



**UNIVERSIDAD TÉCNICA DE “AMBATO”**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE IDIOMAS**

**Perfil de investigación previo al informe final de trabajo de graduación y obtención del  
Título de Licenciado en Ciencias de la Educación Mención: Inglés.**

---

**“CODE-SWITCHING AND THE ENGLISH LANGUAGE”**

---

**Author:** Josué Josafat Arévalo Peralta

**Tutor:** Lic. Mg. Ruth Infante

Ambato–Ecuador

2021

## **SUPERVISOR APPROVAL**

**CERTIFY:**

I, Lcda. Mg. Ruth Elizabeth Infante Paredes, holder of the I.D No. 060301610-6 in my capacity as supervisor of the Research dissertation of the topic:

**“CODE-SWITCHING AND THE ENGLISH LANGUAGE”** investigated by Mr Josué Josafat Arévalo Peralta with I.D No. 180411367-6, confirm that this research reports 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.



.....  
Lcda. Mg. Ruth Elizabeth Infante Paredes

060301610-6

**SUPERVISOR**

## DECLARATION PAGE

I declare this undergraduate dissertation entitled "**CODE-SWITCHING AND THE ENGLISH LANGUAGE**" 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



.....  
Josué Josafat Arévalo Peralta

I.D. 1804113676

**TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES  
AND EDUCATION**

The Board of Directors which has received the defence of the research dissertation with the purpose of obtaining the academic degree with the topic "**CODE-SWITCHING AND THE ENGLISH LANGUAGE**" which is held by Josué Josafat Arévalo Peralta undergraduate student from Carrera de Idiomas, promotion: 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 COMMISSION**

.....

Lic. Mg Wilma Suarez

REVISER

.....

Lic. Ximena Calero

REVISER

## COPYRIGHT REFUSE

I, Josué Josafat Arévalo Peralta with LD. No. 180411367-6, confer the rights of this undergraduate dissertation "**CODE-SWITCHING AND THE ENGLISH LANGUAGE**", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without profit.



.....  
Josué Josafat Arévalo Peralta

I.D. 1804113676

## DEDICATION

I am devoting this investigation to two cherished people who have loved me since I was a little kid. Besides, to my entire family specially my siblings and my girlfriend who have unconditionally supported me in all my decisions.

First, I want to thank God for letting me write this investigation and continue living as a human being, to my mom and dad who have supported me since I was a child leading me to become a good man. I want to thank them for all the support, love, and patience throughout my entire academic career.

I likewise want to dedicate this investigation to my grandma “Mami Zuly” for being such big support during all my life. I also want to thank my three angels that from heaven are always advising and leading me to become such a brilliant professional.

To my siblings Cristian and Jennifer, my girlfriend Jess which have supported me with positive words to fulfil my dream.

To my aunts and uncles for believing in me and for being always the big support that any person can have. My cousins and nephews for their help and support during my child and adulthood.

Finally, I want to thank all my teachers for all the knowledge and patience given from scratch. I would have learned any of the things that I know now. My friends, who have big such a big support since the very beginning.

Josh Arévalo

## **ACKNOWLEDGEMENTS**

I am utilizing this opportunity to first, thank God for giving me the chance of writing this investigation and achieving another important goal in my life and also for giving me such a brilliant family that has been supporting me throughout my academic life.

I would like to thank also Universidad Técnica de Ambato for being the place that has given me a lot of marvellous things such as friends, experiences, and knowledge.

Besides, I want to thank Mg. Ruth Infante my tutor, for helping me in the development of this project and throughout all my learning process in the second language acquisition and teaching at the Languages Career. I am more than thankful whit all the knowledge, patience, and love for doing this research work.

Furthermore, I want to thank all the “Unidad Profesionalizante” from the Languages Career for letting me develop this research project since their help for fundamental for carrying out this investigation.

Finally, I want to thank all the teachers from the Languages Career for instructing me on how to be a good professional and more than a professional a human being with all their values, love, patience, and knowledge.

Josh Arévalo

## TABLE OF CONTENTS

SUPERVISOR APPROVAL .....	II
DECLARATION PAGE.....	III
TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION.....	IV
COPYRIGHT REFUSE.....	V
DEDICATION.....	VI
AKNOWLEDGEMENTS .....	VII
TABLE OF CONTENTS.....	VIII
INDEX OF TABLES.....	X
INDEX OF FIGURES .....	XII
ABSTRACT.....	XV
INTRODUCTION .....	XVII
CHAPTER 1 .....	18
THEORETICAL FRAMEWORK.....	18
1.1 Investigative Background.....	18
1.2 Theoretical Framework .....	20
1.2.1 Independent Variable theoretical support.....	20
1.2.1.1 Language.....	20
1.2.1.2 Domains of Language use.....	21
1.2.1.3 Code .....	22
1.2.1.4 Code-switching .....	23
1.2.2 Dependent Variable theoretical support .....	26
1.2.2.1 The English Language .....	26
1.2.2.2 English Language Skills .....	29
1.2.2.3 Receptive Skills .....	30
1.2.2.4 Productive Skills .....	31
1.3 Objectives.....	32
1.3.1 General Objective .....	32
1.3.2 Specific Objectives .....	32



CHAPTER II.....	33
METHODOLOGY .....	33
2.1 Resources .....	33
2.1.1 Humans.....	33
2.1.2 Institutional.....	33
2.1.3 Materials .....	33
2.2 Methods.....	34
2.2.1 Research Approach.....	34
2.3 Basic mode of investigation .....	34
2.3.1 Field Research .....	34
2.3.2 BiblioFigureic research.....	34
2.4 Level or type of investigation.....	35
2.4.1 Correlational Research .....	35
2.4.2 Descriptive Research .....	35
2.4.3 Hypothesis .....	35
CHAPTER III .....	37
RESULTS AND DISCUSSION .....	37
3.1 Analysis and discussion of the results.....	37
3.2 Verification of the hypothesis .....	81
CHAPTER IV .....	85
CONCLUSIONS AND RECOMMENDATIONS .....	85
4.1 Conclusions .....	85
4.2 Recommendations .....	86
References.....	87

## INDEX OF TABLES

Table 1: Students' Gender .....	37
Table 2: Students' English language level.....	38
Table 3: Language used in class .....	39
Table 4: Teachers' Spanish use.....	40
Table 5: Language used with Teachers.....	41
Table 6: English deficiency .....	42
Table 7: Frequency of Spanish switching in class .....	43
Table 8: Students' switching topics.....	44
Table 9: Students' switching reasons .....	45
Table 10: Teachers' switching reasons.....	46
Table 11: Switching reasons during an English lesson .....	47
Table 12: Frequency of students' switching consciousness .....	48
Table 13: Daily learning time .....	49
Table 14: Students' Performance .....	50
Table 15: Speaking Confidence .....	51
Table 16: Students' most difficult learning skill .....	52
Table 17: Students' oral expression .....	53
Table 18: Students' written expression .....	54
Table 19: Students' reading skills .....	55
Table 20: Students' listening skills.....	56
Table 21: Learning comfortableness.....	57
Table 22: Switching academic improvement.....	58
Table 23: Teachers' Gender.....	59
Table 24: Teachers' Language Level.....	60
Table 25: Language used in class .....	61
Table 26: Code-switching in the class. ....	62
Table 27: Language used with students.....	63
Table 28: Switching deficiency. ....	64
Table 29: Frequency of Teachers' code-switching in class.....	65
Table 30: Teachers' Switching Topics. ....	66
Table 31: Students' Switching reasons.....	67

Table 32: Teachers' switching reasons. ....	68
Table 33: Switching reasons during an English lesson. ....	69
Table 34: Frequency of Teachers' switching consciousness. ....	70
Table 35: Daily teaching time. ....	71
Table 36: Students' performance. ....	72
Table 37: Students' talking confidence. ....	73
Table 38: Difficult teaching skill. ....	74
Table 39: Frequency of students' oral expression. ....	75
Table 40: Frequency of students' written expression. ....	76
Table 41: Students' reading skills. ....	77
Table 42: Students' listening skills. ....	78
Table 43: Teaching comfortableness. ....	79
Table 44: Switching academic improvement. ....	80
Table 45: Hypothesis Rages. ....	83
Table 46: Hypothesis Table. ....	84

## INDEX OF FIGURES

Figure 1: Students' Gender .....	37
Figure 2: Students' English language level .....	38
Figureic 3: Language used in class .....	39
Figureic 4: Teachers' Spanish use .....	40
Figure 5: Language used with Teachers .....	41
Figure 6: English deficiency .....	42
Figure 7: Frequency of Spanish switching in class.....	43
Figure 8: Students' switching topics .....	44
Figure 9: Students' switching reasons .....	45
Figure 10: Teachers' switching reasons.....	46
Figure 11: Switching reasons during an English lesson .....	47
Figure 12: Frequency of students' switching consciousness.....	48
Figure 13: Daily learning time.....	49
Figure 14: Students' Performance .....	50
Figure 15: Speaking Confidence.....	51
Figure 16: Students' most difficult learning skill.....	52
Figure 17: Students' oral expression .....	53
Figure 18: Students' written expression .....	54
Figure 19: Students' reading skills .....	55
Figure 20: Students' listening skills .....	56
Figure 21: Learning comfortableness .....	57
Figure 22: Switching academic improvement .....	58
Figure 23: Teachers' Gender .....	59
Figure 24: Teachers' Language Level .....	60
Figure 25: Language used in class .....	61
Figure 26: Code-switching in the class.....	62
Figure 27: Language used with students.....	63
Figure 28: Switching deficiency.....	64
Figure 29: Frequency of Teachers' code-switching in class.....	65
Figure 30: Teachers' Switching Topics.....	66
Figure 31: Students' Switching reasons.....	67
Figure 32: Teachers' switching reasons.....	68
Figure 33: Switching reasons during an English lesson. ....	69
Figure 34: Frequency of Teachers' switching consciousness.....	70

Figure 35: Daily teaching time .....	71
Figure 36: Students' performance.....	72
Figure 37: Students' talking confidence .....	73
Figure 38: Difficult teaching skill.....	74
Figure 39: Frequency of students' oral expression.....	75
Figure 40: Frequency of students' written expression.....	76
Figure 41: Students' reading skills. ....	77
Figure 42: Students' listening skills.....	78
Figure 43: Teaching comfortableness.....	79
Figure 44: Switching academic improvement. ....	80
Figure 45: Hypothesis Test.....	82

## **INDEX OF ANNEXES**

Annex 1: Approval.....	91
Annexe 2: Students' Survey .....	92
Annexe 3: Teachers' Survey.....	100
Annexe 4: Validated Surveys .....	107
Urkund report.....	17

**UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE  
CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE IDIOMAS**

**Topic: “CODE-SWITCHING AND THE ENGLISH LANGUAGE”**

**Author:** Josué Josafat Arévalo Peralta

**Tutor:** Lcda. Mg. Ruth Elizabeth Infante Paredes

**Date:** February 9<sup>th</sup>, 2021

**ABSTRACT**

The present research is expected to cover an investigation with the following topic “Code-switching and the English language” which mainly investigates the relationship between the variables and how students are affected by code-switching during their academic performance. This investigation was lead and coordinated by applying the quali-quantitative approach in a validated survey that allows the examiner to know the relationship between the variables. The subjects of the examination were all the “Unidad Profesionalizante” Fourth to Seventh-semester university students and teachers of the “Carrera de Idiomas” at Universidad Técnica de Ambato. Discerning the results of the present research the conclusion is drawn as the following. English language students are influenced by code-switching when learning or teaching the target language. Consequently, code-switching (English-Spanish) during an English lesson is greatly beneficial for ESL students’ academic performance.

**Keywords:** Code-switching, English, Spanish, Language skills, Receptive skills, Productive skills.

**UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE  
CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE IDIOMAS**

**Topic: “CODE-SWITCHING AND THE ENGLISH LANGUAGE”**

**Author:** Josué Josafat Arévalo Peralta

**Tutor:** Lcda. Mg. Ruth Elizabeth Infante Paredes

**Date:** February 9<sup>th</sup>, 2021

**ABSTRACTO**

Se espera que el presente proyecto de investigación cubra una investigación con el siguiente tema “Code-switching and the English Language”, que investiga principalmente la relación entre las variables y cómo los estudiantes se ven afectados por el aprendizaje de dos lenguajes de manera simultánea durante su desempeño académico. Esta investigación fue liderada y coordinada aplicando el enfoque cuali-cuantitativo en una encuesta validada que permite al examinador conocer la relación entre las variables. Los sujetos de la investigación fueron todos los estudiantes universitarios de cuarto a séptimo semestre de la “Unidad Profesionalizante” y profesores de la “Carrera de Idiomas” de la Universidad Técnica de Ambato. Al discernir los resultados de la presente investigación, se extrae la siguiente conclusión. Los estudiantes de inglés se ven influenciados por “code-switching” cuando aprenden o enseñan un idioma extranjero. En consecuencia, “code-switching” (inglés-español) durante una lección de inglés es muy beneficioso para el rendimiento académico de los estudiantes que estudian inglés como una segunda lengua.

**Palabras clave:** Code-switching, English, Spanish, Language skills, Receptive skills, Productive skills.



## INTRODUCTION

Code-switching has been unconsciously applied for ages within ESL students. This phenomenon has been seen as harmful for second language acquisition worldwide. This kind of stereotype has been established in all Latin American countries and Ecuador is not apart. Many Ecuadorian teachers believe that the only way of getting a target language is just by teaching it in the foreign language, however many researchers have proved different perspectives. This study detailed here goes for portraying how code-switching influences the second language acquisition from all the “Unidad Profesionalizante” of the “Carrera de Idiomas” undergraduate students from fourth to the seventh semester at Universidad Técnica de “Ambato.” In this study, the author will show how the correct use of code-switching during an English lesson will positively contribute to students’ academic performance. Furthermore, this study will also show how are the teachers’ and students’ attitudes towards code-switching and the English language.

**Chapter 1. Theoretical Framework:** This chapter mainly recollects information about the two variables with several pieces of information, as follows the theoretical framework. Similarly, in this chapter, information about the hypothesis and the signalling hypothesis is described.

**Chapter 2. Methodology:** Throughout this chapter, the elementary method of examination that will be applied in this research, investigation modalities, and type of research will be described. Furthermore, there is a brief description of the method of data collection and the validation and analysis of the variables.

**Chapter 3. Results and Discussions:** In this chapter, the numerical data got from the validated surveys applied to all the “Unidad Profesionalizante” and their teachers is organized and interpreted through diverse Figureics to have a better understanding of the problem. Finally, at the end of the chapter, you will find the hypothesis verification to accept the alternative or reject the null hypothesis according to the Kolmogorov test.

**Chapter 5. 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 proposed for this project.

## **CHAPTER 1**

### **THEORETICAL FRAMEWORK**

#### **1.1 Investigative Background**

At present, there have been a lot of research investigations about Code-switching and its influence on second language acquisition. However, a lot of stereotypes have been set in the educational system worldwide arguing that code-switching affects students' second language learning. Code-switching has been established as a "learning style" adopted by many teachers globally, for the benefit of students learning and teaching of the target language since it is crucial for mastering a non-native language.

At Taif University, Saudi Arabia there is a study related to Code-switching and its role in an ESL class. Almalki (2019) establishes that "the majority of the participants use code-switching to assist low-level learners and to facilitate different language tasks." (p. 1) As a result, Almalki (2019) argues that "most of the oft-used functions are noticed to be for the students' needs and not for students' detriment." (p. 1) During his study, he found out that the use of code-switching was seen as something negative that affects the use of the target language in a class. However, he demonstrates the opposite with a study developed in the language centre at Taif University resulting in a positive impact on students' second language acquisition. The author states that Code-switching in Saudi EFL classrooms is a "prevalent phenomenon". Almalki (2019) finally states that during his study he demonstrates that "participants' use of code-switching was for the benefit of the students, and they have shown that using the first language of the learners can play a significant role in their overall comprehension." (p. 8)

At Surakarta University, Indonesia there is another study evolving the use of code-switching and its effect on ESL students. Nurhamidah , Fauziati and Supriyadi (2018) performed a qualitative descriptive approach to their research project named "Code-Switching in EFL Classroom: Is It Good or Bad?" the authors proposed that "L1 facilitates both teaching and learning such as confidence, security, motivation, and friendship." (p. 2) They further added that "The use of L1 in EFL classroom gives students a more comfortable setting in which they

are able to speak freely with no strict rule of English-only policy”. (p. 2) The affirmative has encouraged this circumstance to conclude that code-switching is very beneficial for both teachers and classroom students. Nurhamidah , Fauziati and Supriyadi (2018) argue that “Hence, code-switching bridges the gap by giving chance to translate L2 into L1 so both teachers and students connect.” (p. 3) Resulting in a connection between teachers and students for the well-being of second language acquisition. They finally reached a conclusion arguing that the use of code-switching in the classroom is “very beneficial for both teachers and students. The contrastive views it entails should be taken as a thoughtful consideration instead of obstacles that will hamper the process of achieving the learning goals.” (Nurhamidah , Fauziati, & Supriyadi, 2018, p.9)

Shartiely (2017) published an article with the topic: “Code-switching in university classroom interaction: A case study of the University of Dar es Salaam” which mainly talks about the use of code-switching in a higher education system. The author illustrates how difficult is to avoid the use of L1 in an ESL classroom. Shartiely (2017) argues that “the problematic language-in-education policy that fails to adequately prepare students for rigorous higher-level learning in English in a traditionally non-English context where another language dominates.” (p. 12). He further added that “even after having been cautioned against code-switching in classrooms, persist with code-switching and make it an integral part of their teaching process; primarily to foster learning and bridge the linguistic gap between themselves and their students.” (p.12) Resulting in a positive impact on students learning since code-switching wants to look for a gap between teachers and students learning of the second language to have a more detailed and well-explained use of the target language during an ESL class.

