulina, holder of the I.D No. 1803691029, in my capacity as supervisor of the Research dissertation on the topic: “THE CODE-SWITCHING AND THE SPEAKING SKILL” investigated by Mr. Preciado Quiñonez Luis Alejandro with I.D No. 0803570340, 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 Directors Board.

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## DECLARATION PAGE

I declare this undergraduate dissertation entitled " The code-switching and the speaking skill" 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.



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## **DEDICATION**

**TO:**

With all my love, I dedicate this project to my mother, because without her I would not have gotten here. Her trust, patience and blessing on me during all this time have helped me to go on to achieve my goals and stay on the right path.

Luis.

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**EXTRANJEROS**

**TOPIC:** “The code-switching and the speaking skill”

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**ABSTRACT**

Code-Switching refers to the practice of alternating between two or more languages or varieties in a single conversation. This can happen within a single sentence, between sentences, or between longer stretches of discourse. The current investigation aims to identify the importance of using code-switching and the development of the speaking skill. The research had a quantitative approach and a correlational level of research. In order to carry out the research, the population included 22 students in total, 10 female and 12 males from the third level of Centro de Idiomas at Universidad Tecnológica Indoamérica. To obtain the data, a survey was applied, it contained 14 multiple choice questions, where 4 were about personal information and 10 were to have information related to Code-switching, based on the Likert scale. Besides, a standardized speaking test from Cambridge with 4 parts was used to analyze the speaking level of English of students. Finally, the findings demonstrated that students are familiar with Code-Switching and they use it, which means that the use of Code-Switching is a good way to help to enhance the speaking skills during classes. Therefore, having the opportunity to use Spanish in English class has good impact in students' confidence which then creates a good learning environment since students who have low level of English feel less overwhelmed.

**Keywords:** code-switching, speaking skill, languages, bilingualism, sociolinguistics.

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**TÍTULO:** “The code-switching and the speaking skill”

**AUTOR:** Luis Alejandro Preciado Quiñonez

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**RESUMEN**

El cambio de códigos se refiere a la práctica de alternar entre dos o más lenguas o variedades en una misma conversación. Esto puede ocurrir dentro de una misma frase, entre frases o entre discursos más largos. El objetivo de esta investigación es determinar la importancia de la alternancia de códigos y el desarrollo de esta destreza oral. La investigación tuvo un enfoque cuantitativo y un nivel de investigación correlacional. Para llevar a cabo la investigación, la población incluyó 22 estudiantes en total, 10 mujeres y 12 hombres del tercer nivel del Centro de Idiomas de la Universidad Tecnológica Indoamérica. Para obtener los datos, se aplicó una encuesta que contenía 14 preguntas de opción múltiple, donde 4 eran sobre información personal y 10 eran para tener información relacionada con el cambio de códigos, basadas en la escala de Likert. Además, se utilizó una prueba estandarizada de expresión oral de Cambridge con 4 partes para analizar el nivel de expresión oral en inglés de los estudiantes. Por último, los resultados demostraron que los estudiantes están familiarizados con la alternancia de códigos y lo utilizan, lo que significa que el uso de la alternancia de códigos es una buena manera de mejorar las destrezas orales durante las clases. Por lo tanto, tener la oportunidad de utilizar el español en clase de inglés tiene un buen impacto en la confianza de los estudiantes, lo que crea un buen ambiente de aprendizaje, ya que los estudiantes que tienen un bajo nivel de inglés se sienten menos abrumados.

**Palabras clave:** cambio de códigos, competencia oral, idiomas, bilingüismo, sociolingüística.

## CHAPTER I. THEORETICAL FRAMEWORK

### 1.1 Research Background

The research conducted by Bhatti (2018) focused on how teachers in Pakistani EFL classrooms employ code-switching as a language-teaching method. The study, which uses a qualitative research approach, aims to investigate code switching from the perspectives of professors instructing speaking skills at the diploma level at Pakistan's National University of Modern Languages (NUML). Four diploma-level teachers were chosen from diploma classrooms for this study in order to meet the goal. This study used two instruments of data collection: observation and Audiotaped recording in the classroom. An observation checklist was also created for class observations to develop understanding of the use of code-switching in the speaking skill classrooms. The study found that code-switching from L2 to L1 in the speaking classes did occur although English remained as the main medium of instruction. Three types of code-switching occurred during the EFL classes: tag-switching, intra-sentential code-switching and inter-sentential switching. Hence, code-switching is a useful teaching tool in EFL classrooms to facilitate teaching and learning.

Nurhamidah, (2018) carried out a study which intended to demonstrate how teachers and students view code-switching and the purposes it serves in EFL classrooms. The study employed a qualitative descriptive methodology and collected information from informants in the English department of a university in Surakarta to determine whether code-switching in EFL classes was considered a useful technique. This study examined the role that code-switching plays for both teachers and learners. Data were gathered via interviews, and they were subsequently examined using a description case. Thirty students and one teacher participated in a study at the English department of a Surakarta university. Purposive sampling was employed in the sampling process, and participants were chosen for the study based on the necessity of the code-switching incidents on teachers and learners. According to the results of the current study, code-switching was still beneficial because it fulfilled some purposes for teachers to transmit information and for students to receive information and interact in the classroom.

The research elaborated by Hakim, (2019) looked at how students felt about using code-switching in English as a Foreign Language (EFL) classes. This study used a

qualitative approach and the survey research method, and the instruments were an interview and a questionnaire. Nine students participated in the questionnaire and interview simultaneously, out of the thirty students who filled out the questionnaire. The findings indicated that the majority of students support the use of code switching in educational activities. They also believe that code switching helps them improve their listening abilities. While they teach, they believe that using code-switching boosts their chances of passing an exam, and they feel more at ease and confident while they are studying English.

Narasuman et al (2019) developed a study which looked into the circumstances that lead to code-switching in EFL classes in Afghan universities in Balkh and Kandahar. It also looks into how Afghan EFL professors at various colleges feel about code-switching. Third, to learn how EFL lecturers employ code-switching as a productive method of English instruction. In this study, four Afghan English language instructors from the two universities were interviewed in order to gather data using the qualitative research methodology. The findings of this study show that although these Afghan EFL lecturers have positive perceptions of code-switching and use it in some circumstances to help their teaching and students' content learning, they also hold negative perceptions of switching while lecturing. The research also revealed that lecturers switch between languages in a variety of contexts, including dealing with cultural issues that can be challenging to explain in the target language alone, introducing new grammar rules and vocabulary, providing clear instructions, and teaching English for Specific Purposes (ESP) classes.

The project led by Siddiq (2020) aimed to look into the code switching and mixing techniques English teachers employ in EFL classes. This study focuses on two main topics: the teachers' dominating code mixing and code-switching techniques. Using a qualitative research design, the data were collected from in-depth interviews with instructors as well as observations of their classroom activities. The findings indicated that there were three different types of code mixing in the language used by professors and students in EFL classes. They were pronunciation shifting, intra-lexical code mixing, and intra-sentential code mixing. The study also discovered that both professors and students used four different types of code switching in their speech. They were mixed at random and included English-Indonesian translations as well as the reverse. They also included English before Indonesian and vice versa. It was stated that in the teaching and

learning of the English language, code switching and code mixing cannot be distinguished. This study established the use of code switching and code mixing by English teachers in some types of speaking instruction.

In this study, Hussein (2020) focused on asking EFL high school teachers and students in Jordan about the major purposes and responsibilities of code-switching. Samples from students and teachers were used in this descriptive study. Instruments utilized for this purpose included a questionnaire and classroom observations. 330 high school students who were enrolled in the ninth and tenth grades at two secondary schools in Amman, Jordan, made up the student sample. Two EFL teachers were routinely observed, and over the course of four weeks, notes on their code-switching behavior were taken, looked through, categorized, and then evaluated. A Likert-style questionnaire was given to the students to complete. According to the findings of the classroom observation, teachers code-switch for a variety of reasons, including affective function, the ability to give instructions and directions, and linguistic incompetence. Students code-switch to maintain rapport and interpersonal relationships as well as to keep the lines of communication open to prevent any kind of dispute or misunderstanding, according to the results of the survey given to the class. The study's conclusion urges teachers to help students develop their English language proficiency in non-linguistic areas including affective and interpersonal communication.

The project conducted by Nasution et al. (2021) aims to investigate how code-switching affects the speaking confidence of Indonesian Medanese students and their attitudes toward it. This investigation was conducted using a quantitative approach. A total of 34 students from the English Education Study Program at the Universitas Muhammadiyah Sumatera Utara's Faculty of Teacher Training and Education were specifically chosen to take part in the study. To evaluate their spoken English ability and look at how they interacted with one another during the sessions, an interview and observation were used. Students were given ten-item surveys with Likert scales to collect input on the implementation of code-switching. Following that, it was explicitly analyzed in light of each speaking indication, such as vocabulary, grammar, fluency, pronunciation, and lecturer's role. Because students have a positive attitude about the use of code-switching, our findings support the notion that it can be used as a strategy to increase students' speaking confidence. As a result, given our findings, it is advised that instructors interact with lower-level students in both English and Indonesian to help them understand

grammar rules, sentence structure, and pronunciation, which will help them speak more fluently and confidently.

The article by Gamotin, (2021) determined which specific sorts of code-switching have an impact on how well HUMSS (Humanities and Social Sciences) students talk. With descriptive statistics, the researcher utilized a quantitative-qualitative study approach. It was a blend of two designs that will both display numerical data by examining the connections between the studied variables. The inquiry on the respondents' demographic profile is where the quantitative data came from. Don Agustin F. Escaso National High School students in Grade 11 Humanities and Social Sciences served as the study's respondents. The survey was completed by 30 HUMSS students from Don Agustin F. Escaso National High School. The results showed that the respondents' exposure to English discourse did not generally have an impact on their speaking abilities. However, it was discovered that students' speaking fluency correlates with their exposure to English reading materials and media. This led to the conclusion that intra-sentential and tag code-switching are communicative educational strategies that can be used to address linguistic demands in the classroom.

The research elaborated by Jiang (2021) aimed to examine the practice of code-switching in the classroom when teaching a foreign language, the variables that affect teachers' decisions on code-switching, and the idea of encouraging students to use their target language. The research employed a qualitative methodology, and by gathering, reviewing, and arranging pertinent literature using the library literature research method, examples of code-switching in the classroom and the most recent developments will be discovered. Finally, it was examined how code-switching encourages students to pick up the target language. Since the introduction of the "natural approach," many educators have promoted the use of the target language as much as possible in place of the mother tongue in English classrooms. Due to students' limited language proficiency, the proper use of the mother tongue in some situations could actually help students learn more abstract grammatical patterns and other knowledge points, reduce emotional anxiety in students, and improve relationships between teachers and students.

In the article developed by Patmasari (2022) it was explored students' attitudes and perceptions concerning the usage of code-switching in EFL classes in addition to teachers' perceptions of it. Mixed methods were used in this study (explanatory sequential design). Forty students and two teachers took part in the study. The questionnaire and

semi-structured interview were the instruments used to collect data. The results of the instructors' interview revealed that they employ code-switching in particular circumstances and for particular purposes. They highlighted that because English was the target language, it was crucial to speak it as often as possible in EFL classes. Additionally, results from the survey and semi-structured interview with students revealed that the majority of them have favorable attitudes and perceptions toward the usage of code-switching in EFL classes. They believed that since code-switching is utilized to help students and maintain effective communication between the teacher and students in EFL classes, it should be permitted.



## **Theoretical foundation of the variables**

### **Independent variable**

#### **Language use**

The different ways that humans interact with one another through language are referred to as language use. Speaking, writing, listening, and reading are just a some of the many linguistic activities that are part of language. The human communication is based on the use of language, which is crucial for social interaction, education, and many other aspects of daily life.

The ability to communicate meaning among individuals is one of language's primary purposes. This belongs to both the actual words used as well as the context in which they are used. For instance, a word's meaning may vary according on the context in which it is used. For efficient and effective communication, it is crucial to comprehend context. Expression of emotions and sentiments is a key role of language use. The employment of intonation, tone of voice, and other nonverbal cues can help to accomplish this. A speaker might, for instance, raise their voice to express joy or lower it to express melancholy. Language use and culture are strongly related. Language is a common way for people to communicate their cultural heritage and sense of group identity. Using vocabulary, idioms, and other language elements unique to a certain culture can be a component of this.

In addition to these purposes, language use is essential to education and learning. People learn new information, express their thoughts and ideas, and interact with others through language. Language use is also correlated with academic accomplishment and overall success in life, according to research (Hoff, 2013).

An important aspect of linguistics is the study of language use, and some investigators in this field have created several models and hypotheses to explain how humans can use language in various settings. A model that highlights the value of context, social norms, and other elements in effective communication is the communicative competency model (Hymes, 1972). Discourse analysis, which focuses on how language is used in larger discourse units like conversations, narratives, and written texts, is another significant area of inquiry. Political discourse, media discourse, and medical communication are just a few of the themes that have been studied using discourse analysis (Fairclough, 1992).

Basically, the use of language in communication is a nuanced and intricate process. It includes a broad range of language activities and is essential for identity development, social engagement, and learning. Effective communication and gaining different perspectives into human behavior and society depend on an understanding of how individuals use language in various settings.

## **Code**

The term "code" in linguistics describes the manner in which speakers can use language to express meaning in a certain circumstance or environment. According to Gumperz and Hymes (1972), this can include distinctive vocabulary, grammar constructions, and pronunciation patterns that are employed by members of a given group or society. The usage of symbols or signals in communication is led by a set of norms or conventions, according to Chomsky (1986). He believed that a key element of human language and communication is the capacity to employ and comprehend codes that other use.

According to Rickford and McNair-Knox (2014), using specific vocabulary, pronunciation patterns, or grammatical structures can indicate being part of a particular social or cultural group, such as youth culture or hip-hop culture. Similar to how the Standard English variety is used in academic and professional settings, the use of a particular code or linguistic variety might indicate social position or level of education (Labov, 1972). Code theory is also used to inform language planning and policy. A standardized or "official" code, which is regarded as the standard or esteemed version or variety of a language, is sometimes encouraged by governments and educational institutions (Kloss, 1969). This may have an impact on language shift and maintenance since speakers could feel under pressure to fit in.

In conclusion, the term "code" in linguistics refers to the manner or way in which speakers are able to use a language to express meaning in a specific circumstance or environment. It includes a variety of linguistic elements and features, including as pronunciation patterns, grammar, and vocabulary. It is important to understand how power dynamics, social identity, and language planning all is related to the study of code.