## **1.2 Theoretical Framework**

### **1.2.1 Independent Variable theoretical support**

#### **1.2.1.1 Language**

In linguistics, a language can be both a system of communication among people and a social phenomenon. The area that studies language and society is called sociolinguistics which is intended to show how the use of a language is governed by such factors as class, gender, race, and so on. A language can be defined in numberless ways, Hudson (1996), establishes that we must acknowledge that a language is fundamentally a set of linguistic items, such entities as words, sounds, grammatical structures, and so on. On the other hand, Saussure (1999) defines language as “thoughts and sounds, and is a means for a thought to be expressed as a sound. Thoughts have to become ordered, and sounds have to be articulated, for language to occur.” (p. 111)

Besides, Saussure (1999) also argues that “language is a borderland between thoughts and sounds, where a thought and a sound are combined to produce communication.” (p.114). However, Sweet (1995) an English phonetician and language scholar, stated: “Language is the expression of ideas employing speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.” (p. 177) According to Bloch (1972) an American linguistic state the following: “A language is a system of arbitrary vocal symbols through which a social group cooperates.” (p. 7) A language can be seen from different perspectives but what is true is that a language belongs to its ethnicity and it is likely to be affected by modern societies. (Coulmas,2013).

A language can be associated with a dialect since both form part of a region or a society. However, Haugen (1966) establishes that both a language and a dialect are distinguished by their pronunciation, vocabulary, and grammar since the social background can influence the way a person pronounces or speaks any language. The different connections between dialects and languages can be used to show how the concepts of “power” and “solidarity” help us understand what is happening. A language has more power than any of its dialects. It is a powerful dialect but it has become so because of non-linguistic factors.

### **1.2.1.2 Domains of Language use**

When getting a target language ESL students come from different speech communities, they have different cultural backgrounds and languages. Each human being is different and so the way of expressing certain things may differ. Fishman (1972) an American sociolinguistic establishes that there are five domains of language use; family, friendship, religion, education, and employment. A domain involves typical interactions between typical participants in typical settings. The first study related to domains of language use was proposed by Schmid Rohr in 1932 and later developed by Fishman in 1972.

Marjohan (1988) states that, the domain is a sociocultural construct abstracted from topics of communication, the relationship between communicators, and locales of communication, from a speech of community in such a way that individual behaviour and social patterns can be distinguished from each other and yet related to each other.

Therefore, is clearly shown that the language used by people is influenced by a variety of factors in different settings. On the other hand, Fishman (1972) states that the main factors which influence the concept of a domain are topic, role relation, and locale. The author says that the topic can be a regulator of language use in multilingual settings. For instance, someone changes his or her language to the interlocutor's language when discussing certain topics. Additionally, Marjohan (1988) establishes that role relation means that languages you are using are determined by the interlocutors you speak with. The author also states that locale means that the places where the conversations take place influence the languages you are using.

Content or topic, social distance, and motivational factors are some of the variables proposed by Marjohan (1988). There are two dimensions of social distance: vertical and horizontal dimensions. The vertical dimensions indicate that the use of languages is dictated by someone's relative position compared with others. The horizontal dimensions apply to somebody's relative closeness with others. For instance, if you talk to someone close to you in terms of degree of friendship, sex, ethnic background, religious or educational background, you prefer to use a low code. Someone has motivational variables when they are involved in talking to the interlocutors or are interested in certain topics (Fishman, 1972)

### 1.2.1.3 Code

In sociolinguistics, it is likely to be possible to refer a language or a variety of a language as a code. However, the term *code* is taken from an informative theory that refers to any kind of system, employed by two or more people for any communicative purpose. What is interesting is that people use different codes for different conversations in different environments. For instance, in the educational field during an ESL class, the students are most likely to use different codes to communicate with other ESL students and with their teachers. This phenomenon takes place when students don't feel comfortable using the target language or whenever they just want to keep a secret using the mother tongue.

According to Wardhaugh (1985) the term code refers to any system or language used for communication. Thus, choosing a code is a situation when people communicate with others by using their appropriate system or language. Consequently, when you open your mouth you must choose a particular language, dialect, style, register, variety, that leads to a conversation. In everyday situations, people may face the use of different codes during the day, for instance, at work people will have to employ a particular code or dialect to communicate. Eventually, Arnett (2002) strongly believes that when a particular code is decided on, there is no need to stick to it all the time. People can and should shift, as the need arises, from one code to another.

Finally, Bernstein (1971) defines a code as any system of signals, such as numbers, words, which carries concrete meaning. On the other hand, Wardhaugh (2005) pointed out that the term code is a "neutral term rather than terms such as dialect, language, style, pidgin and creole which are inclined to arouse emotions." (p.88) So that, communication is not only an action of producing sounds, but also a way of transmitting feelings and emotions. Similarly, Bernstein (1971) states that in linguistics there are two different types of codes to be distinguished: "elaborated" and "restricted." The elaborated code happens when a speaker doesn't expect that the audience has similar assumptions or understandings, and therefore is where the elaborated code is more explicit, more intensive, and doesn't need the audience to figure out the real story. Despite this, the restricted code is appropriate for speakers who share the same assumptions and understandings of the topic.

#### **1.2.1.4 Code-switching**

Ever since the 1950s, code-switching has become a fascinating zone of conversation with regards to connection to bilingual or multilingual discourse networks. In general, some experts agree on defining code-switching as the alternating use of two or more languages in the same utterance or conversation. In code-switching there will always be the most dominant language called the matrix language and the embedded language is the one which holds the lesser role (Auer,2013). For instance, when 2 Spanish native speakers are having a conversation in Spanish and they suddenly switch it to English in between is called code-switching, where Spanish is the matrix language and English is the embedded language.

Perhaps, the most concrete and top to bottom investigation on code-exchanging was finished by Gumperz (1982) where he sub-arranges code-switching into conversational code-switching and situational switching. He characterizes conversational code-switching as “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems.” (p. 59). Subsequently, conversational code-switching will in general happen subconsciously as the speakers are motivated by factors within the conversation itself when it takes place. As a result, people who code-switching between languages are often unconscious of their switching since code-switching tries to avoid misunderstanding and tries to motivates speakers from different countries to communicate.

Gumperz (1982), further added that the situational code-switching can be considered as changes in language decisions because of the circumstance where the speakers exist. Situational switching may occur at school, work, or public gatherings where the circumstance requests formality of language use. Myers and Scotton (1995) further added that code-switching is either intersentential or intrasentential. Ever since, intersentential code-switching involves switching from one language to another between sentences, whereas intrasentential code-switching occurs within the same sentence, from a single-morpheme to a clause level.

Regarding the social aspect the study of why and how people code-switch provides insights about many aspects of language as well as speech. At a functional level, bilingual people usually switch varieties to communicate something beyond the superficial meaning of their words. On the other hand, monolingual people can do this also, by switching between

dialects, registers, level of formality, intonations, etc (Chaudron, 1988). The main characteristic because bilinguals combine two languages in a particular community constitutes a way of expressing their group identity. Besides, switching between languages provides crucial information on how a language is both comprehended in the brain, and produced.

Gardner (2009) a senior lecturer in the Department of Applied Linguistics and Communication, Birkbeck, University of London states that “by analysing code-switched speech, we can find out which combinations of words or morphemes from different languages can easily be combined and which are more resistant, or perhaps even impossible.” (pp. 6-8). The author argues that within the study of code-switching linguistics has had the chance of analysing more in-depth the grammar and lexicon of a language. Gardner (2009) finally states that because of the study of code-switching linguists are “forced to think “outside the box”: to review methodologies, theoretical approaches, and assumptions, often developed in a monolingual context, and see how they stand the test of being applied to the speech of bilinguals.

In fact, any speaker may similarly switch from one language to another language as a signal of group membership and shared ethnicity with an addressee. Even speakers who are not very proficient in a second language may use brief phrases and words for this purpose (Holmes, 2013). This phenomenon takes place in communities where the matrix language is not the official spoken language so that, people are pushed to learn the embedded language for any communicative purpose. Furthermore, Holmes (2013) strongly believes that “Such switches are often very short and they are made primarily for social reasons to signal and actively construct the speaker’s ethnic identity and solidarity with the addressee.” (p. 35)

Gardner (2009) argues that “second or third languages can usually be acquired with full native-like competence by young children, but there is evidence that this ability also declines with age.” (p. 219). She defends her idea by stating that with the maturation of the brain learners start to have a few difficulties acquiring a second or third language. Besides, the author considers children as “elite bilinguals” since they learn faster because of the lack of vocabulary in the mother and target language. However, this phenomenon can also be harmful to young children since their parents will have different accents using different languages so the



children's language input may be affected by these factors. The author finally states that children by a certain age will have the ability to code-switch for the full range of functions used by adults, until that stage, the switching from languages is considered as “linguistic development.”

Regarding the educational aspect, educators have been told to show excellent English in English only study management. Where the target language must be taught within high-performance teaching just in the target language to ensure students learning success. All language classroom input must be in the matrix language an effective model of language use can ensure that the intended learning was successful (Chaudron, 1988). However, recent studies on classroom management have shown different results since students are not getting the most sustainable language input they will be needing in a real environment. Consequently, the declining level of English capability among students has achieved the need to discover how to handle the issue. Educators, therefore, have been utilizing code-switching as a method for giving students the chance to convey and upgrading their understanding.

Consequently, code-switching helps to facilitate the flow of classroom instruction since the teachers do not have to spend so much time trying to explain to the learners or searching for the simplest words to clarify any confusion that might arise. According to Ferguson (1959) teachers code-switch when the level of English used in the textbook or to be taught is beyond the learner's ability or when the teachers have exhausted the means to adjust his speech to the learner's level, so that, the teacher will code switch to ensure learners understanding on the topic. The main purpose of using code switching in a class is to gain students confident in the acquisition of a target language, so that students and teachers attitudes towards learning will maintain a confident and easy environment to study (Lin, 1990).

## **1.2.2 Dependent Variable theoretical support**

### **1.2.2.1 The English Language**

There has never been in the past a language spoken more widely in the world than English is today. The English language is a West Germanic language first spoken in early medieval England which eventually become the leading trade language worldwide. Why does the English Language become so popular around the world? According to Thierry (2018) a professor of Cognitive Neuroscience establishes that the English language has been denominated as a “lingua franca” in international business, world diplomacy, science, and education. In the educational field in a publication concerned with the use of vernacular languages published in Paris in 1953, UNESCO defined a lingua franca as ‘a language which is used habitually by people whose mother tongues are different to facilitate communication between them.’

In fact, Samarin (1968) defines English as a: trade, contact, international and auxiliary language since people often use the second language whenever the official language spoken in a community is not the same as theirs. Bakker (1997) argues that people who have emigrated to different countries where the English language is spoken have been pushed to learn it, this phenomenon is still described as a kind of “lingua franca” and named as a “mixed language”. Migration has affected the English language since many words from different languages have been adopted by English native speakers. The main phenomenon related to the inclusion of non-English native words happens in The United States where this country has endorsed thousands of words to their everyday vocabulary.

Crystal (2003) a British linguist, academic, and author defines English as a “global language.” What makes a language global? He states that English has become a global language since there are more than 195 countries worldwide who have adopted the English language as an official language of a nation. Is that enough to prove that English is a global language because it is spoken in most countries around the world? Crystal (2003) defends his theory by arguing that a language becomes worldwide when it has achieved a “status.” To achieve such a “status”, a language has to be taken up by other countries around the world. They must decide to give it

a special place within their communities, even though they may have few (or no) mother-tongue speakers.

Crystal (2003) further added that there are 2 main ways for a language to be global. He strongly believes that firstly, a “language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system.” (p. 4). To get on in these societies, it is essential to master the official language as early in life as possible otherwise, it will be officialised as the second language which is the case of Ghana, Nigeria, India, Singapore and Vanuatu. Secondly, Crystal (2003), also states that a “language can be made a priority in a country’s foreign-language teaching, even though this language has no official status. It becomes the language which children are most likely to be taught when they first arrive to school” (p.4)

Besides, Wardhaugh (2005) pointed out that English is a “standard Language.” First, he states that a standard language is mostly used in written and spoken situation and this phenomenon takes place whenever the English speaker is talking to a non-native speaker of the language. The main advantage of using standard English is that it helps you to get your message across clearly and effectively, and to the widest range of people. It's also more permanent than some other forms of language, such as slang, which often go out of fashion from one generation to the next. In addition, in 2005, Wardhaugh argues that the English language is also known as a “trade language” mainly used for illustrating again the influence of economic factors on language change.

Regarding the educational purposes, Crystal (2003) argues that “English is the medium of a great deal of the world’s knowledge, especially in such areas as science and technology, and access to knowledge is the business of education.” (p. 110) For instance, the better universities around the world speak English and that motivates people to learn the language. Consequently, the author further added that many nations have in recent years made English an official language or chosen as their chief foreign language in schools, one of the most important reasons is of course education. In addition, he states that since the 1960s, English has become the normal media of instruction in higher education for many countries, including several where the language has no official status. For instance, in Netherlands where the official

language is Dutch advance courses are thought in English. Another remarkable example happens in Africa where the indigenous language is higher education is not used

Consequently, as mentioned before the English language has been considered as the top rates learned language where it has adopted its own place in education. Nominated as the “target language” denoted as the language learners are studying, and also the individual items of language that they want to learn, or that a society wants them to learn. The issue of the balance that teachers should seek between using the target language (TL) and the students’ first language (L1) in the second language classroom is controversial. The controversy concerns not so much the value of using the TL since, some paradigms proposed by people have claimed that the acquisition of a second language must and should be taught only in the target language. Whereas, Arnett (2002) proposes that learning the English language as second language should focus on students understanding and motivation. For instance, in Latin American countries, the English language has not shown positive results since Latin America has the lowest English speakers worldwide. This phenomenon happens for the lack of instruction and motivation from ESL teachers.

Teaching English as a Second Language is a subject in high demand for instruction that is experiencing growth in schools across the country. Children from foreign countries continue to migrate to worldwide and enrol in schools, with a growing number of students whose first language is not English. As the main language spoken in a country with a rich history of immigration and cultural diversity, English and its fluency in the language are an important part of educational development (Crystal, 2003). He further added that, if any teacher has the opportunity to learn and acquire new experience by traveling abroad do not miss the chance of traveling and be surrounded by different cultures and ways of seeing the English language.

### **1.2.2.2 English Language Skills**

The English language is considered by many experts as a “global language” that connects different fields such as business, science, education and politics. According to Dave (2010), communication is verbal and non-verbal. He states that the man is a social animal that needs to communicate with the fellow members of the society, but the big question is How do human beings communicate? In a recent study proposed by Rai (2010) states that “communication involves ensuring that your message has reached the target audience, and that the receiver understands and responds as you want them to.” (p. 27) She further added that communication is not only transmitting a message but also “ensuring that you yourself are able to understand, interpret, and respond to messages that you receive.” (Rai, 2010, p. 27)

In the educational field, Al-Jawi (2010) establishes that language instruction includes four important skills. These skills are Listening, Speaking, Reading and Writing. He argues that the English skills should be taught separately. He strongly believes that the main reason for isolating these skills and discussing them separately is to “highlight their importance and to impress upon the teachers to place emphasis on their teaching and deal with them in a balanced way.” (Al-Jawi,2010, p.3). He further added that in an ESL class there are some skills that are the given insufficient and inadequate exposure. As a consequence, students have shown a low performance in certain language skills which they found difficult to learn.