## **Code-switching**

Code-switching is the process of switching back and forth within a single discussion or engagement between many languages, dialects, or registers (Heller, 2010). It is a common thing in multilingual societies where people may utilize several different languages on a regular basis. The reasons why code-switching happens are numerous and complex, but they frequently involve linguistic, cultural, and social variables.

In multilingual or multicultural settings, code-switching is a frequent occurrence where speakers change between two or more codes during a conversation or speech (Poplack, 1980). This can happen for a number of reasons, such as being supportive with a specific group, clarifying a point, or even excluding others from the discourse. Another similar notion is called "code-mixing," which describes the blending of two or more languages or codes in a single statement (Myers-Scotton, 1993). When there is no word or expression that can be used in place of it in one of the languages, or when the speaker is not fully skilled in one of the languages, this can happen.

Code-switching can be used to either signal group fellowship or to suit the language preferences of other people in the conversation (Myers-Scotton, 2006). In order to build rapport or show respect, a multilingual speaker could, for instance, switch to a language that their partner prefers. Speakers may also demonstrate they belong to a certain community or social group by adjusting their code. In this situation, switching codes serves as a sign of social identity. The need to link lexical or semantic gaps in a language is another justification for code-switching. When a bilingual person cannot find a suitable equivalent word or phrase in the other language, they may employ phrases or idioms from the first language. Using lexical terms from various languages in the same sentence or discourse is known as "code-mixing," which is another term for this form of code-switching (Li, 2013).

Code-switching is an interesting strategy that speakers can use to have more communication objectives. For example, speakers may alternate between languages to express sarcasm, irony, or humor. In discourses or general conversations, code-switching can also be used to explain a point, clarify or emphasize. Code-switching can also be used to manage power relations in social interactions or to avoid stigmatized language variants (Auer & Li Wei, 2007).

Based on the linguistic and social elements that may affect the use of code-switching, some different categories can be identified. Here are some examples of common code-switching patterns:

*Situational code-switching*: When a speaker moves from a formal language or register to an informal one, or from a language of authority to a language of intimacy, this type of code-switching can take place. For instance, when two friends are talking on the phone. One of them is talking about political issues, and the language she uses is the Standard variation. Then they decide to change topics, though, by switching to a colloquial variation.

*Metaphorical code-switching* is the practice of employing a language or dialect to represent a specific idea or feeling. A speaker might switch to a different language to convey happiness, comedy or sarcasm, for instance. An example can be seen when in a bilingual family the mother first calls his children in English. But when they do not answer her, she switches to Spanish. Because they associate Spanish with their family.

*Inter-sentential code-switching*: This term describes the act switching between different languages or dialects inside a single sentence. This type of code-switching is sometimes employed to highlight or emphasize a point or to represent thoughts that are more effectively expressed in one language than another. A clear example for this is, “I could not come to the event yesterday, bueno ya que”.

*Intra-sentential code switching* takes place in single phrases or sentences. This kind of code-switching is often employed to express concepts that are better expressed in another language or to address lexical or semantic gaps in one language. For example, when when someone who can speak Spanish and English may say “mañana paso por tu house para luego ir al mall”.

*Tag-switching*: Tag-switching is the fact of alternating a language or dialect in a phrase or the last word of a sentence, it is an interjection or a sentence filler that works as an ethnic identification signal in the other language such as when saying hello, good-bye, right, or okay. For example: Tú eres Jhon, el hermano menor de Elizabeth, right?

*Code-mixing* is the practice of incorporating words or phrases from various dialects or languages into a single speech or discourse. Code-switching of this kind is frequently employed to convey social identity or to help to link lexical gaps in one

language. For instance a bilingual person may express this “Puedes hurry up? Porque vamos a estar late”.

*Style-shifting* is the use of various linguistic registers or styles within a language or dialect. Such code-switching is frequently employed to express social identity or to adjust to a certain communicative circumstance. Instead of saying 'I need to talk to y'all 'bout something important', a style shifting to more formal language would be 'I need to talk to all of you about something important'

When implemented properly in the classroom, code-switching can offer a number of advantages:

Code-switching in the classroom can support learners comprehend the material being taught by making it easier for them to understand. According to Laughter and Satar's study (2021), code-switching in a Turkish-English bilingual classroom improved students' comprehension of the English language material and gave them opportunities to ask questions and double-check their understanding.

Enhances community: Using Code-switching in the classroom has been shown to increase students' feelings of belonging and inclusivity. In a Korean-English bilingual classroom, the practice of code-switching aided students in developing a feeling of community and created favorable attitudes toward bilingualism, according to Kim's (2020) research.

Enhances language acquisition: Code-switching in the classroom can also help students learn languages even more effectively. According to a study by Li and Zhang (2018), the use of code-switching in a Chinese-English bilingual classroom helped students enhance their English language competency and gain a better understanding and comprehension of the English language.

Vocabulary development: Having the opportunity to use Code-switching in the classroom can help students to expand their knowledge of both languages' vocabularies. In a Korean-English bilingual classroom, Lee and Song's study from 2021 discovered that the use of code-switching helped students learn new vocabulary in both languages.

Supports academic success: A study by Kim and Park (2020) indicated that using code-switching in a Korean-English bilingual classroom can support students in understanding easily the content which then helped to perform better on examinations.

## **Dependent variable**

### **Language skills**

Language skills are a group of competencies that allow people to use a language successfully in different kind of situations. These abilities cover both receptive abilities like listening and reading comprehension as well as productive abilities like speaking and writing. The comprehension of spoken or written language is required for listening and reading, which are receptive language skills. These skills are necessary for proper communication because they enable people to understand messages and react properly. According to research, learners who are good at reading and listening comprehend tend to perform better in school and develop their language more generally (Fowler & Scarborough, 2007).

Speaking: Producing oral language is a productive language skill that involves speaking. As it makes people to communicate their ideas and thoughts to others, this skill is fundamental for communication. Speaking skills can be improved by practicing frequently and consuming language input. Strong speaking abilities have been linked to greater overall language development in children, according to research (Gathercole & Baddeley, 1990).

Writing: Producing language in written form incorporates the productive language skill of writing. For both personal expression and professional and academic communication, this skill is also significant. According to a research, learners who are

proficient writers typically perform better academically and develop their language skills more broadly (Berninger et al., 2006).

**Grammar and Syntax:** The rules and structures that control how language is used are referred to as grammar and syntax. These skills help people convey meaning effectively and precisely, making them relevant for efficient communication. These skills are typically learned through exposure to the language input and often practice. Children who are proficient in grammar and syntax are more likely to have superior language development in general (Rice et al., 2004).

**Vocabulary:** The collection of words and expressions people use to express themselves is referred to as their vocabulary. This skill is necessary for good communication because it allows people to use language to express meaning. Nagy et al., (1987) stated that people with excellent vocabulary abilities typically perform better in school and develop their language skills more generally

Language skills are crucial for effective communication and language development. These skills include the receptive and productive spectrum and include grammar, speaking, vocabulary, writing, and syntax as well as listening and reading comprehension. While intentional instruction and intervention can also support language development to strengthen skills, learners typically acquire these skills through exposure to language input and of course regular practice.

### **Productive skills**

Language productive skills are the aptitudes people have to produce language, whether it be spoken or written. Thus, these skills include speaking and writing, which have the purpose to help people to communicate either thoughts, ideas, or feelings to others in a manner that can be understood easily.