The author further added that Language skills are divided into receptive and productive ones the receptive skills include listening and reading while the productive ones are speaking and writing. In addition, he strongly believes that language skills could also be divided into “aural and Figureic ones”. The aural skills deal with listening and speaking ability while the Figureic skills focus on reading and writing, extensive exposure to receptive skills leads to the productive one. Wilkins (1984) also stated that the transfer of linguistic knowledge from receptive to productive is probably a relatively slow process, but it does take place, as the study of language acquisition shows. So therefore, the English language skills exposure plays an important role in the acquisition of a second language. Even tough, some ESL students may find some language skills difficult to learn and master.

### **1.2.2.3 Receptive Skills**

The English language is divided into four main skills listening, reading, writing, and speaking. As proposed by Harmer (1977) the receptive skill is formed by the listening and the reading skill. He defines the receptive skill as the “ways in which people extract meaning from the discourse they see or hear.” (p. 14). For instance, when we read a book, newspaper, or an extract from a story, listen to the news, or take part in the conversation we employ our previous knowledge. Besides, Brown (1994) defines the listening skill as an “interactive process where the Brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.” (p. 249) Overall, the receptive skills are the ones that we do have background information for its comprehension on the reading and listening skills.

For the effective use of a language, a person should be well-versed in all the four skills of the language. However, Brown (1994) strongly believes that the first exposure of a child to a language is through listening when they absorb the sounds of their mother tongue. She also thinks that while learning a second language the first skill that students arouse is the listening skill. Rai (2010) states that listening skills need to be “cultivated” to be processed. She finally states that the skill is “an encoding and decoding process in which the speaker and the listener should be tuned in for the same meaning.” (p. 64). So that the listening skill is a collaborative process in which the signals are produced by the speaker and understood by the listener. The same happens in a classroom where the teacher produces the “input” and the student process it into the “output” learning.

On the other hand, Harmer (1977) states the following “Reading is useful for language acquisition. Provided that students more or less understand what, they read, the more they read, the better they get at it.” (p. 99) Despite, Rai (2010) establishes that Reading is the most important skill for the learners of English as a second language. The author mentions that this receptive skill is acquired naturally and it gives a very effective exposure to the language. The author further states that the main objective of developing the reading skill is to help ESL learners to get and understand information. Harmer (1977) concludes that reading is a process of sight, sound and sense. It needs the coordination of eyes and brain to understand the written message

#### 1.2.2.4 Productive Skills

In the world of globalization, English has increasingly become the medium in every domain of communication, both in local and global contexts. For mastering a language all skills are important. However, Hossain (2015) states that productive skills (writing, speaking) are crucial in the acquisition of a second language since both skills allowed students to practice “real-life” activities in the classroom. He strongly believes that productive skills “acts out as a 'barometer' to check how much learners have learned.” (p. 2). The author also suggests, that a good command of speaking skills develop a real sense of progress among learners and boosts their confidence. Finally, he states that the writing skill is an effective way of “reinforcing what they have already been studying, and they benefit greatly from seeing new or unfamiliar language in written form.” (Hossain, 2015, p.3)

Regarding the speaking skill, Harmer (1977) argues that “speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics, and discourse.” (p. 123) Non-native speakers of a language find out this skill as one of the most difficult to learn since it involves not only vocal sounds but also grammar, pronunciation intonation, etc. On the other hand, Rai (2010) argues that “the speaking skill is developed through exposure and practice it mainly follows the cognitive process” (p. 125). We formulate ideas in our mind, decide on sentence structures and words, and express finally them (Garret, 1982). In an ESL class, students whose mother tongue is not the English language are likely to feel fearful when talking since they don't fully trust their previous knowledge.

Regarding the writing skill Brown (1994) establishes that “when writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement.” (p. 192). Hossain (2015) further added that writing “helps to consolidate their grasp of vocabulary and structure, and complements the other language skills.” (p. 24). Compared with the speaking skill both can differ in numerous ways, but the principal one proposed by the author is that speaking and writing are slightly different in terms of communication. Harmer (1977) argues that “Speaking is always intended for face-to-face communication among the audience present, while writing is always used by the writers to express and communicate their ideas to the readers who are separated by both time and space distances.” (p. 78)

## **1.3 Objectives**

### **1.3.1 General Objective**

- To determine the relationship between Code-switching and the English language

### **1.3.2 Specific Objectives**

- To describe code-switching and the English language theoretically.
- To identify when, why, to whom, and the purposes of using code-switching during the English lessons.
- To analyse the students' preferences towards the English language skills.



## **CHAPTER II. METHODOLOGY**

### **2.1 Resources**

#### **2.1.1 Humans**

For this research the aid of the tutor was needed and so the teachers and students from Pedagogía de los Idiomas Nacionales y Extranjeros. Students and teachers from all the Unidad Profesionalizante fourth to seventh semester helped in the research project together with the investigator and the tutor leading the research project.

#### **2.1.2 Institutional**

The investigation was developed at Universidad Técnica de “Ambato” in the Facultad de Ciencias Humanas y de la Educación together with all the teachers and students from fourth to seventh semester in Pedagogía de los Idiomas Nacionales y Extranjeros.

#### **2.1.3 Materials**

During the research project, all the information was taken from technological supplies such as the internet, online books and scientific research papers together with bibliographies and books from different libraries at Universidad Técnica de Ambato.

## **2.2 Methods**

### **Basic Methods of research**

#### **2.2.1 Research Approach**

For this investigation, to have a general and genuine reflection of teachers' and students' code-switching in the classroom, both qualitative and quantitative research methods were applied, since it is important to consider, on the whole, the overall integration of a specific situation without dividing it into a study of its section. This research is based on data collection methods such as descriptions, validated surveys including numerical measurement. The principal objective is to demonstrate reality as observed in the analysis of the validated survey results by all the members of a certain social system. Furthermore, this investigation wants to break down stereotypes in the educational system and second language acquisition looking for the most appropriate use of code-switching when learning a target language of all the “Unidad Profesionalizante” of the Languages Career at Universidad Técnica de Ambato

### **2.3 Basic mode of investigation**

#### **2.3.1 Field Research**

During this study, all the information was intended to be collected as genuine as possible, that is why all the information was taken directly from students through a validated survey from all students of “Unidad Profesionalizante” of the Languages Career at Universidad Técnica de Ambato to determine that relationship between Code-switching and the English language.

#### **2.3.2 Bibliographic research**

This research focuses on bibliographic research because it collects information from published materials about Code-switching and the English language by using research tools: books, magazine articles, essays, digital media, and libraries. Therefore, bibliographic tools are developing and the advancement of this research is essential. The method of bibliographic research is the information in which accurate and sufficient information is found, analyzed, and selected from all existing literature and materials become part of the theoretical framework and

will benefit knowledge between the variables of all the “Unidad Profesionalizante” of the Languages Career at Universidad Técnica de Ambato.

## **2.4 Level or type of investigation**

### **2.4.1 Correlational Research**

The Correlational research studied the relationship between the 2 variables (Code-switching) and the (English language) by examining the relationship between the variables and predicting an outcome to a population. This research also tries to understand and assess the statistical relationship between them with no influence from any extraneous variable. Finally, the correlational research has helped in the predictions it pretends to show from all the “Unidad Profesionalizante” of the Languages Career at Universidad Técnica de Ambato

### **2.4.2 Descriptive Research**

The descriptive research was in charge of describing the characteristics of the population or the phenomenon to be studied. In other words, this research ~~was~~ focused more on the “what” of the research rather than the “why”. The descriptive research has helped the investigator to measure data trends, conduct comparisons, define respondent characteristics, and soon. Consequently, this research pretends to describe and analyse the Dependent and Independent variable and its effect towards code-switching and the English Language from the Theoretical Framework within the correct results and studies from all the “Unidad Profesionalizante” of the Languages Career at Universidad Técnica de Ambato

### **2.4.3 Hypothesis**

#### **Null Hypothesis**

The Speech Functions do not have a relationship with Code-switching and the English Language from all the “Unidad Profesionalizante” of the Languages Career at Universidad Técnica de Ambato.

### **Alternative Hypothesis**

The Speech Functions have a relationship with Code-switching and the English Language from all the “Unidad Profesionalizante” of the Languages Career at Universidad Técnica de Ambato.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

This chapter talks about the results obtained from the 2 validated surveys applied to all the “Unidad Profesionalizante” and the teachers of the Languages Career at Universidad Técnica de Ambato. The subjects for this investigation were 229 students and 12 teachers. The results taken from the survey will further help the researcher to analyse and compare the variables

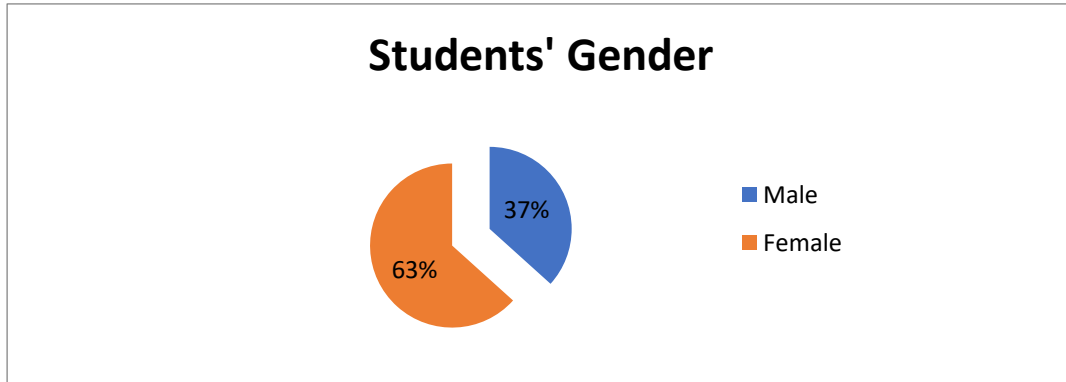
#### Indicator 1. Students’ Gender

Table 1: Students’ Gender

SCALE	FRECUENCY	PERCENTAGE	TREND
Male	84	37%	37%
Female	145	63%	63%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey.

Figure 1: Students’ Gender



Author: Arévalo, J (2020).  
Source: Survey.

In Figure 1 it clearly shows that 63% of the population represented by 145 students are Female. However, the rest of the students represented by the 37% of the surveyed are male. As a result, most of the surveyed people are Female

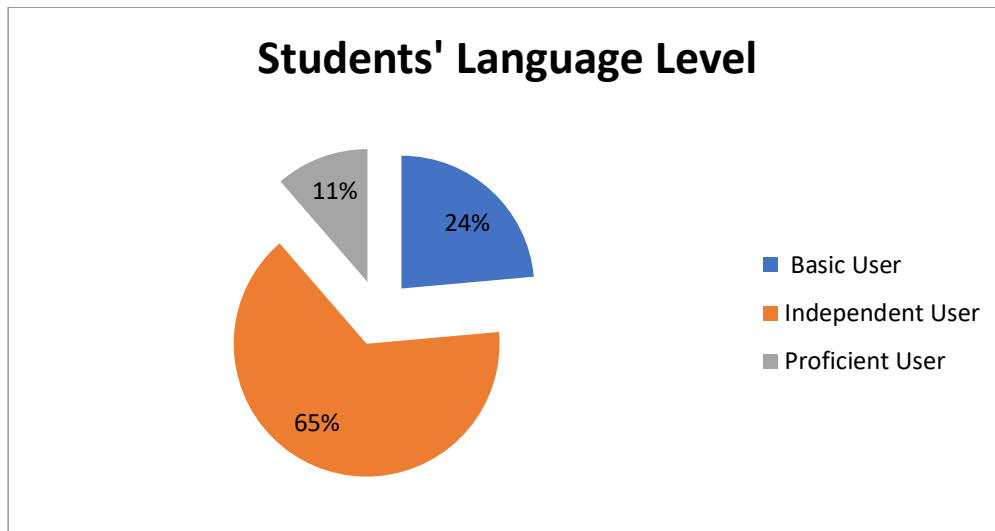
## Indicator 2. Students' Language level

Table 2: Students' English language level

SCALE	FRECUENCY	PERCENTAGE	TREND
Basic User	54	24%	24%
Independent User	149	65%	65%
Proficient User	26	11%	11%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey

Figure 2: Students' English language level



Author: Arévalo, J (2020).  
Source: Survey.

As shown in Figure 2, the majority of students consider their English language level as Independent withing the 65% of the survey, followed by the 24% considered as Basic users and lastly the 11% with Proficient users of the target language according to the Common European Framework of references

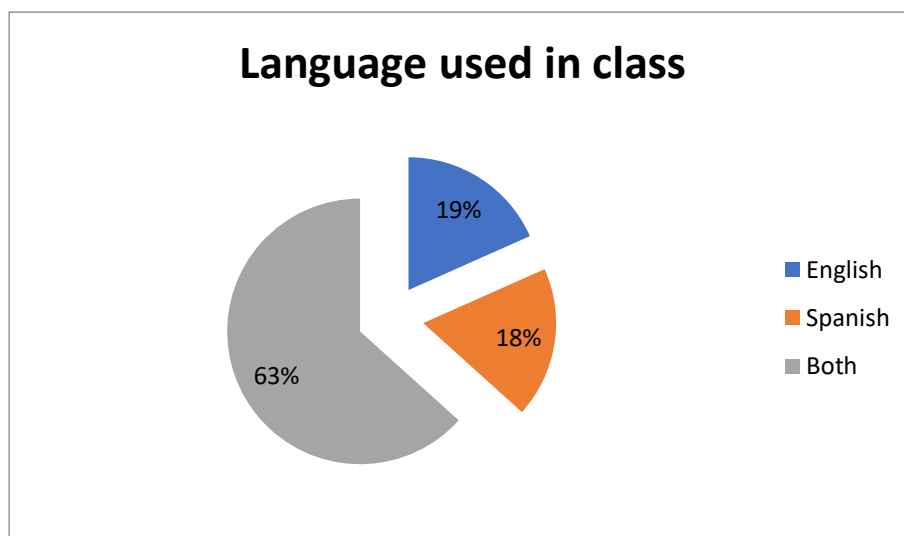
**Indicator 3. Which language(s) do you normally use as a means of communication with your students in your English lessons?**

Table 3: Language used in class

SCALE	FRECUENCY	PERCENTAGE	TREND
English	42	19%	18%
Spanish	42	18%	18%
Both	145	63%	63%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey.

Figureic 3: Language used in class



Author: Arévalo, J (2020).  
Source: Survey.

Figureic 3 shows that 63% of all the students answered that they use both English and Spanish as a normal means of communication in the classroom. However, 19% of the population answered that they use just English in the class and lastly 18% of the students mentioned that Spanish is their normal means of communication in the classroom. As a result, the phenomenon of code-switching is present during their English lessons.

#### Indicator 4. How often do your teachers use Spanish in the English class?

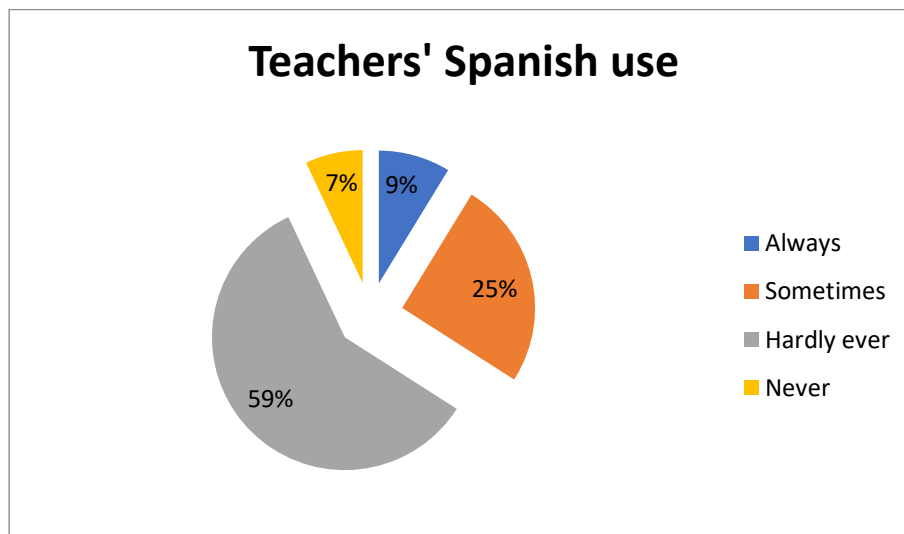
Table 4: Teachers' Spanish use

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	20	9%	9%
Sometimes	58	25%	25%
Hardly ever	135	59%	59%
Never	16	7%	7%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey.

Figureic 4: Teachers' Spanish use



Author: Arévalo, J (2020).

Source: Survey.

According to Figure 4 on a scale of always, sometimes, hardly ever, and never. Students answered that the use of Spanish during an English lesson from teachers is represented by 59%. This means that teachers hardly ever use Spanish during an English lesson. However, 58 students represented by the 25% of the population believe that teachers sometimes switch from English to Spanish during a lesson. Lastly, 7% and 9% of the surveyed answered that hardly ever and never is Spanish used in the class.



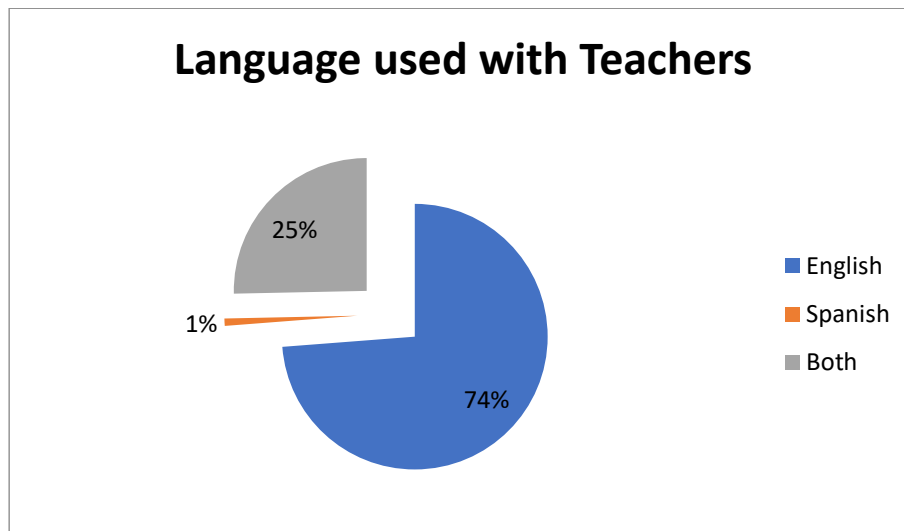
**Indicator 5. In what language (s) do you interact with your English teachers during the English lessons?**

Table 5: Language used with Teachers

SCALE	FRECUENCY	PERCENTAGE	TREND
English	166	74%	74%
Spanish	2	1%	1%
Both	57	25%	25%
	<b>225</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey.

Figure 5: Language used with Teachers



Author: Arévalo, J (2020).  
Source: Survey.

In Figure 5, the information clearly shows that the population represented with the 74% answered that in most of their English lessons they use the English language as the principal code to interact with their teachers. On the other hand, 57 students answered that they interact with their English teachers in both languages represented with the 25% of the survey. Lastly, the 1% answered that they use Spanish only with their teachers.

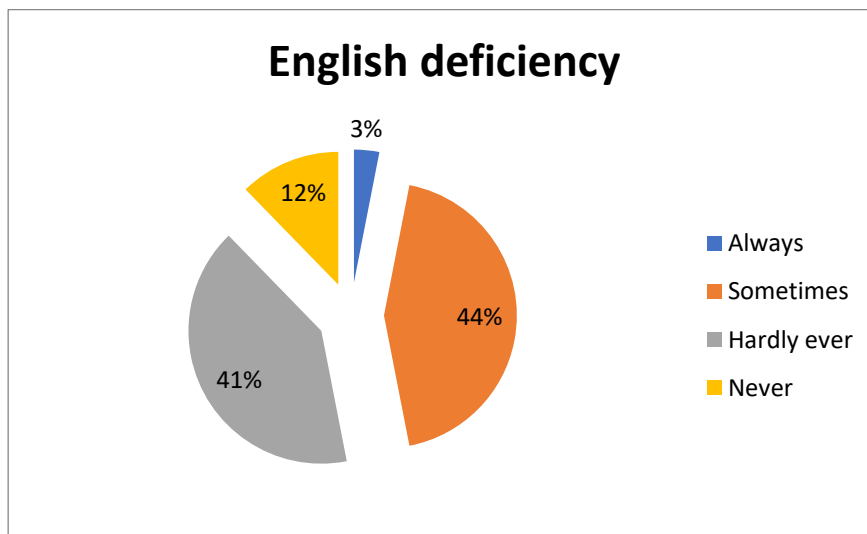
**Indicator 6. When having a conversation in English, I switch to Spanish because of deficiency in English.**

Table 6: English deficiency

SCALE	FRECUENCY	PERCENTAGE	TREND
Always	7	3%	3%
Sometimes	100	44%	44%
Hardly ever	93	41%	41%
Never	28	12%	12%
	<b>228</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey.

Figure 6: English deficiency



Author: Arévalo, J (2020).  
Source: Survey.

As shown in Figure 6 the majority of students represented with the 44% of the survey answered that sometimes when they have a conversation in English they switch to Spanish because of deficiency in English. This phenomenon is most likely to happen in basic users where the English language input is not as advanced as the independent ones. However, 91 students answered that they hardly ever switch from English to Spanish in a conversation in English represented with the 40% of the population.

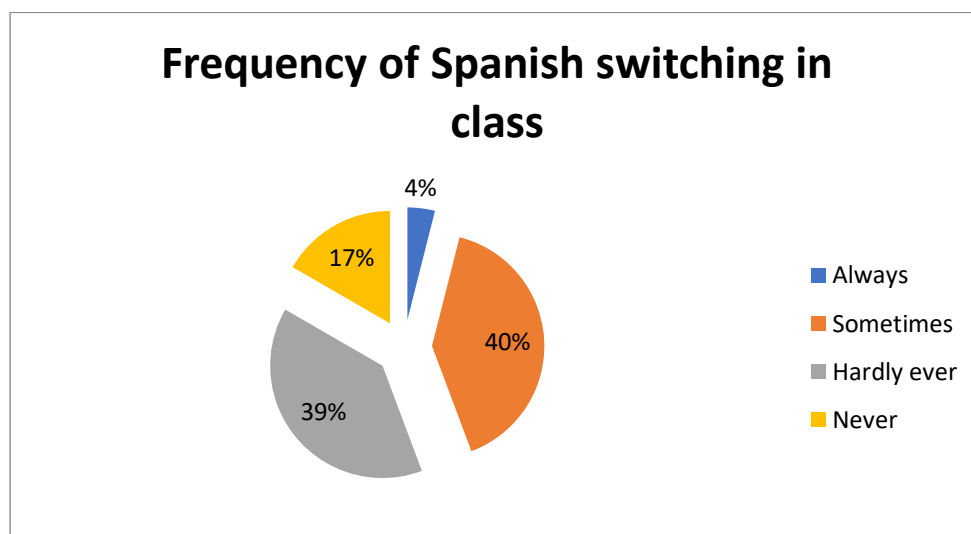
**Indicator 7. In your English lessons, when having a conversation how often do you switch from English to Spanish?**

Table 7: Frequency of Spanish switching in class

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	9	4%	4%
Sometimes	92	40%	40%
Hardly ever	89	39%	39%
Never	38	17%	17%
	<b>228</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey

Figure 7: Frequency of Spanish switching in class



Author: Arévalo, J (2020).  
Source: Survey.

Figure 7, provides important information about the frequency of Spanish switching during a lesson resulting in the 40% represented by "sometimes" and just with 1% difference of "hardly ever" students answered that Spanish is used in the class. However, some students think that they almost "never" switch to Spanish during a lesson with 17% of the survey.

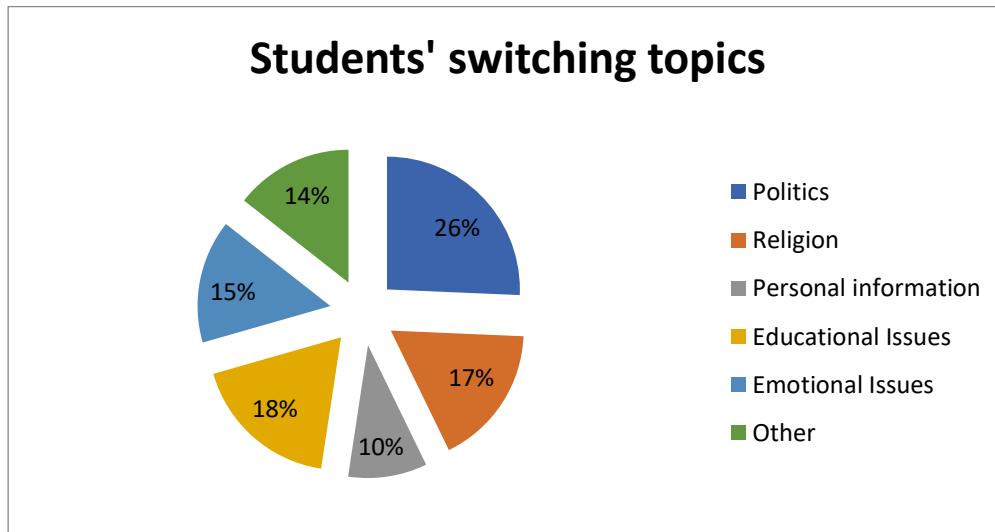
**Indicator 8. What are the topics where you switch from English to Spanish most often in the English lessons?**

Table 8: Students' switching topics

SCALE	FRECUENCY	PERCENTAGE	TREND
Politics	123	26%	26%
Religion	82	17%	17%
Personal information	46	10%	10%
Educational Issues	87	18%	18%
Emotional Issues	72	15%	15%
Other	69	14%	14%
	<b>479</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey

Figure 8: Students' switching topics



Author: Arévalo, J (2020).  
Source: Survey.

Figure 8, provides information about the most switched topics by students. The most answered topic was "politics" rating the 26% of the survey, followed by "educational issues" and "religion" with the 18% and 17% respectively. Additionally, the two least switched topics according to students are "personal information" topics and "emotional issues" with the 10% and 14% respectively. The last 14% was answered as "other" switched topics.

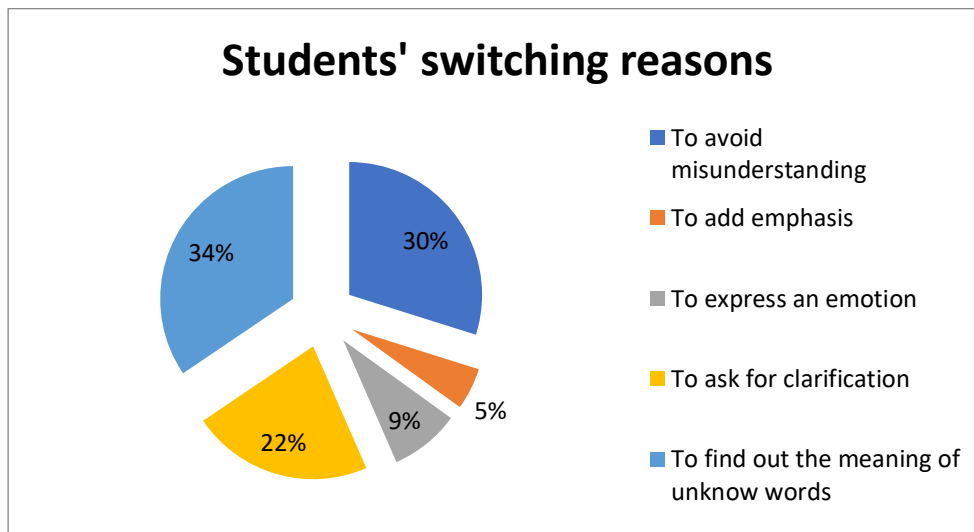
## Indicator 9. What are the reasons why YOU use Spanish in your English Classes?

Table 9: Students' switching reasons

SCALE	FRECUENCY	PERCENTAGE	TREND
To avoid misunderstanding	123	30%	30%
To add emphasis	21	5%	5%
To express an emotion	35	8%	8%
To ask for clarification	91	22%	22%
To find out the meaning of unknow words	142	34%	34%
	<b>412</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey

Figure 9: Students' switching reasons



Author: Arévalo, J (2020).  
Source: Survey.

In Figure 9, the results given provides information about the reasons students switching during an English lesson. The majority answered that they switch because they want to “avoid misunderstanding” and to “find the meaning of unknown words” with the 30% and 34% respectively. Followed by the 22% who answered “ask for clarification” as their reasons. Lastly, they mentioned, “express an emotion” and “add emphasis” as the least reasons with the 9% and 5% respectively.

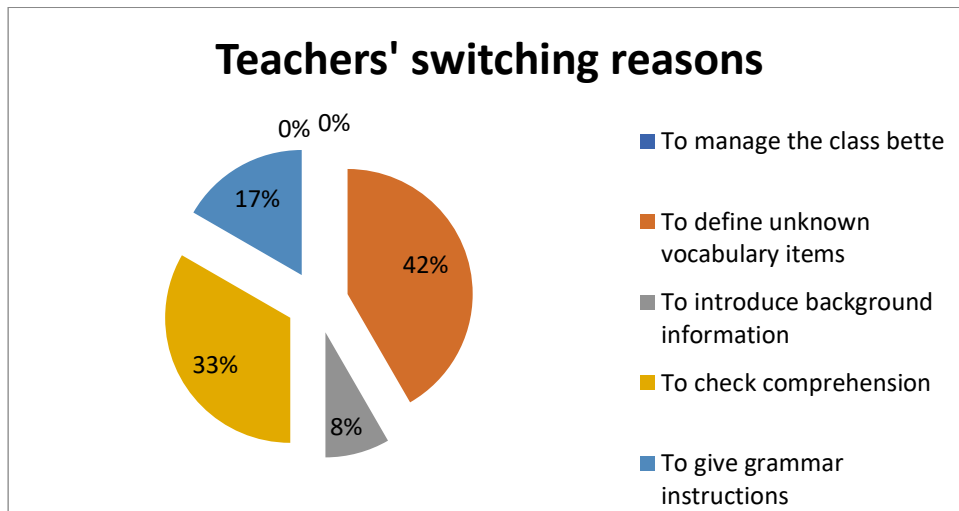
**Indicator 10. What are the reasons why your teachers use Spanish in your English Classes?**

Table 10: Teachers' switching reasons

SCALE	FRECUENCY	PERCENTAGE	TREND
To manage the class better	45	11%	11%
To define unknown vocabulary items	122	31%	31%
To introduce background information	32	8%	8%
To check comprehension	101	26%	26%
To give grammar instructions	30	8%	8%
Others	63	16%	16%
	<b>393</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey

Figure 10: Teachers' switching reasons



Author: Arévalo, J (2020).  
Source: Survey.

Figure 10, explains the teachers switching reasons according to students, teacher switch to Spanish to “define unknown vocabulary items” and to check comprehension with the 42% and 33% respectively. Students also answered that teachers switch because they want to “manage the class better” or to “introduce background information” with the 17% and 8% respectively.

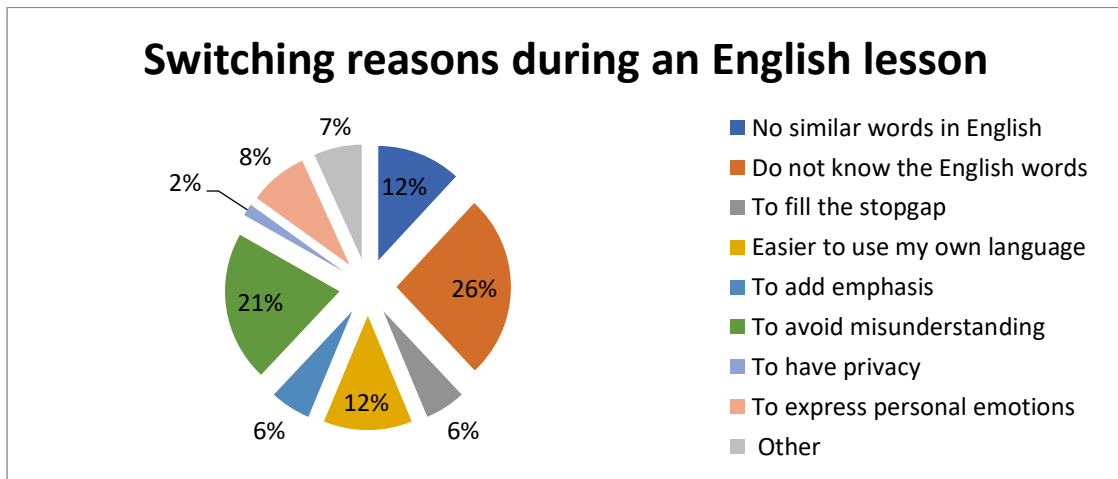
### Indicator 11. Why do you use words in your own language (Spanish) even while speaking English?