**Writing:** The capacity to produce words in written form is referred to as writing, which is another crucial productive language skill. Writing requires picking and using proper words, structuring sentences following the rules of grammar and syntax, and arranging ideas in a logical and persuasive way. When used in personal, academic, professional, or contexts, writing can help people to express their thoughts in a more formal or lasting manner. Strong writing abilities have been linked in research to higher academic and professional success (Berninger et al., 2006).

Speaking: This is the ability to produce language orally in spoken form is one of the most essential productive language skills. Understanding the language's grammatical conventions, selecting acceptable words and phrases, and expressing meaning with tone and stress are all required for this skill. Speaking is very important for communication because it really helps people to communicate, exchange information, and negotiate meaning in social settings as well. Farnia & Geva, (2011) mentioned that strong speaking skills have been linked to higher academic and social outcomes.

There for, having excellent language skills both in speaking and writing are essential for efficient communication. These abilities can be learned and sharpened through instruction and feedback, and they are very important for success in school, in the workplace, and in personal life as well. Strong language production is linked to better outcomes in a number of areas, including academic achievement, employment, and interpersonal interactions.

### **Speaking skills**

Along with reading, writing, and listening, the four primary language learning skills are speaking and listening. Speaking refers to the ability to interact verbally with others while using the correct pronunciation, vocabulary, and grammar in a language. In order to effectively communicate, one must produce sounds, words, and phrases that carry meaning.

The ability to create sounds and phrases accurately and fluently, to use grammar and vocabulary accurately, and to apply appropriate discourse strategies in various social circumstances are the three key aspects of speaking skill, mentioned to Brown and Yule (2014). Each of these elements is interrelated, and competence in each is required for effective speaking. Speaking skill is normally improved in language learning through various classroom activities such role-plays, dialogues, presentations, and debates. These exercises are designed to give students the chance to practice speaking in authentic settings and advance their communicative language skills.

According to Baker & Boonkit, (2004), speaking skill is crucial for language learners since it provides many different advantages in personal, academic and social settings. For instance, an investigation by Chen (2018) has shown that speakers of the target language are more likely to feel at ease having conversations with others, reach higher academic levels, and have better opportunities to have a good job. This ability to



interact successfully with people from various cultural backgrounds is another way that strengthening speaking skills can help learners' intercultural communication competency (Curtis & Romney, 2006). In the globalized world of today, when cross-cultural contact is more prevalent, this can be really important.

There are different subskills that are interrelated and integrated during actual communication make up the complex skill of speaking. The following are some of the essential speaking subskills:

*Pronunciation* refers to ability to pronounce sounds and stress patterns clearly and precisely. This subskill is very significant because it has an impact on how speech is understood. For instance, Baker and Boonkit (2004) discovered that students with strong pronunciation had a higher chance of performing well on speaking assessments.

*Vocabulary*: The ability to use a variety of words and expressions correctly and fluidly is known as vocabulary. This subskill is also quite fundamental since it enables students to communicate clearly. According to Brown and Yule (2014), vocabulary is important for speaking because it enables students to create grammatically accurate and more meaningful utterances.

*Grammar*: It refers to appropriately apply the grammar rules of the target language. Because it helps students to communicate appropriately and accurately, this subskill is crucial. Ma (2016) emphasizes the use of grammar in speaking, pointing out that students who can use language correctly are better able to express their ideas and thoughts.

*Fluency* is the ability to speak a language smoothly and spontaneously, without long pauses or hesitations. This subskill is beneficial because it helps learners to communicate in the present. According to Chen (2018), the field of businesses prefer applicants who are fluent in English since it shows that they are able to communicate well in work environment.

*Discourse*: This refers to having the ability to employ proper language in various social situations. This subskill is significant because it enables students to communicate effectively in different settings. Curtis and Romney (2006) mentioned that intercultural communication competence can include the ability to behave appropriately in other cultural settings.

*Interaction:* This is about being able to hold conversations in the target language with other people. Interaction has an important role in speaking because it facilitates students to interact with others partners efficiently. By pointing out that speaking is a social activity that entails taking turns and responding correctly to others, Brown and Yule (2014) remarks the value of interaction.

## **1.2 Objectives:**

### **GENERAL OBJECTIVE**

To identify the importance of using code-switching and the development of the speaking skill.

### **SPECIFIC OBJECTIVES:**

- To diagnose the use of code-switching among university students.
- To evaluate the Speaking skill level of university students.
- To analyze the use of code-switching and the level of speaking skill.

## **1.3 Fulfillment of Objectives**

First of all, in order to accomplish the first objective, it was necessary to search for investigations related to the topic of the current study, with the purpose of obtaining detailed information about how effective Code-switching is when it is used in class. Also, it was necessary to apply a survey which was validated using the Cronbach's Alpha tool. The survey applied to students from the third level of the "Centro de Idiomas" from "Universidad Tecnológica Indoamérica" contained question related to the use and influence of code-switching by students when they speak during classes.

Then, to fulfill the second objective, a PET exam Speaking part from Cambridge was used, in which the students from the third level of the "Centro de Idiomas" from "Universidad Tecnológica Indoamérica" had to develop, and they were evaluated by using a rubric from Cambridge according to the level of the students.

Finally, the last objective was achieved thanks to the data obtained from the validated survey which was about Code-Switching and the test from Cambridge related to speaking skill which was imported to the SPSS software then it was possible to analyze the information obtained related to the two variables,

## **CHAPTER II. METHODOLOGY**

### **2.1 Materials**

To carry on this research project, it was taken into consideration human and material resources. The students from the third level of "Centro de Idiomas" from Universidad Tecnológica Indoamérica. Besides, the use of technological resources such as computer, cellphones and internet.

### **2.2 Methods**

#### **Research approach:**

This investigation followed a quantitative approach since for collection of the data, a validated survey was used, in which students had to fill according to their experience related to the topic of the research. Furthermore, the data collected was analyzed by creating graphics and percentages with the number of people who participated completing the survey.

According to Creswell, J. W. (2018) a study methodology known as the quantitative approach places a strong emphasis on gathering and analyzing numerical data in order to comprehend and explain social events. It uses statistical techniques to find patterns, connections, and trends so that researchers can make unbiased judgments based on empirical data. This method frequently uses surveys, experiments, and organized observations to acquire data in a methodical and consistent way.

#### **Modality**

##### **Field research**

Flick, U. (2018) stated that a research practice known as "field research" entails acquiring primary data by closely observing and interacting with people and events in their natural environments. It strives to investigate social, cultural, and environmental phenomena in actual settings, offering insightful and well-rounded information. Thus, for this investigation, in order to examine and comprehend the complexity and nuances of the research topic, qualitative methods, such as participant observation, and the use of a survey, are frequently used to follow a field research.

##### **Bibliographic research**

Hart, C. (2018) mentioned that in order to obtain pertinent data and ideas on a certain research topic, bibliographic research involves reviewing and interpreting

previously published materials. It involves methodically going through academic journals, books, reports, and other sources to find pertinent studies, theories, and ideas associated with the research subject. Bibliographic research provides a framework for developing theories, identifying research gaps, and guiding the design of empirical studies. Thereby, it was necessary for the development of the project to use sources from the library of the university and the virtual resources in order to have reliable information about the topic.

## **Type of research /Research design**

### **Analytical research**

Field, A. (2018) suggested that analytical research is a process which focuses on looking at and evaluating data to discover patterns, comprehend correlations between variables, and acquire new insights. To reach significant conclusions and generate well-informed opinions regarding the research issue, it entails the application of methodical and exacting analysis methodologies. To study, explain, and forecast occurrences, analytical research frequently makes use of quantitative data, statistical analysis, and computational techniques.