Table 11: Switching reasons during an English lesson

SCALE	FREQUENCY	PERCENTAGE	TREND
No similar words in English	56	12%	12%
Do not know the English words	123	26%	26%
To fill the stopgap	27	6%	6%
Easier to use my own language	59	13%	13%
To add emphasis	27	6%	6%
To avoid misunderstanding	100	21%	21%
To have privacy	8	2%	2%
To express personal emotions	39	8%	8%
Other	32	7%	7%
	<b>471</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey

Figure 11: Switching reasons during an English lesson



Author: Arévalo, J (2020).  
Source: Survey.

Figure 11 provides information about the switching reasons during a lesson rating avoiding misunderstanding and knowing the English words with the 47% of the chart followed by “easier to used my own language” and “no similar words in English” both with 12%. Finally, the least answered reasons were “fill stopgaps”, “add emphasis with 7% and 6% respectively.

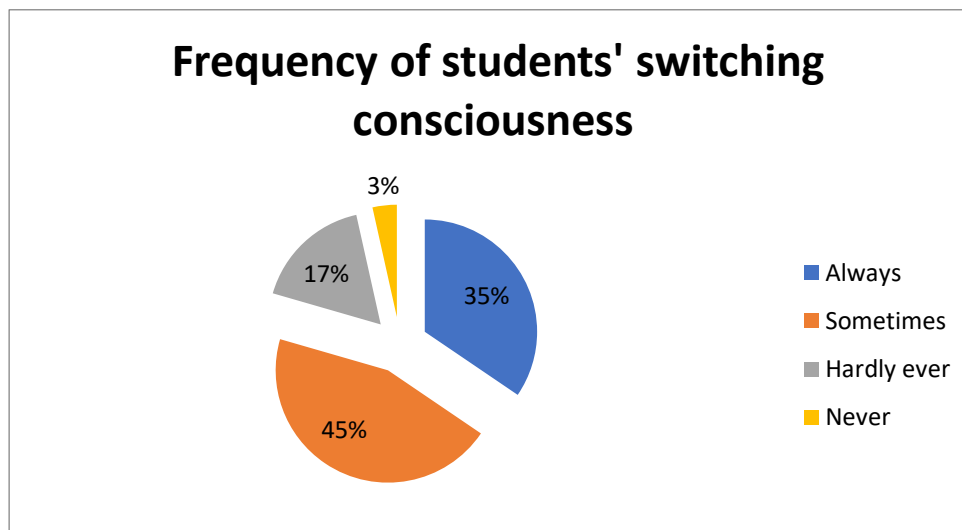
## Indicator 12. Are you conscious of Spanish switching during the English Lessons?

Table 12: Frequency of students' switching consciousness

SCALE	FRECUENCY	PERCENTAGE	TREND
Always	79	34%	34%
Sometimes	103	45%	45%
Hardly ever	39	17%	17%
Never	8	3%	3%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey

Figure 12: Frequency of students' switching consciousness



Author: Arévalo, J (2020).  
Source: Survey.

Figure 12 shows that, 45% of the surveyed answered that they are “sometimes” conscious of Spanish switching during a lesson, followed by the 35% and 17% answered by “always” and “hardly ever” respectively.



### Indicator 13. How much time do you spend learning English every day?

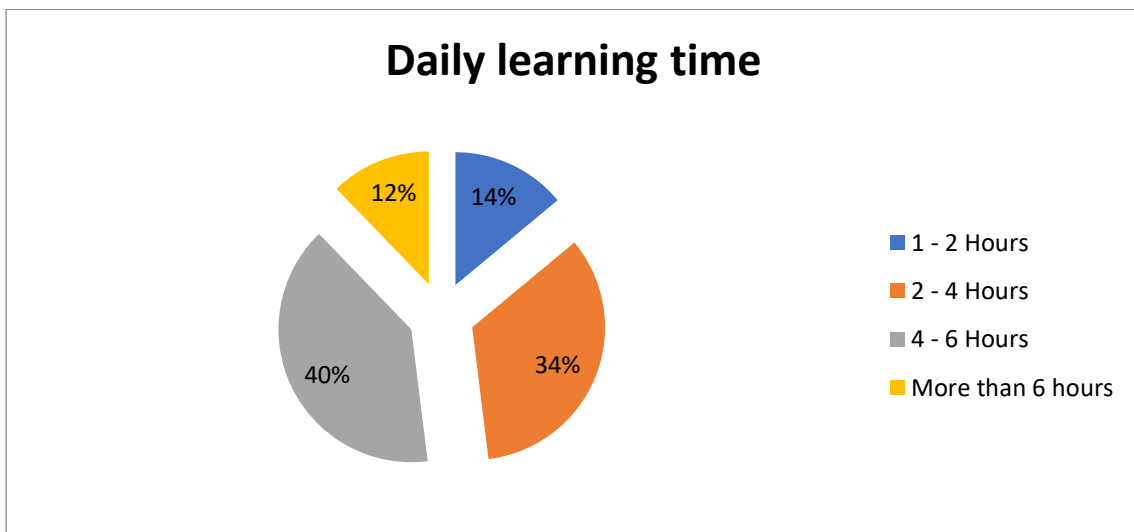
Table 13: Daily learning time

SCALE	FRECUENCY	PERCENTAGE	TREND
1 - 2 Hours	32	14%	14%
2 - 4 Hours	78	34%	34%
4 - 6 Hours	91	40%	40%
More than 6 hours	28	12%	12%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 13: Daily learning time



Author: Arévalo, J (2020).

Source: Survey.

Figure 13, provides information about students' daily learning time leading with the 40% of the survey represented as "4-6 hours" of learning followed by the 34% answered as "2-4 hours" and lastly "1-2 hours" and "more than 6 hours" with the 14% and 12% respectively.

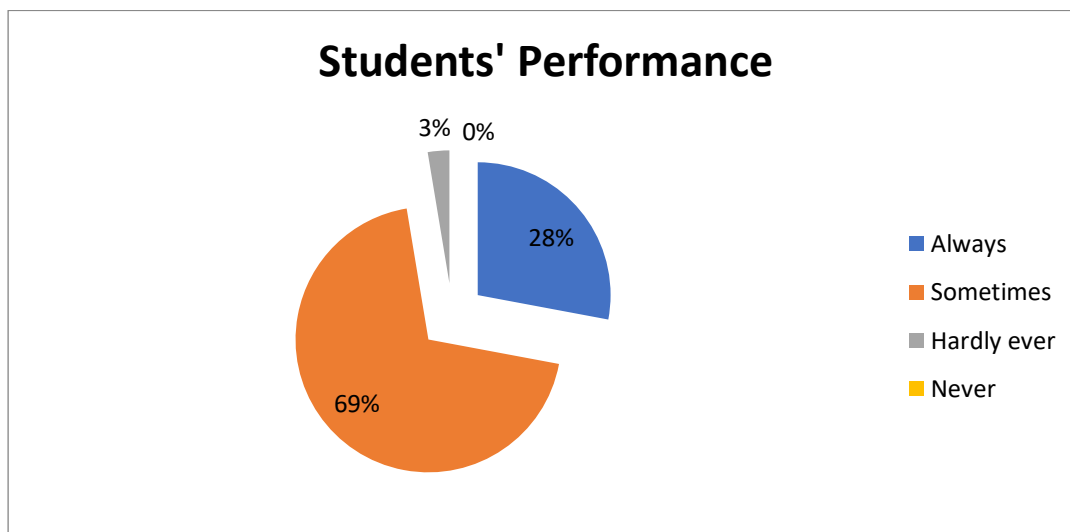
**Indicator 14. How often do you think you can make sentences in English and express them freely during the English lessons?**

Table 14: Students' Performance

SCALE	FRECUENCY	PERCENTAGE	TREND
Always	64	28%	28%
Sometimes	159	69%	69%
Hardly ever	6	3%	3%
Never	0	0%	0%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey

Figure 14: Students' Performance



Author: Arévalo, J (2020).  
Source: Survey.

As indicated in Figure 14, most of the surveyed students answered that they can “sometimes” express themselves freely in English with any problem with the 69% of the question, followed by the 28% which is represented as “always”.

### Indicator 15. Do you feel comfortable talking in English during your English lessons?

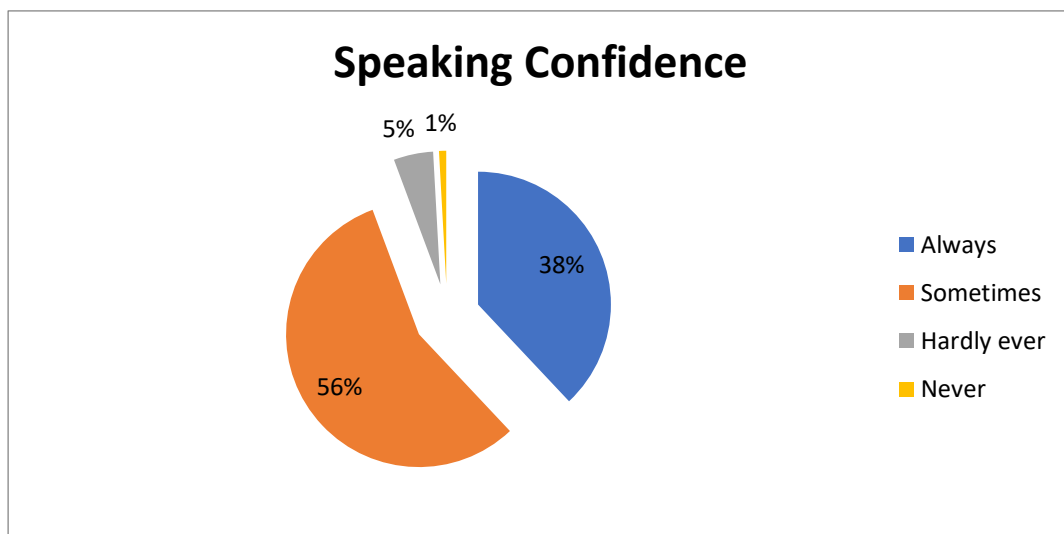
Table 15: Speaking Confidence

SCALE	FRECUENCY	PERCENTAGE	TREND
Always	87	38%	38%
Sometimes	129	56%	56%
Hardly ever	11	5%	5%
Never	2	1%	1%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 15: Speaking Confidence



Author: Arévalo, J (2020).

Source: Survey.

Figure 15 states that the majority of students “sometimes” feel confident when talking in English during their lessons represented with the 56%, followed by the 38% of the question where people answered that they “always” feel comfortable talking in the target language in an ESL class.

### Indicator 16. Which of the following English skills do you find more difficult to learn?

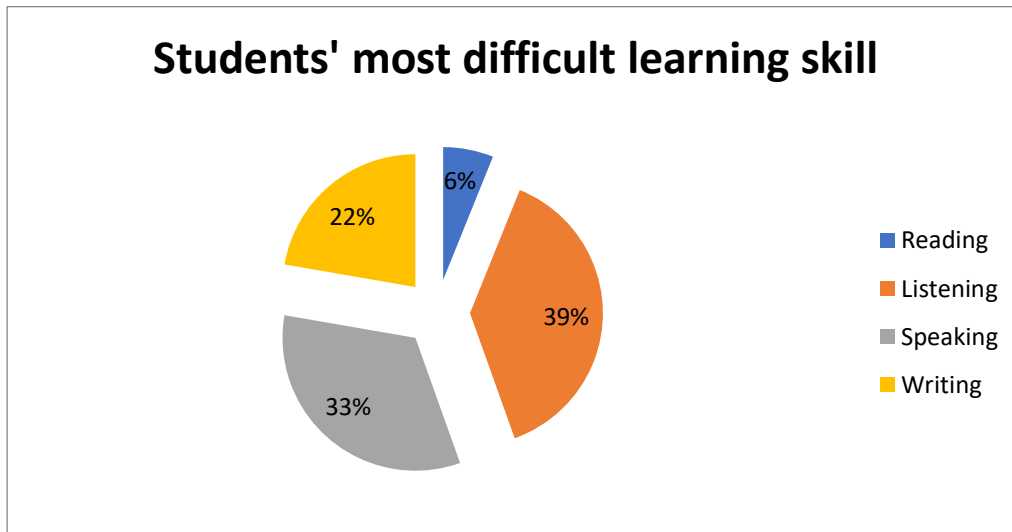
Table 16: Students' most difficult learning skill

SCALE	FRECUENCY	PERCENTAGE	TREND
Reading	14	6%	6%
Listening	88	38%	38%
Speaking	76	33%	33%
Writing	51	22%	22%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 16: Students' most difficult learning skill



Author: Arévalo, J (2020).

Source: Survey.

According to Figure 16, 39% of the population answered that the most difficult English skill to learn is the Listening skill followed by the speaking skill with the 33% of the survey. Additionally, the surveyed students argue that the writing and the reading skill are the least difficult learning skill with the 22% and 6% respectively.

### Indicator 17. Do you like to express yourself orally in English?

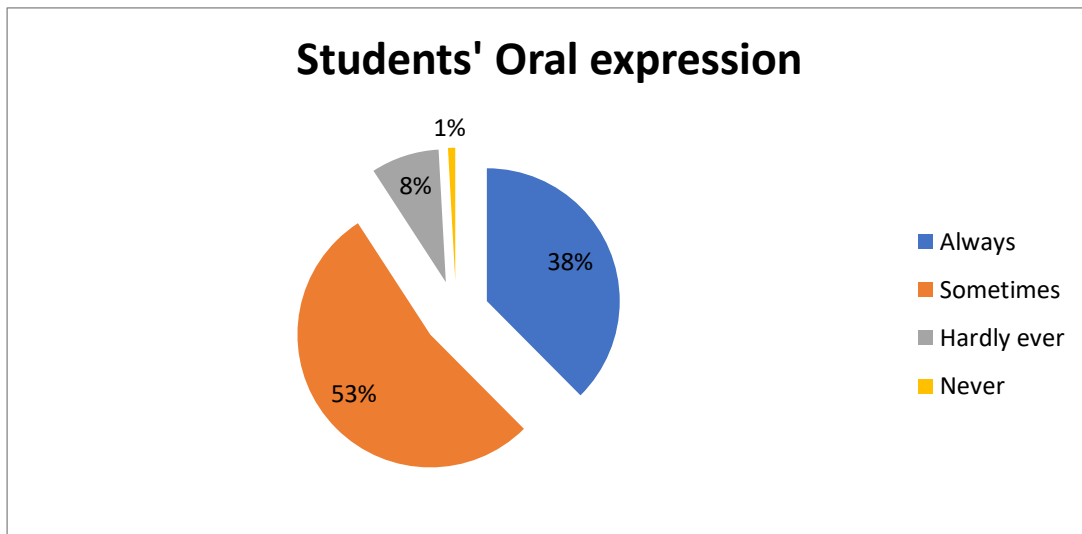
Table 17: Students' oral expression

SCALE	FRECUENCY	PERCENTAGE	TREND
Always	86	38%	38%
Sometimes	122	53%	53%
Hardly ever	19	8%	8%
Never	2	1%	1%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 17: Students' oral expression



Author: Arévalo, J (2020).

Source: Survey

Figure 17, displays information about students' oral expression likes, and the majority of students answered that they "sometimes" like to talk in English with the 53% of the question, followed by the 38% which indicates that students also "always" like to express their ideas in English during an ESL class.

### Indicator 18. Do you like to express yourself in a written form in English?

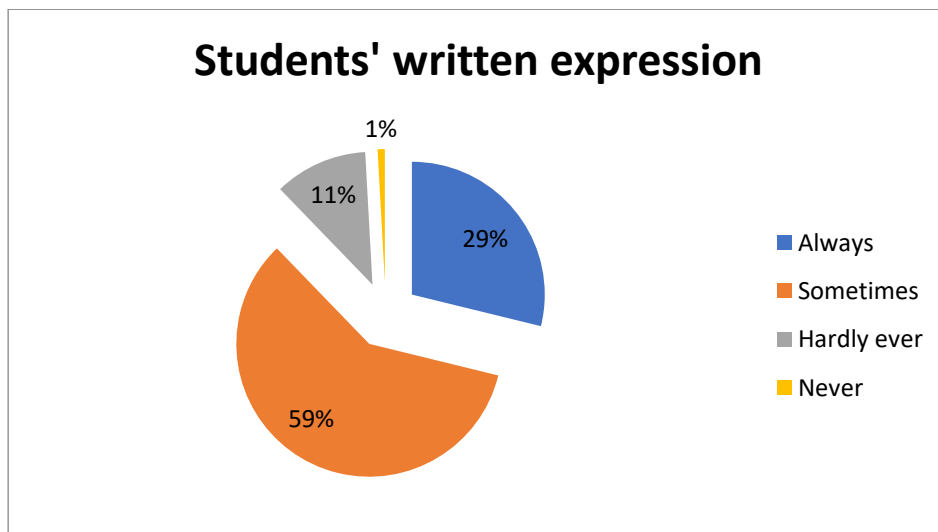
Table 18: Students' written expression

SCALE	FRECUENCY	PERCENTAGE	TREND
Always	66	29%	29%
Sometimes	135	59%	59%
Hardly ever	26	11%	11%
Never	2	1%	1%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 18: Students' written expression



Author: Arévalo, J (2020).