### **Exploratory research**

A methodological approach called exploratory research tries to investigate and develop preliminary understanding of a research topic or phenomenon with little prior knowledge (Babbie, 2016). It is carried out when it is necessary to produce hypotheses, gain a better grasp of a subject, or find probable patterns and links. This kind of research is distinguished by its adaptability and openness to discovery.

## **Techniques/tools**

### **Survey**

Surveys are a well-liked approach of gathering data for many different types of social science research initiatives, claimed Steenbergen and Miller (2018). In this situation to know about how code-switching helps to develop speaking skill or in which contexts students tend to code-switch. A 14-question validated survey was used in order to know the reasons students use code-switching in class. The survey contained fourteen questions in total, in which four of them were concerning to personal information about

the population such gender, age, ethnicity and native language. Regarding to the next ten questions, they were related to the topic of the investigation. The survey was measured in Likert scale with 5 options which were Always, Often, Sometimes, Rarely and Never. In order to validate the survey, it was necessary to use the SPSS program.

Furthermore, after applying the survey, to evaluate the speaking level of students, it was used a PET (Preliminary English Test) exam from Cambridge, the exam contained four parts where students had to answer some questions and describe situations according to the information on the test.

### Population

To develop this research project, it was taken into consideration the students from the third level of "Centro de Idiomas" from Universidad Tecnológica Indoamérica (UTI). This class consisted in twenty-two students. The students were about 17 to 28 years old.

**Table 1**

*Characterization of the sample*

<b>Gender</b>	<b>Ethnicity</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>M</b>	<b>±DS</b>
Male (n=12 – 54,5%)	Indigenous (n=1 – 8,3%)	1	23	23	23	-
	Mestizo (n=11 – 91,7%)	11	17	24	20	2,37
Female (n=10 – 45,5%)	Mestizo (n=10 – 100%)	10	18	26	20,40	2,88
<b>Total (n=22 – 100%)</b>		<b>22</b>	<b>17</b>	<b>26</b>	<b>20,32</b>	<b>2,57</b>

*Note:* This table describes the sample size (n), the minimum (Min), maximum (Max), mean (M) and standard deviation (±SD) values of students from the third level of “Centro de Idiomas” UTI

According to the data collected, the population consisted in two genders, male being 54.5% and female being 45.5%. There is one person who correspond to an Indigenous ethnicity who is 23 years old, meanwhile the other 11 male students consider themselves Mestizo, who age average is 20 years old. On the other hand, all females are Mestizo and their ages are from 18 to 26 years old.

Having this information, it is helpful to consider that students are young adults, from two different genders which is interesting to know, because they are exposed to other medias where they can have closer contact to both English and Spanish languages.

## Procedure

It was necessary to create a survey about the topic, then to validate the survey, it was applied pilot survey to a sample. The sample consisted in 10 students that were also part of the population, after that with the results, it was used the Cronbach's Alpha which proved that all the questions were ready to be used with the population.

The survey was developed using google form where the questionnaire was presented in order to gather data. Then the topic was presented and provided some background on the survey to the participants. Students then completed the survey, and sent it. In order to analyze the data, it was essential to download the necessary information. Finally, in order to properly display the material, tables had to be produced.

## Evaluation scales

The scales for evaluating this variable were constructed based on the distribution of the minimum and maximum values proposed by the instrument, taking as a reference the 33rd and 66th percentiles, establishing 3 levels of categorization:

**Table 2**

*Categorization levels of code-switching use*

<b>Level</b>	<b>Minimum</b>	<b>Maximum</b>
Low	10	23
Medium	24	37
High	38	50

Additionally, it was required to use a speaking test which would help to measure the speaking level of students. Thus, it was considered the PET Exam from Cambridge including its rubric. The test had four parts in which aimed to evaluated aspects such grammar and vocabulary, discourse management, pronunciation and interactive communication.

As the test was taken in couples during class, two students were then called to start providing information about the structure of the test. Then students would write their names on the rubric for each one. After that students were asked the questions and they had to answer them on each part of the test, create a conversation about different situations

and describe a picture that was part of the test. While they performed, the researcher was able to evaluate them by using the rubric.

### **Evaluation scales**

The scales for evaluating this variable were constructed based on the distribution of the minimum and maximum values proposed by the instrument, taking as a reference the 33rd and 66th percentiles, establishing 3 levels of categorization:

**Table 3**

*Categorization levels of speaking skills*

<b>Level</b>	<b>Minimum</b>	<b>Maximum</b>
Low	0	3
Medium	4	7
High	8	10



## CHAPTER III. RESULTS AND DISCUSSION

### 3.1 Analysis and discussion of the results

This chapter analyzes the data that was gathered after the application of a validated survey and the speaking level of students. The survey contained fourteen questions in total, in which four of them were concerning to personal information about the population, and the other ten questions were related to the topic of the investigation. Besides, when it was needed to evaluate the speaking skills on students, A PET exam from Cambridge was used.

Firstly, to validate the survey, a sample of 10 students was considered who were part of the population to apply it, then by using the Cronbach's Alpha tool, the reliability of the questions was measured, before applying in the whole population. The survey was handed in by a link to google forms. Thereby, the twenty-two students were able to complete all the questions without issues. The results were showed on tables in order to be analyzed.

Secondly, the PET exam from Cambridge was helpful to analyze the speaking skills on students. The test consisted of four parts that were useful to know the performance that every student had. Moreover, the aspects to be evaluated were taken into account following a rubric by Cambridge. The features considered were grammar and vocabulary, discourse management, pronunciation and interactive communication.

The statistical analysis of the study results was carried out using SPSS statistical software, developing a descriptive analysis of minimum, maximum, mean and standard deviations for quantitative variables and an analysis of frequencies and percentages for qualitative variables. To determine the level of correlation between the study variables, Kendal's Tau-b nonparametric statistical test was applied for variables categorized into homogeneous levels (3 levels).

Lastly, in order to come to a discussion of the results, it was useful to regard and analyze information carried out by other authors. Thus, by comparing the information from the current investigation and others helped to know the relation between the two variables.

## **Cronbach's Alpha**

After that the pilot test was applied to a sample of 10 people from the population, in order to validate the survey, it was needed the SPSS program that showed the reliability of the test. (see annex 2)

**Table 4**

*Reliability Statistics*

<b>Cronbach's Alpha</b>	<b>N of Items</b>
<b>0,838</b>	<b>10</b>

*Note:* This table shows the reliability of the instrument (survey)

## **Analysis and interpretation**

The Cronbach's Alpha program showed that the pilot test applied to the sample was able to be applied to the whole population showing the value of 0,838 which was even more than the average acceptable 0.7.

The information indicates that the instrument used had the needed reliability value, thus its application was done without issues.