Source: Survey

Figure 18 provides information about students' written expression in English and the majority of them answered that they "sometimes" like to write in English, followed by the 29% of the population who "always" like to express themselves in a written form in a target language.

### Indicator 19. Do you like reading books in English?

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	45	20%	20%
Sometimes	144	63%	63%
Hardly ever	30	13%	13%
Never	10	4%	4%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Table 19: Students' reading skills  
Author: Arévalo, J (2020).  
Source: Survey

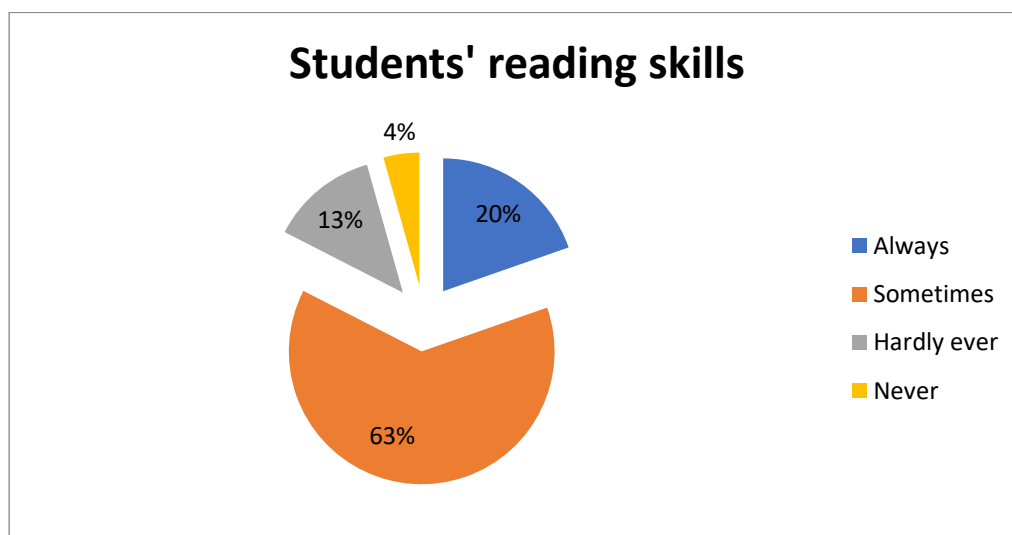


Figure 19: Students' reading skills  
Author: Arévalo, J (2020).  
Source: Survey.

In Figure 19, it can be deduced that the majority of students “sometimes” like to read any text in English, followed by the “always” and “hardly ever” with the 20% and 13% respectively which indicated that students don’t like to read too much in the target language.

**Indicator 20. Do you prefer watching movies and listening to music in English?**

SCALE	FRECUENCY	PERCENTAGE	TREND
Always	45	20%	20%
Sometimes	144	63%	63%
Hardly ever	30	13%	13%
Never	10	4%	4%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Table 20: Students' listening skills  
 Author: Arévalo, J (2020).  
 Source: Survey

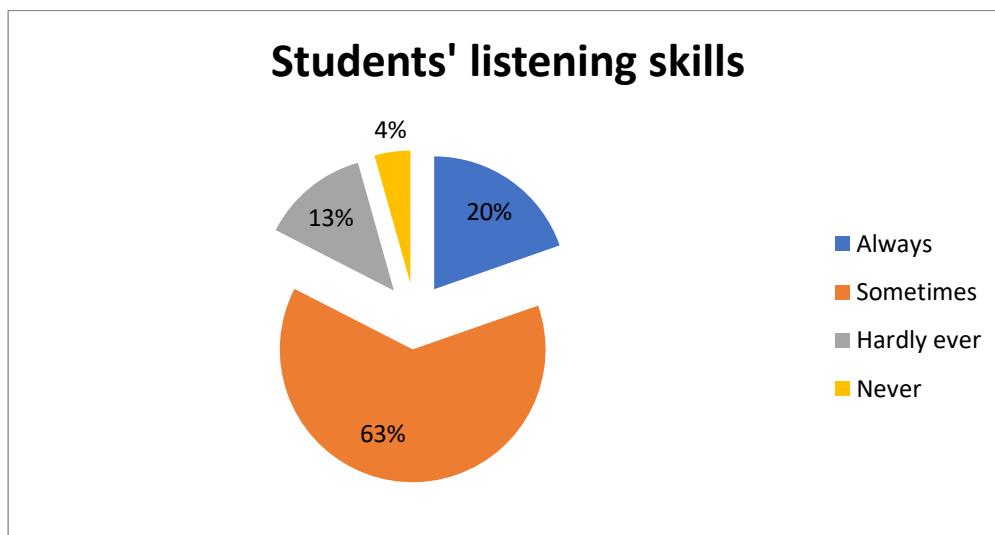


Figure 20: Students' listening skills  
 Author: Arévalo, J (2020).  
 Source: Survey

Regarding the listening skills, Figure 20 shows that the majority of students “sometimes” like to listen or watch content in English, followed by the “always” and “hardly ever” with the 20% and 13% of the surveyed students. Resulting in students sometimes like to listen or watch something in the target language.



### Indicator21. Do you feel comfortable when learning English?

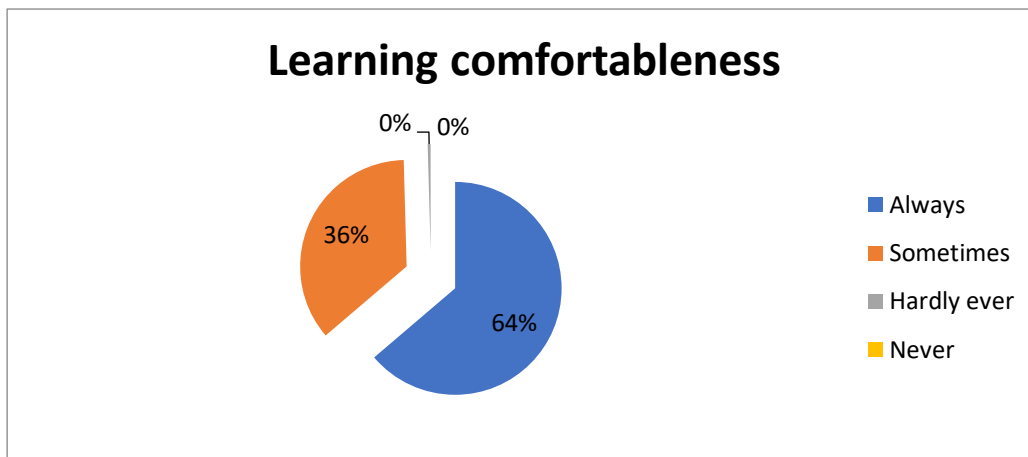
Table 21: Learning comfortableness

SCALE	FRECUENCY	PERCENTAGE	TREND
Always	146	64%	64%
Sometimes	82	36%	36%
Hardly ever	1	0%	0%
Never	0	0%	0%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 21: Learning comfortableness



Author: Arévalo, J (2020).

Source: Survey

Figure 21, displays information about students' learning comfortableness and the majority answered that they "always" feel comfortable with the 64% of the question, followed by sometimes withing the 36% resulting in most of the students feel comfortable learning the target language.

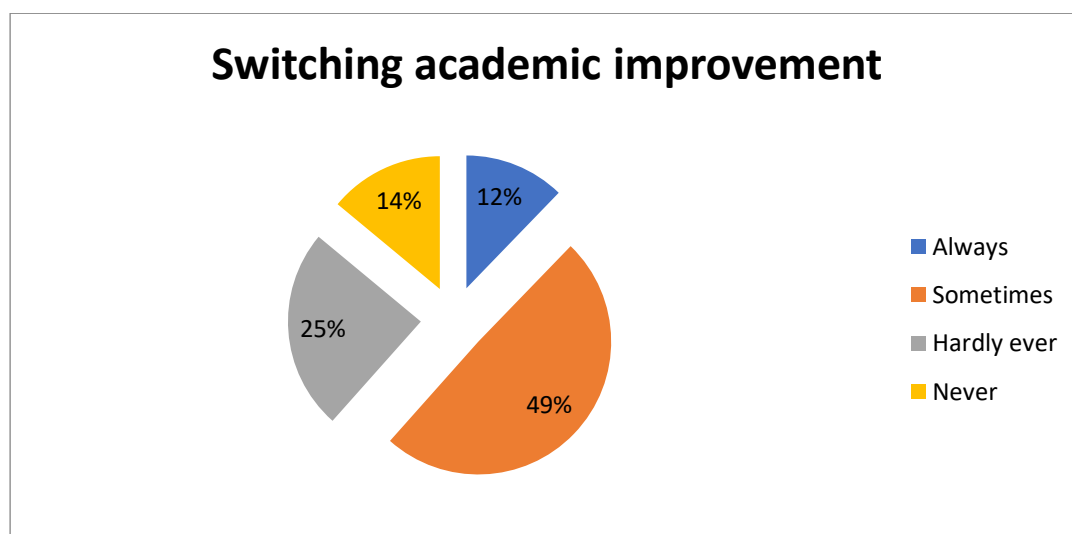
**Indicator 22. Do you think that switching from English to Spanish improve your English language skills?**

Table 22: Switching academic improvement

SCALE	FRECUENCY	PERCENTAGE	TREND
Always	28	12%	12%
Sometimes	113	49%	49%
Hardly ever	56	24%	24%
Never	32	14%	14%
	<b>229</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey

Figure 22: Switching academic improvement



Author: Arévalo, J (2020).  
Source: Survey

Figure 22, shows the results about code-switching academic improvement where the majority of surveyed students answered “sometimes” it helps with the 49%. Additionally, 25% answered that “hardly ever” switching helps their academic performance. Finally, students answered that “always” and “never” switching helps learning a second language with the 12% and 14% respectively.

## Results of the survey aimed at Teachers' from the Carrera de Idiomas at Universidad Técnica de Ambato

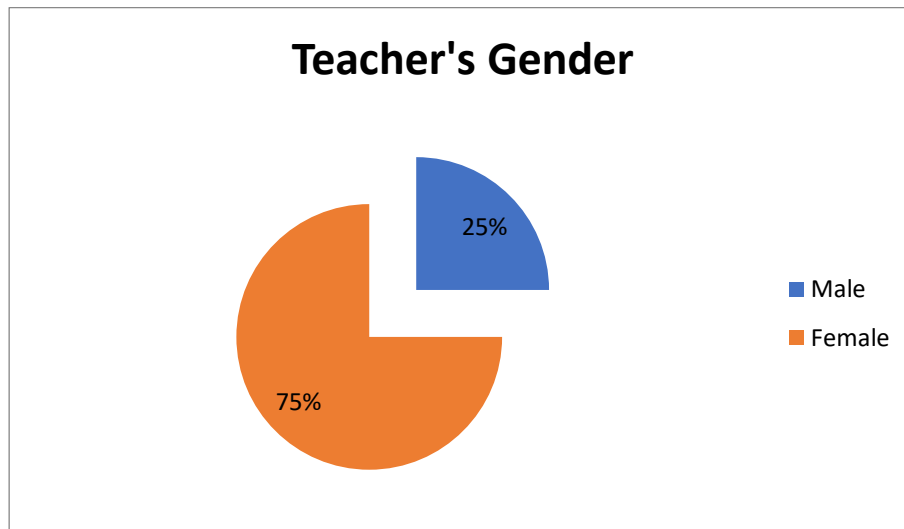
### Indicador1. Teachers' Gender

Table 23: Teachers' Gender

SCALE	FREQUENCY	PERCENTAGE	TREND
Male	3	25%	25%
Female	9	75%	75%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey.

Figure 23: Teachers' Gender



Author: Arévalo, J (2020).  
Source: Survey.

According to Figure 23, the majority of surveyed teachers are females represented by the 75% of the study. On the other hand, the rest of the people represented with the 25% are males. As a result, in this study, the majority are female teachers.

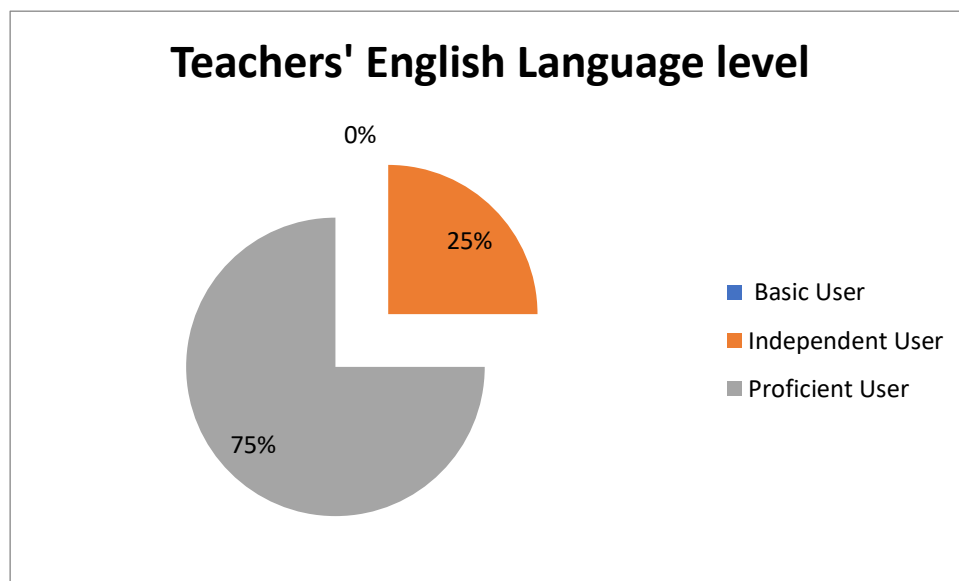
## Indicator 2. Teachers' Language Level

Table 24: Teachers' Language Level

SCALE	FREQUENCY	PERCENTAGE	TREND
Basic User	0	0%	0%
Independent User	3	25%	25%
Proficient User	9	75%	75%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey.

Figure 24: Teachers' Language Level



Author: Arévalo, J (2020).  
Source: Survey.

As shown in Figure 24, the majority of teachers declare that their English language level is a Proficient user of the language represented with the 75% of the study. Besides the 25% of the rest of the teachers who answered that their English language level is an independent user of the language.

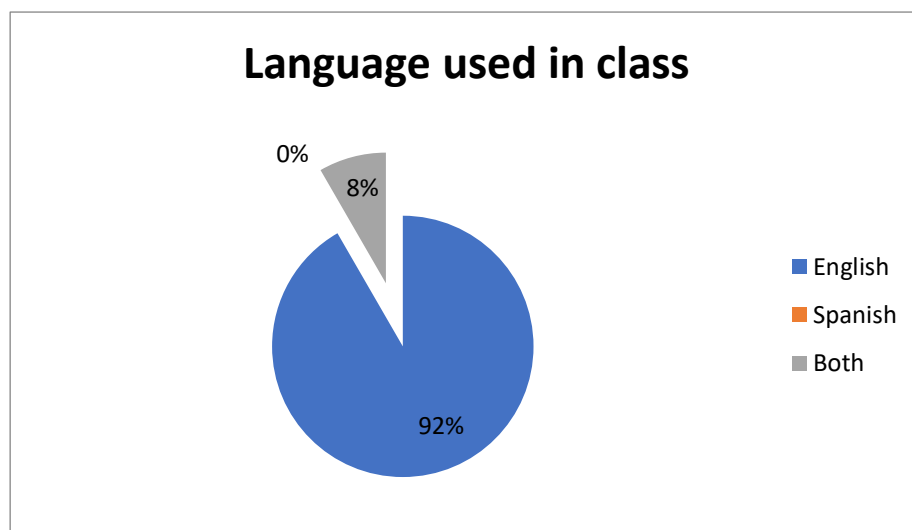
**Indicator 3. Which language(s) do you normally use as a means of communication with your students in your English lessons?**

Table 25: Language used in class

SCALE	FREQUENCY	PERCENTAGE	TREND
English	11	92%	92%
Spanish	0	0%	0%
Both	1	8%	8%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey.

Figure 25: Language used in class



Author: Arévalo, J (2020).  
Source: Survey.