**Table 5***Item statistic*

	<b>Scale Mean if Item Deleted</b>	<b>Scale Variance if Item Deleted</b>	<b>Corrected Item-Total Correlation</b>	<b>Cronbach's Alpha if Item Deleted</b>
<b>1. How often do you change from English to Spanish when you talk to your classmates?</b>	22,10	33,878	,440	,834
<b>2. Do you consider that using Spanish can help to reduce mistakes in your English pronunciation?</b>	21,60	31,378	,753	,801
<b>3. How often do you change from English to Spanish when you communicate with your classmates?</b>	22,40	37,156	,437	,832
<b>4. When you have a conversation in English, do you use Spanish if you do not know the correct word in English?</b>	22,00	33,111	,640	,813
<b>5. How often do you use words that you learned in your English classes in your daily life?</b>	21,90	32,100	,737	,804
<b>6. Do you change between English and Spanish when you need to talk about personal or emotional issues?</b>	21,60	34,933	,422	,834
<b>7. How often do you use Spanish when you want to clarify or emphasize something?</b>	22,30	37,567	,337	,839

<b>8. Do you consider that having the opportunity to use Spanish in your English class is important to help you having more confidence?</b>	21,70	31,567	,633	,813
<b>9. How often do you change from English to Spanish in a conversation outside the classroom?</b>	22,50	34,944	,444	,831
<b>10. Do you consider that changing between English and Spanish can help to improve your speaking skill in an academic context?</b>	21,50	32,722	,511	,827

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*Note:* This table shows the values of each item from the survey validated on Cronbach's Alpha

### **Analysis and interpretation**

This table shows the statistics of each item in order to have an instrument valuated. The value of the Cronbach's Alpha the questions are higher than 0.7. The highest value is 0.839 and the lowest value is 0.801.

The values displayed on the table show that all the questions were above the average score accepted. Which means that the survey was validated and great to be applied to the students.

## Results of the student's survey

**Question 1:** How often do you change from English to Spanish when you talk to your classmates?

**Table 6**

*How often do you change from English to Spanish when you talk to your classmates?*

<b>Alternative</b>	<b>Frequency</b>	<b>Percent</b>
<b>Always</b>	3	13,6
<b>Often</b>	5	22,7
<b>Sometimes</b>	8	36,4
<b>Rarely</b>	6	27,3
<b>Total</b>	22	100,0

*Note:* This table shows the data about question 1 of the survey applied to the third level of "Centro de Idiomas" UTI

### Analysis and interpretation

Table 6, which is related to the first question, shows that a 13.6 % corresponding to 3 students, chose the option always, meaning that they always change from English to Spanish when they talk to their classmates. Then, a 22.7 % of the population representing 5 students, said the they often change from English to Spanish when they talk to their classmates. Besides, 36.4 % that corresponds to 8 of them mentioned that this situation occurs sometimes. Finally, a 27.3 % being 6 students chose the option rarely.

With this data, it is said that the majority of the population tend to use Code-switching between their native language and English with their classmates in order to share information.

**Question 2:** Do you consider that using Spanish can help to reduce mistakes in your English pronunciation?

**Table 7**

*Do you consider that using Spanish can help to reduce mistakes in your English pronunciation?*

<b>Alternative</b>	<b>Frequency</b>	<b>Percent</b>
<b>Always</b>	1	4,5
<b>Often</b>	7	31,8
<b>Sometimes</b>	6	27,3
<b>Rarely</b>	6	27,3
<b>Never</b>	2	9,1
<b>Total</b>	22	100,0

*Note:* This table shows the data about question 2 of the survey applied to the third level of “Centro de Idiomas” UTI

### **Analysis and interpretation**

In table 7, it is showed that 4.5 % of students corresponding to 1 person, mentioned that when using code-switching can help them to reduce mistakes in their English pronunciation. Then, 31.8 % which represents 7 students, said that this can happen often. Other 27.3 % that corresponds to 6 students chose the option sometimes, and another 27.3 % stated that this could rarely happen. Finally, a 9.1 % representing 2 students mentioned that code-switching can never help to reduce mistakes in their English pronunciation.

As it is showed in the table, the majority of students have a positive stance about using code-switching to reduce their mistakes in English pronunciation.

**Question 3:** How often do you change from English to Spanish when you communicate with your classmates?

**Table 8**

*How often do you change from English to Spanish when you communicate with your classmates?*

<b>Alternative</b>	<b>Frequency</b>	<b>Percent</b>
<b>Always</b>	4	18,2
<b>Often</b>	1	4,5
<b>Sometimes</b>	9	40,9
<b>Rarely</b>	6	27,3
<b>Never</b>	2	9,1
<b>Total</b>	22	100,0

*Note:* This table shows the data about question 3 of the survey applied to the third level of “Centro de Idiomas” UTI

### **Analysis and interpretation**

The table above demonstrates that 4 students that correspond the 18.2 % of the population, always communicate with their classmates changing from English to Spanish. Moreover, 1 person, representing a 4.5 % often are able to do it. On the other hand, 9 students which is 40.9 % mentioned this happens sometimes. Besides, 6 students, the 27.3 % of the population rarely code-switch when they communicate with classmates. Finally, 2 students, being 9.1 % use code-switching when they have to communicate.

Even though, there is a high percentage of students that do not really use code-switching when they have to communicate with their classmates, still the majority of the class stand to be using code-switching as a way to communicate in class.

**Question 4:** When you have a conversation in English, do you use Spanish if you do not know the correct word in English?

**Table 9**

*When you have a conversation in English, do you use Spanish if you do not know the correct word in English?*

<b>Alternative</b>	<b>Frequency</b>	<b>Percent</b>
<b>Always</b>	4	18,2
<b>Often</b>	8	36,4
<b>Sometimes</b>	8	36,4
<b>Rarely</b>	2	9,1
<b>Total</b>	22	100,0

*Note:* This table shows the data about question 4 of the survey applied to the third level of “Centro de Idiomas” UTI

### **Analysis and interpretation**

With the demonstration on this table, it is said that 4 students corresponding the 18.2 % of the population, always tend to use Spanish when they do not know a word in English. Also, there are 8 students who are part of the 36.4 % of the class that often use Spanish in this case. Likewise, other 8 students in the class said they sometimes do not a word in English and then use Spanish. Lastly, 2 students representing 9.1 % rarely code-switch if they do not know a certain word in English.

Based on the information, it is highlighted that most of the students may recur to their native language when they do not know a word in English, thus their purpose to communicate can be achieved.



**Question 5:** How often do you use words that you learned in your English classes in your daily life?

**Table 10**

*How often do you use words that you learned in your English classes in your daily life?*

<b>Alternative</b>	<b>Frequency</b>	<b>Percent</b>
<b>Always</b>	2	9,1
<b>Often</b>	7	31,8
<b>Sometimes</b>	11	50,0
<b>Rarely</b>	1	4,5
<b>Never</b>	1	4,5
<b>Total</b>	22	100,0

*Note:* This table shows the data about question 5 of the survey applied to the third level of “Centro de Idiomas” UTI

### **Analysis and interpretation**

The table shows that 2 students corresponding to 9.1 % always use words they learn in class in their daily life. Besides, 7 students that represent 31.8 % often use them. Meanwhile, 11 students, being half of the class sometimes use those words in their daily lives. Moreover, 1 student representing 4.5 % rarely applies this strategy. Finally, 1 student never uses English words in their daily life.

Based on this information, it indicates that most of the class use the words they learn in the English class in their daily life which means that code-switching for them also takes place outside the classroom.

**Question 6:** Do you change between English and Spanish when you need to talk about personal or emotional issues?

**Table 11**

*Do you change between English and Spanish when you need to talk about personal or emotional issues?*

<b>Alternative</b>	<b>Frequency</b>	<b>Percent</b>
<b>Always</b>	2	9,1
<b>Often</b>	2	9,1
<b>Sometimes</b>	6	27,3
<b>Rarely</b>	6	27,3
<b>Never</b>	6	27,3
<b>Total</b>	22	100,0

*Note:* This table shows the data about question 6 of the survey applied to the third level of “Centro de Idiomas” UTI

### **Analysis and interpretation**

The findings demonstrate that 2 students being 9.1 % always use code-switching when they have to talk about personal or emotional issues. Moreover, 2 students corresponding 9.1 % often do this change when talking about personal issues. Then, 6 learners representing 27.3 % said that they sometimes do it. Other 6 students mention the rarely talk about those issues using code-switching. The other 27.3 % of the class never change languages when they need to talk about emotional issues.