As can be seen in Figure 25, 92% of the population indicated that they teach the second language in English only. However, 8% answered that they teach English in both languages, Spanish and English, resulting in teachers using the English language as a means of communication in most of their English classes.

#### Indicator 4. How often do you use Spanish in the English class?

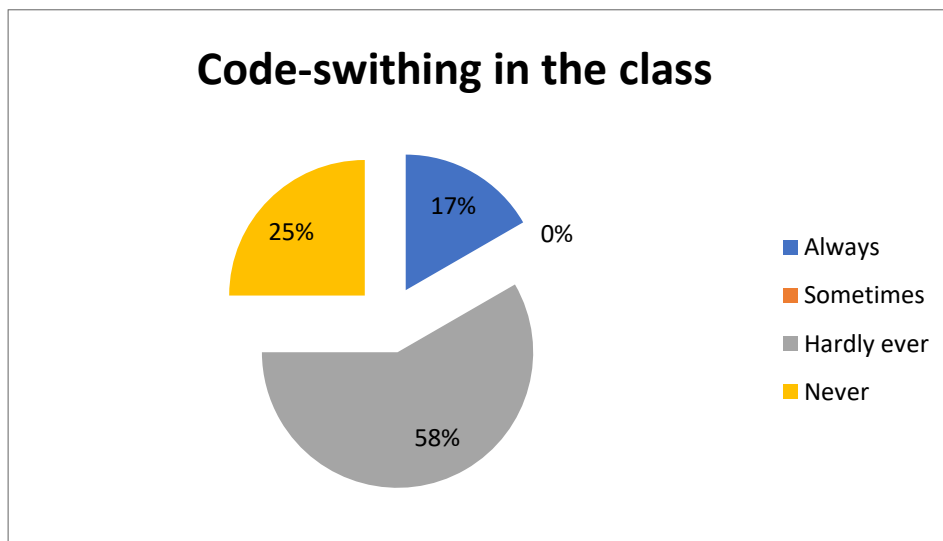
Table 26: Code-switching in the class.

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	2	17%	17%
Sometimes	0	0%	0%
Hardly ever	7	58%	58%
Never	3	25%	25%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey.

Figure 26: Code-switching in the class.



Author: Arévalo, J (2020).

Source: Survey.

According to Figure 26, in the survey aimed at teachers, 58% of the surveyed answered that they hardly ever use Spanish during an English lesson. However, 25% indicated that they never use Spanish in their classes, which indicates that code-switching exists in most of their English lessons.

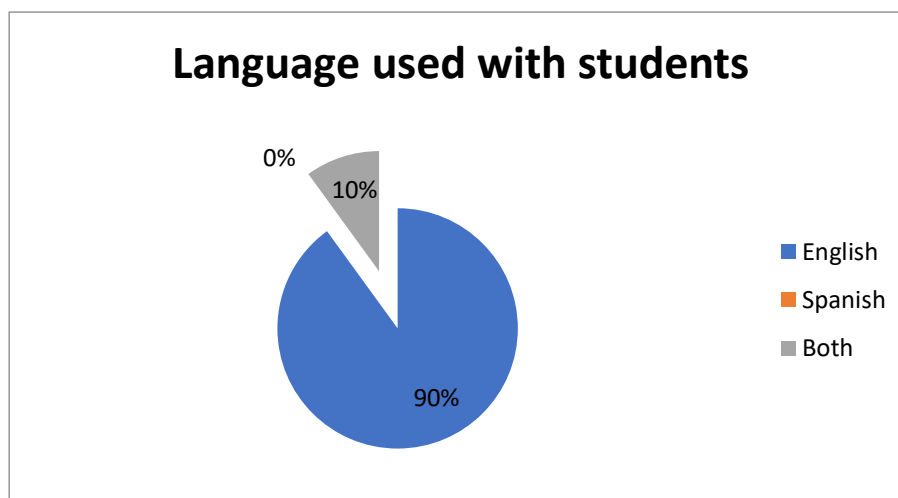
**Indicator 5. In what language (s) do you interact with your students during the English lessons?**

Table 27: Language used with students.

SCALE	FREQUENCY	PERCENTAGE	TREND
English	9	90%	90%
Spanish	0	0%	0%
Both	1	10%	10%
	<b>10</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey.

Figure 27: Language used with students.



Author: Arévalo, J (2020).  
Source: Survey.

According to the results taken from the research, in Figure 27 it is observed that 90% of the teachers interact just in English with their students during a lesson, and only the 10% left interact with them in both languages (Spanish and English). As a result, teachers use the English language to interact with their students in most of their lessons.

**Indicator 6. When having a conversation in English I switch to Spanish because of deficiency in English.**

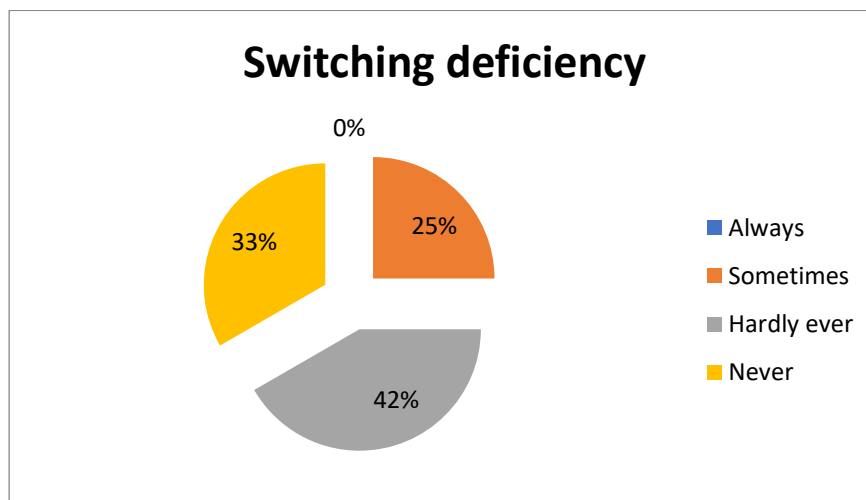
Table 28: Switching deficiency.

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	0	0%	0%
Sometimes	3	25%	25%
Hardly ever	5	42%	42%
Never	4	33%	33%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey.

Figure 28: Switching deficiency.



Author: Arévalo, J (2020).

Source: Survey.

In Figure 28, at the time of having a conversation in English, 50% of the population answered that they hardly ever switch to Spanish, while the other 50% indicated that they never or sometimes switch to the mother tongue in a target language conversation.



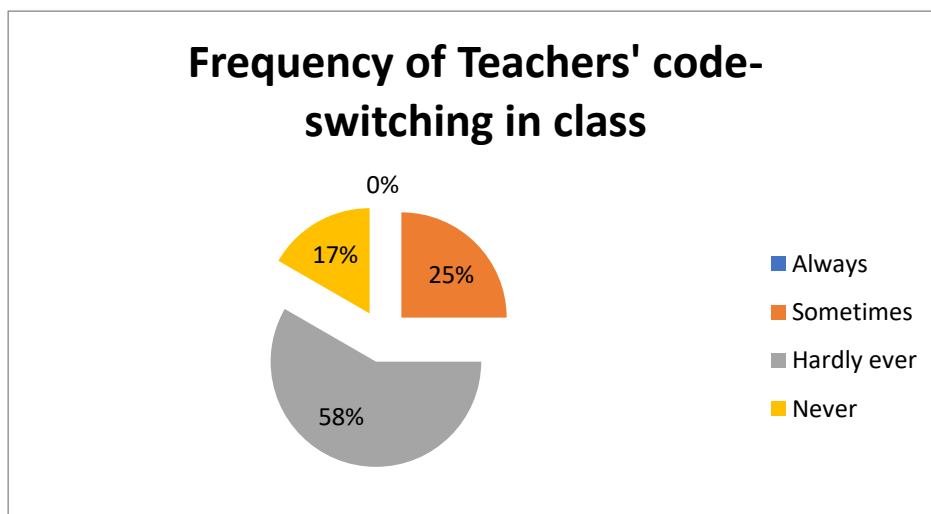
**Indicator 7. In your English lessons, when having a conversation how often do you switch from English to Spanish?**

Table 29: Frequency of Teachers’ code-switching in class.

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	0	0%	0%
Sometimes	3	25%	25%
Hardly ever	7	58%	58%
Never	2	17%	17%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey.

Figure 29: Frequency of Teachers’ code-switching in class.



Author: Arévalo, J (2020).  
Source: Survey.

In Figure 29, it can be deduced that the majority of teachers hardly ever switch from English to Spanish in the class represented by the 58% of the survey. Some others responded that sometimes and never with the 25% and 17% respectively code-switch during an English lesson. As a result, the phenomenon of code-switching is still present when learning a target language.

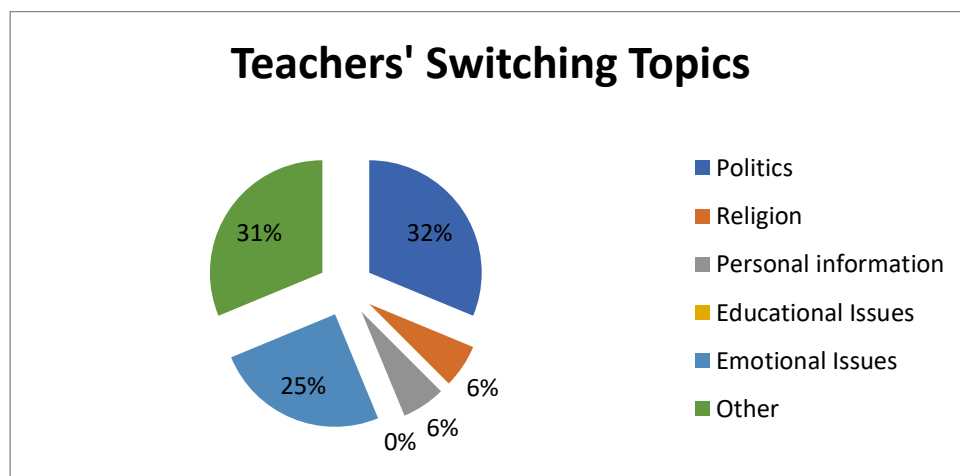
**Indicator 8. What are the topics where you switch from English to Spanish most often in the English lessons?**

Table 30: Teachers' Switching Topics.

SCALE	FREQUENCY	PERCENTAGE	TREND
Politics	5	31%	31%
Religion	1	6%	6%
Personal information	1	6%	6%
Educational Issues	0	0%	0%
Emotional Issues	4	25%	25%
Other	5	31%	31%
	<b>16</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey.

Figure 30: Teachers' Switching Topics.



Author: Arévalo, J (2020).  
Source: Survey.

As can be seen in Figure 30, there were 5 topics presented for teachers to analyse which of those are the commonly code-switch during a lesson. The most representative topics were politics and emotional issues with the 32% and 25% respectively. On the other hand, the least code-switch topics during a lesson were religion and students' personal information with the 6% of the study.

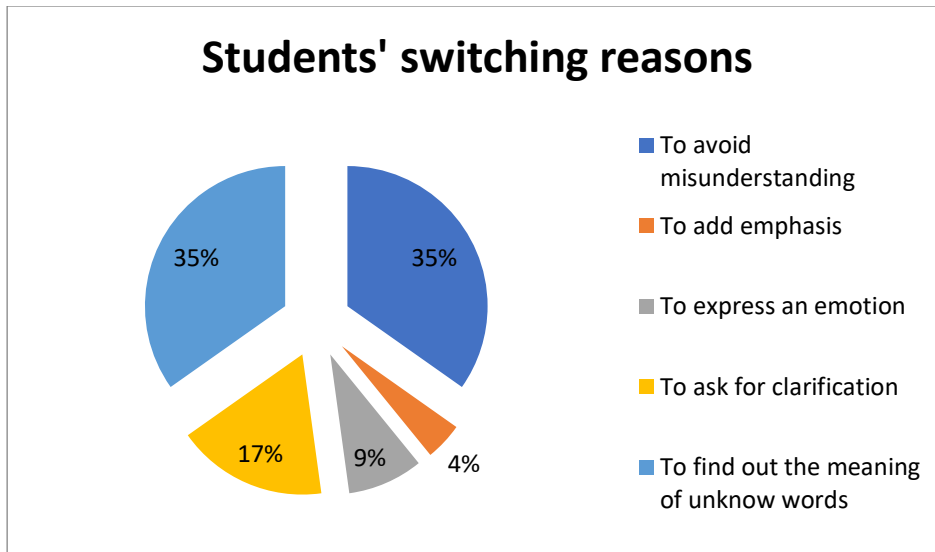
**Indicator 9. What are the reasons why your students use Spanish in your English Classes?**

Table 31: Students' Switching reasons.

SCALE	FREQUENCY	PERCENTAGE	TREND
To avoid misunderstanding	8	35%	35%
To add emphasis	1	4%	4%
To express an emotion	2	9%	9%
To ask for clarification	4	17%	17%
To find out the meaning of unknow words	8	35%	35%
	<b>23</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey.

Figure 31: Students' Switching reasons.



Author: Arévalo, J (2020).  
Source: Survey.

According to Figure 31, the following results were taken: 70% of the students turn to Spanish to avoid misunderstanding and to find out the meaning of unknown words, 17% of the surveyed answered that students switching is due to ask for clarification. Last but not least, the final 13% answered that students code-switch to express an emotion and to add emphasis represented with the 9% and 4% respectively.

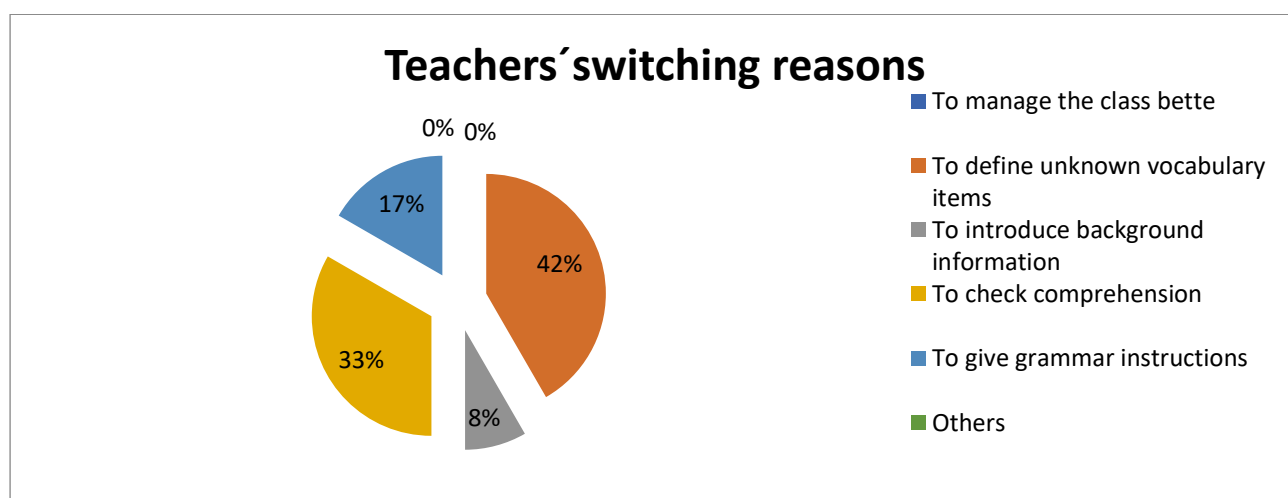
### Indicator 10. What are the reasons why YOU use Spanish in your English Classes?

Table 32: Teachers' switching reasons.

SCALE	FREQUENCY	PERCENTAGE	TREND
To manage the class better	0	0%	0%
To define unknown vocabulary items	5	42%	42%
To introduce background information	1	8%	8%
To check comprehension	4	33%	33%
To give grammar instructions	2	17%	17%
Others	0	0%	0%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey

Figure 32: Teachers' switching reasons.



Author: Arévalo, J (2020).

Source: Survey

In Figure 32, it can be observed that some of the reasons why teachers use code-switching in a class are defining unknown vocabulary items and to check comprehension with the 42% and 33% respectively. The least code-switch reasons were to manage the class better and to introduce background information with the 17% and 8% respectively. As a result, teachers code-switch during a lesson to ensure that students understand new vocabulary and their comprehension of certain topics.