Regarding the previous analysis, it states that most students tend to use code-switching when they have to talk about personal or emotional issues which means that they can feel more comfortable when they can lean on their native language.

**Question 7:** How often do you use Spanish when you want to clarify or emphasize something?

**Table 12**

*How often do you use Spanish when you want to clarify or emphasize something?*

<b>Alternative</b>	<b>Frequency</b>	<b>Percent</b>
<b>Always</b>	4	18,2
<b>Often</b>	3	13,6
<b>Sometimes</b>	7	31,8
<b>Rarely</b>	8	36,4
<b>Total</b>	22	100,0

*Note:* This table shows the data about question 7 of the survey applied to the third level of “Centro de Idiomas” UTI

### **Analysis and interpretation**

Regarding to the table about the seventh question, 4 students representing 18.2 % of students always use Spanish when they want to clarify or emphasize something. Besides, a 13.6 % of them, being 3 students mentioned that they often use Spanish for clarification or emphasis. Moreover, 7 students corresponding to a 31.8 % of students sometimes do it. Finally, 8 students corresponding to a 36.4 % who rarely clarify or emphasize things using Spanish.

Based on the information displayed, most students do not really need to have the support of using Spanish when they have to clarify or emphasize the information they want to convey.

**Question 8:** Do you consider that having the opportunity to use Spanish in your English class is important to help you having more confidence?

**Table 13**

*Do you consider that having the opportunity to use Spanish in your English class is important to help you having more confidence?*

<b>Alternative</b>	<b>Frequency</b>	<b>Percent</b>
<b>Always</b>	4	18,2
<b>Often</b>	6	27,3
<b>Sometimes</b>	8	36,4
<b>Rarely</b>	4	18,2
<b>Total</b>	22	100,0

*Note:* This table shows the data about question 8 of the survey applied to the third level of “Centro de Idiomas” UTI

### **Analysis and interpretation**

The results show that 4 students representing 18.2 % always consider using Spanish as an important way to help them to have more confidence in class. Then 6 students that represent 27.3 % often consider code-switching as a way to have more confidence. On the other hand, 8 students that represent a 36.4 % sometimes have into consideration the statement. Finally, there are 4 students that rarely consider the code-switching to increase their confidence.

With the information analyzed, the majority of the population tend to consider that code-switching is a good strategy when it comes to having more confidence in cases where they have to speak in class.

**Question 9:** How often do you change from English to Spanish in a conversation outside the classroom?

**Table 14**

*How often do you change from English to Spanish in a conversation outside the classroom?*

<b>Alternative</b>	<b>Frequency</b>	<b>Percent</b>
<b>Always</b>	2	9,1
<b>Often</b>	2	9,1
<b>Sometimes</b>	9	40,9
<b>Rarely</b>	9	40,9
<b>Total</b>	22	100,0

*Note:* This table shows the data about question 9 of the survey applied to the third level of “Centro de Idiomas” UTI

### **Analysis and interpretation**

In this table, there are 2 students that correspond to 9.1 % who always change from English to Spanish outside the classroom. Also, 2 students often use code-switching when they are outside the classroom. Moreover, a 40.9 % of the class being 9 students sometimes use code-switching in that context. Finally, other 9 students, rarely use code-switching when they are not in class.

It is evidenced that there is a big percentage of the students that do not often change from English to Spanish outside the class, which means that code-switching mainly occurs in contexts where the learning process takes place.

**Question 10:** Do you consider that changing between English and Spanish can help to improve your speaking skill in an academic context?

**Table 15**

*Do you consider that changing between English and Spanish can help to improve your speaking skill in an academic context?*

<b>Alternative</b>	<b>Frequency</b>	<b>Percent</b>
<b>Always</b>	5	22,7
<b>Often</b>	6	27,3
<b>Sometimes</b>	8	36,4
<b>Rarely</b>	3	13,6
<b>Total</b>	22	100,0

*Note:* This table shows the data about question 10 of the survey applied to the third level of “Centro de Idiomas” UTI

### **Analysis and interpretation**

This table indicates that 5 students, corresponding 22.7 % of the population always consider changing languages a way to help to improve the speaking skill. Besides, 6 learners represent 27.3 % often consider that code-switching can help on that. In addition, 3 students being 13.6 % rarely consider code-switching to improve speaking in an academic context.

Most of the students consider that having the opportunity to use code-switching in an academic context can help to improve their speaking skill which lead to the realization that in fact code-switching is an important part of the learning process for this productive skill.

Based on the quantitative results obtained in each question of the questionnaire, an overall score was calculated for this study variable:

**Table 16**

*Average of the questionnaire application in the study sample*

<b>Average of using code switching</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Standard deviation</b>
	22	20	35	27,55	±3,67

The results on this table show the average of answers obtained in the survey, which demonstrated that the maximum value obtained was 35 while the minimum was 20, also the mean that was 27.55, with a standard deviation of ±3.67.

Based on these results, the majority of students are able to use and understand information when they or someone else use code-switching in a conversation.

### **Use of code-switching**

Taking as a reference the total score of this variable in the study sample, the use of code switching was categorized into levels, referring to the scales constructed for the instrument:

**Table 17**

*Code switching use levels*

<b>Level</b>	<b>Frecuency</b>	<b>Percentation</b>
Low	3	13,6%
Medium	19	86,4%
<b>Total</b>	<b>22</b>	<b>100%</b>

According to this table, 19 students who correspond to 86.4% of the population have a medium level regarding to the use of code-switching. Meanwhile, less than 15% of students are in a low level basing on the scales.

The majority of students use code-switching at a medium level which is favorable since having that use means that there are some different situations or certain topics in which students tend to alternate between Spanish and English.

### **Results of the test of Speaking skill level**

The evaluation of Speaking skills was carried out by applying the Cambridge standardized test, which allowed to obtain a total score based on the test questions:

**Table 18**

*Total speaking test scores in the study sample*

<b>Average of using Speaking</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Standard deviation</b>
	22	4,5	8,5	7,21	±1,07

The results on this table shows the average scores students obtained in the speaking test, which demonstrated that the maximum score obtained was 8.5 points while the minimum score was 4.5. Regarding to the mean, it was 7.21, with a standard deviation of ±1,07.

Considering the value of the mean, most of students have a good or acceptable level of speaking which means that students can follow some basic conversation in English at a B1 level.



Taking as a reference the total score of this variable in the study sample, it was categorized into Speaking skill levels, referring to the scales constructed for the instrument:

**Table 19**

*Speaking levels*

<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
Medium	8	36,4%
High	14	63,6%
<b>Total</b>	<b>22</b>	<b>100%</b>

According to this table, there were 14 students who correspond to 63.6% of the population were consider to have a high level regarding to speaking skill. Meanwhile, less than 10 students who represent 36.4% of students are in a medium level basing on the scales.

The majority of students were able to have conversation at a high level of English according to the B1 level which is also favorable because having that level means that it was not too difficult to speak and understand English either in class or outside the classroom.

## 3.2 Discussion

This investigation aimed to seek the relationship between Code-switching and speaking skill. The information obtained after applying a survey demonstrate that students have a positive stance about code-switching and how it can help to improve their speaking skill. Besides, the speaking test used showed that students have a B1 level of English.

A research work conducted by Nasution et al (2021) in which a survey with ten question was used as the instrument. 34 students from an English Education Study Program were considered to be part of the population. The findings showed that students have a positive thinking about code-switching. It was also mentioned that code-switching is a good technique to improve students speaking specifically their confidence when they are in class.

Likewise, an investigation led by Patmasari et al (2022) as data collection instrument a questionnaire was used. The population who participated in the research project were two teachers and forty students. The results showed that code-switching was used by teachers in certain situations. Besides, students showed a positive viewpoint about code-switching and believed that teachers should let them use code-switching in order to support the communication in class.

Finally, as using code-switching in class can offer different advantages, the ones most remarkable by students is that they feel more comfortable, thus it can reduce anxiety specially during speaking activities. Also, code-switching makes easier the learning process since content or information is more accessible for those students who do not have a high level of English language.

## CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusions

- Firstly, to diagnose the use of code-switching among university students. The information sought in the theoretical framework and from the survey determined that code-switching is an effective way to help students with the speaking skills during classes. Therefore, having the opportunity to use Spanish in English class has good impact in students' confidence which then creates a good learning environment since students who have low level of English feel less overwhelmed. Moreover, the engagement that students have is influenced by having a more flexible and adaptable classroom, thus students are able to go through different communication context.
- Secondly, to evaluate the Speaking skill level of university students, the results of the test demonstrated that most of them had a medium-high level (B1). Thence for, they were able to maintain basic conversations at the level of using just English. In determined situations or context such as talking about personal issues, clarifying or when talking with friends outside the class room they were able to do it easily.
- Finally, to analyze the use of code-switching and the level of speaking skill proficiency the data showed that students are familiar and use Code-Switching in class, because students are able to fluently speak in cases when they do not know a specific word or when they feel more comfortable using Spanish. Furthermore, alternating languages create dynamism in the relationship with learning and socialize. On the other hand, the level of speaking of students was consider B1 level, which means that they are more familiar with English and they use it often in class.

## 4.2 Recommendations

- Incorporating code-switching techniques into learning situations, in this case English. It is clear from admitting the results of the survey that code-switching can be a useful strategy for improving students' speaking abilities. Giving students the chance to speak Spanish, during English class, can boost their self-confidence and promote a more encouraging and diverse learning environment. Besides, letting students to go through communication situations can engagement and participation.
- It is important to take into account students' learning requirements and abilities and design a learning environment where students support each other of their unique competence levels. Since the majority of students scored at a good level of English on the test, it is significant to give them opportunities to speak in English and to empower confidence. However, it's equally significant to acknowledge that there might be some circumstances, settings, or topics when students feel more comfortable or find it simpler to express their ideas by using Spanish.
- By embracing Code-Switching as a natural part of the learning process and recognizing the students' speaking level, teachers can encourage a supportive and engaging environment that allows students to maximize their language learning potential. This strategy promotes effective communication and can contribute to the overall development of their speaking language skills.

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## ANNEXES

### Annex 1. Approval

#### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

### CARTA DE COMPROMISO

Ambato, 10 de abril del 2022

Doctor  
Marcelo Nuñez  
Presidente  
Unidad de titulación  
Facultad de Ciencias Humanas y de la Educación

Mg. Diego López en mi calidad de Director del Departamento de Idiomas de la Universidad Tecnológica Indoamérica, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "The Code-switching and the Speaking Skill" propuesto por el/la estudiante Preciado Quiñonez Luis Alejandro, portador/a de la Cédula de Ciudadanía N° 0803570340, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente



Mg. Diego López.  
Director del Departamento de Idiomas  
C.I 1803752987  
0998690206  
diegolopez@uti.edu.ec



## Annex 2. Survey Validation Cronbach's Alpha

### Reliability Statistics

Cronbach's Alpha	N of Items
,838	10

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. How often do you change from English to Spanish when you talk to your classmates?	22,10	33,878	,440	,834
2. Do you consider that using Spanish can help to reduce mistakes in your English pronunciation?	21,60	31,378	,753	,801
3. How often do you change from English to Spanish when you communicate with your classmates?	22,40	37,156	,437	,832
4. When you have a conversation in English, do you use Spanish if you do not know the correct word in English?	22,00	33,111	,640	,813
5. How often do you use words that you learned in your English classes in your daily life?	21,90	32,100	,737	,804

6. Do you change between English and Spanish when you need to talk about personal or emotional issues?	21,60	34,933	,422	,834
7. How often do you use Spanish when you want to clarify or emphasize something?	22,30	37,567	,337	,839
8. Do you consider that having the opportunity to use Spanish in your English class is important to help you having more confidence?	21,70	31,567	,633	,813
9. How often do you change from English to Spanish in a conversation outside the classroom?	22,50	34,944	,444	,831
10. Do you consider that changing between English and Spanish can help to improve your speaking skill in an academic context?	21,50	32,722	,511	,827



## Annex 3. Urkund Report

### Document Information

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### Entire Document

CHAPTER I. THEORETICAL FRAMEWORK 1.1 Research Background The research conducted by Bhatti (2018) focused on how teachers in Pakistani EFL classrooms employ code-switching as a language-teaching method. The study, which uses a qualitative research approach, aims to investigate code switching from the perspectives of professors instructing speaking skills at the diploma level at Pakistan's National University of Modern Languages (NUML). Four diploma-level teachers were chosen from diploma classrooms for this study in order to meet the goal.

## Annex 4. Operationalization of variables

### 1. Matriz de operacionalización de variables

#### Independent variable operationalization

CONCEPTUALIZATION	Categories	INDICATORS	ITEMS	TECHNIQUE INSTRUMENT
<b>VARIABLE</b> <b>Code-switching</b> Code-switching refers to the practice of <b>alternating</b> between two or more <b>languages</b> or language varieties in a single <b>conversation</b> or piece of communication. This can happen within a single sentence, between sentences, or between longer stretches of <b>discourse</b> .	Languages	<ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Communication</li> </ul>	<ol style="list-style-type: none"> <li>1. Do you communicate with your English teacher using Spanish and English?</li> <li>2. Do you consider that using Spanish can help to reduce mistakes in your pronunciation?</li> <li>3. How often do you change from English to Spanish when you communicate with your classmates?</li> </ol>	<b>Technique:</b> Survey  <b>Instrument:</b> Questionnaire
	Alternating	<ul style="list-style-type: none"> <li>• Words</li> </ul>	<ol style="list-style-type: none"> <li>4. When you have a conversation in English, do you use Spanish if you do not know the correct word in English?</li> <li>5. How often do you use words that you learned in your classes in your daily life?</li> </ol>	

	Conversation	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Topics</li> <li>• Reasons</li> <li>• Meaning</li> </ul>	<p>6. Do you change between English and Spanish when you need to talk about personal or emotional issues.</p> <p>7. Do you use Spanish when you want to clarify or emphasize something?</p> <p>8. Do you consider that having the opportunity to use Spanish in your English class is important to help you having more confidence?</p> <p>9. How often do you change from English to Spanish in a conversation outside the classroom?</p>	
	Discourse	<ul style="list-style-type: none"> <li>• Context</li> </ul>	<p>10. Do you consider that changing between English and Spanish can help to improve your speaking in an academic context?</p>	