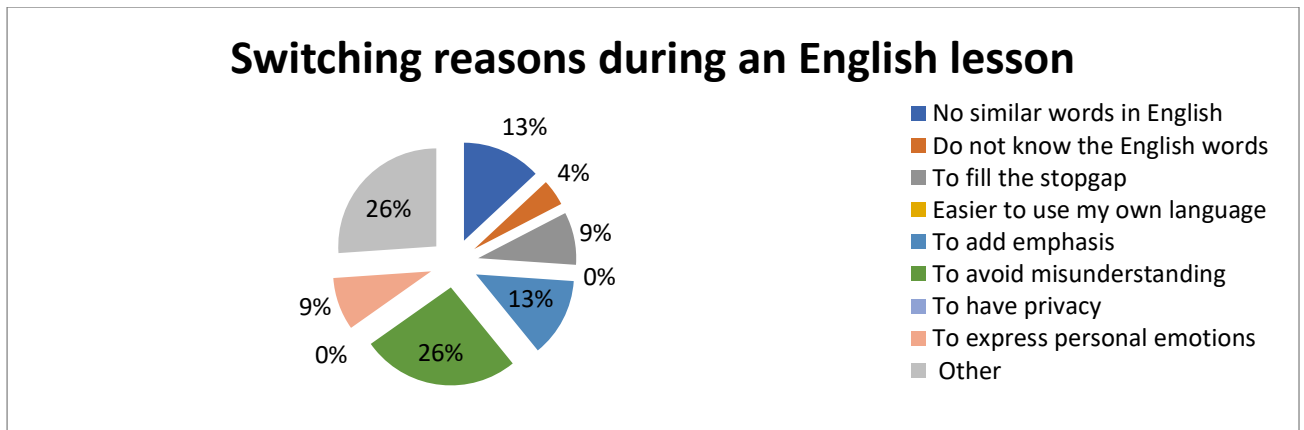
**Indicator 11. Why do you use words in your own language (Spanish) even while speaking English?**

Table 33: Switching reasons during an English lesson.

SCALE	FREQUENCY	PERCENTAGE	TREND
No similar words in English	3	13%	13%
Do not know the English words	1	4%	4%
To fill the stopgap	2	9%	9%
Easier to use my own language	0	0%	0%
To add emphasis	3	13%	13%
To avoid misunderstanding	6	26%	26%
To have privacy	0	0%	0%
To express personal emotions	2	9%	9%
Other	6	26%	26%
	<b>23</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey

Figure 33: Switching reasons during an English lesson.



Author: Arévalo, J (2020).  
Source: Survey

In Figure 33, the switching reasons during a lesson are represented by the 26% in both avoiding misunderstandings of a topic and other unspecified reasons. Followed by the 13% when they don't find similar Spanish words in English and to add emphasis. Lastly, teachers code-switch to express an emotion or to fill any stopgap within the 9% of the survey.

## Indicator 12. Are you conscious of Spanish switching during the English Lessons?

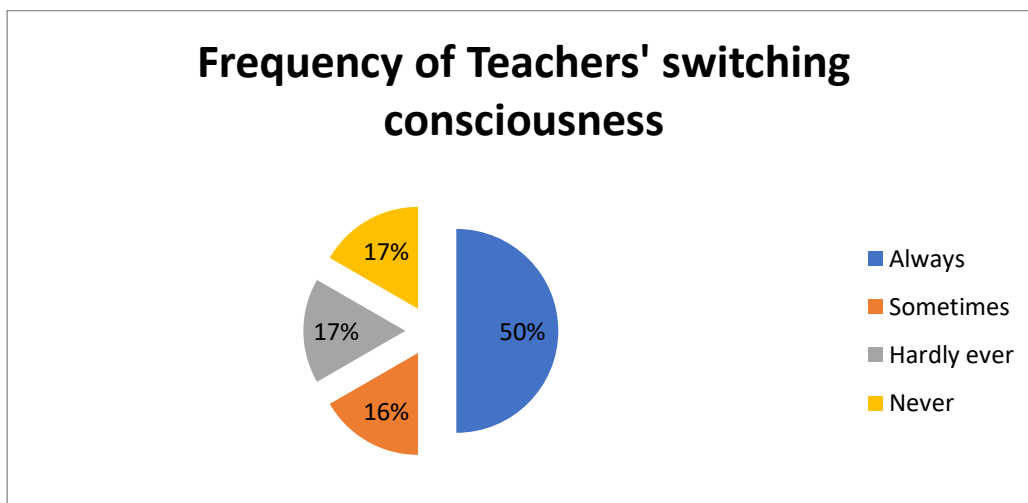
Table 34: Frequency of Teachers' switching consciousness.

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	6	50%	50%
Sometimes	2	17%	17%
Hardly ever	2	17%	17%
Never	2	17%	17%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 34: Frequency of Teachers' switching consciousness.



Author: Arévalo, J (2020).

Source: Survey

In Figure 34, it was observed that 50% of the surveyed teachers have always noticed Spanish switching during an English lesson, while the other 50% was equally divided into sometimes, hardly ever, and never are aware of Spanish switching during a lesson.

### Indicator 13. How much time do you spend teaching English every day?

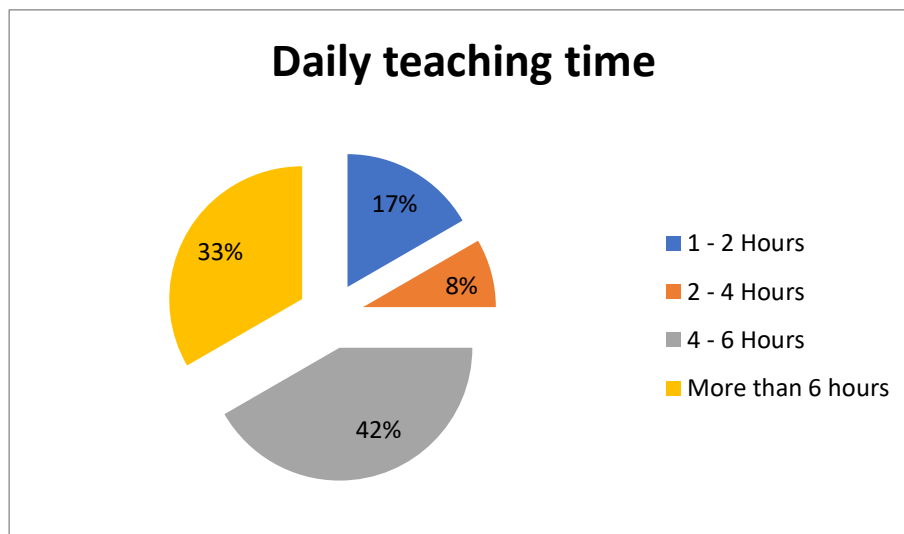
Table 35: Daily teaching time

SCALE	FREQUENCY	PERCENTAGE	TREND
1 - 2 Hours	2	17%	17%
2 - 4 Hours	1	8%	8%
4 - 6 Hours	5	42%	42%
More than 6 hours	4	33%	33%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 35: Daily teaching time



Author: Arévalo, J (2020).

Source: Survey

In Figure 35, it can be observed that that 42% of the surveyed teachers spend from 4 to 6 hours a day teaching English, while 33% indicated that they taught the target language more than 6 hours a day. Lastly, 17% answered from 1 to 2 hours, and the final 8% from 2 to 4 hours of teaching per day.

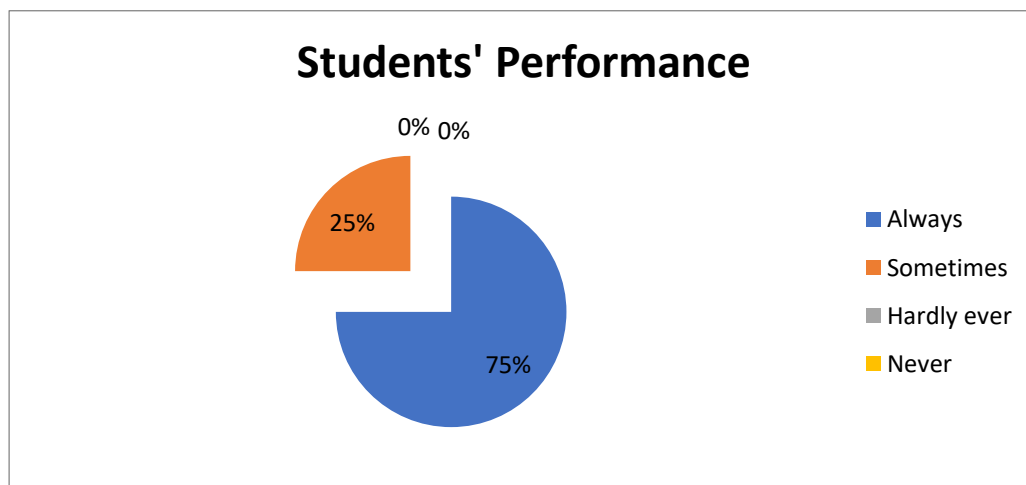
**Indicator 14. How often do you think students can make sentences in English and express them freely during the English lessons?**

Table 36: Students' performance

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	9	75%	75%
Sometimes	3	25%	25%
Hardly ever	0	0%	0%
Never	0	0%	0%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey

Figure 36: Students' performance



Author: Arévalo, J (2020).  
Source: Survey

As can be observed in Figure 36, most of the teachers answered that students can always make sentences in the target language and they can express them freely during a lesson with the 75% of the survey. However, the other 25% argue that students can sometimes create a sentence and express it freely with no difficulties.



### Indicator 15. Do students feel comfortable talking in English during your English lessons?

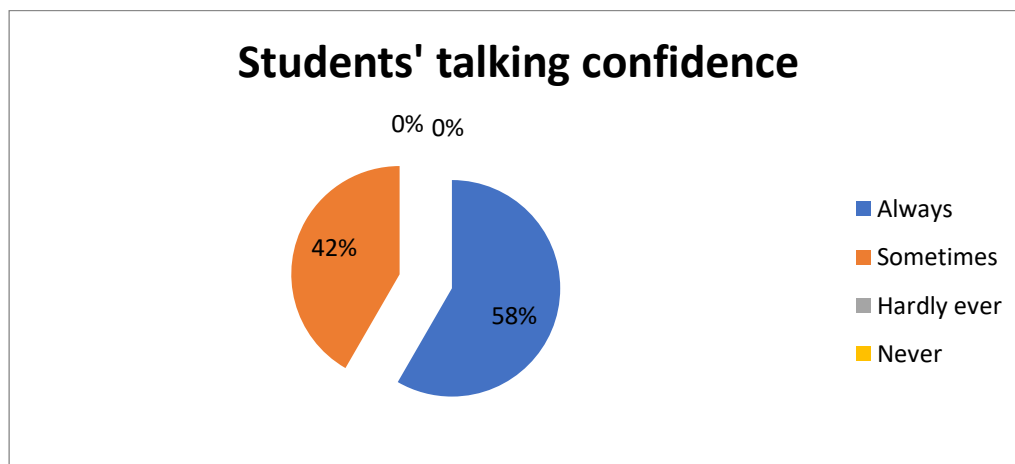
Table 37: Students' talking confidence

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	7	58%	58%
Sometimes	5	42%	42%
Hardly ever	0	0%	0%
Never	0	0%	0%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 37: Students' talking confidence



Author: Arévalo, J (2020).

Source: Survey

According to the taken data from Figure 37, 58% corresponding to 7 people say that students always feel confident speaking English during classes, while 42% show that they are sometimes confident, which indicates that students in their most have no problem speaking English.

### Indicator 16. Which of the following English skills do you find more difficult to teach?

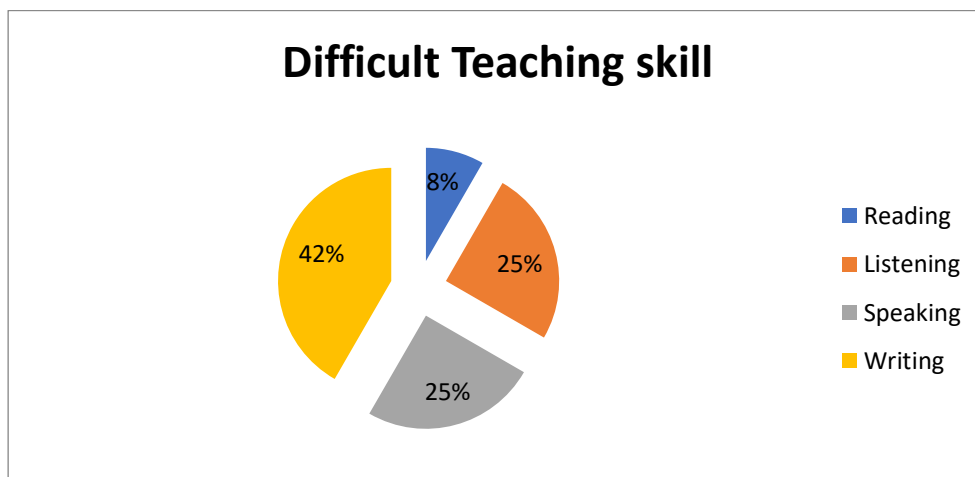
Table 38: Difficult teaching skill

SCALE	FREQUENCY	PERCENTAGE	TREND
Reading	1	8%	8%
Listening	3	25%	25%
Speaking	3	25%	25%
Writing	5	42%	42%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 38: Difficult teaching skill



Author: Arévalo, J (2020).

Source: Survey

According to Figure 38, it was analysed that the most difficult skill to teach is writing with 42% of the responses, followed by listening and speaking with 25% each and last but not least, the reading skill with an 8% of the survey.

### Indicator 17. Do students like to express themselves orally in English?

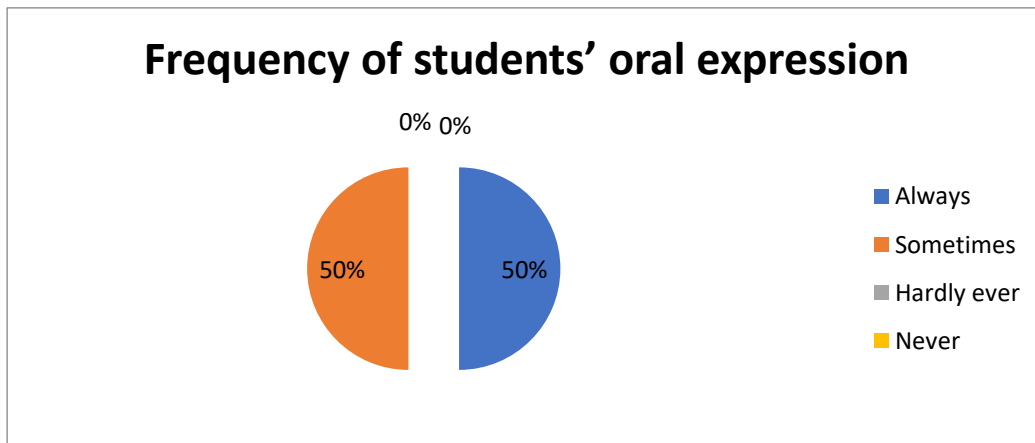
Table 39: Frequency of students' oral expression

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	6	50%	50%
Sometimes	6	50%	50%
Hardly ever	0	0%	0%
Never	0	0%	0%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 39: Frequency of students' oral expression



Author: Arévalo, J (2020).

Source: Survey

Figure 39 shows that the responses are divided by 50/50, which indicates that students like to express themselves orally in English always and sometimes during an ESL lesson.

### Indicator 18. Do students like to express themselves in a written form in English?

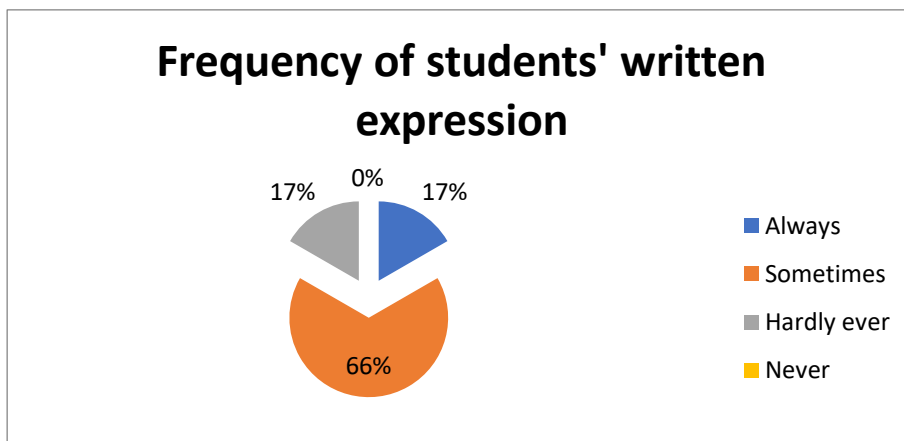
Table 40: Frequency of students' written expression

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	2	17%	17%
Sometimes	8	67%	67%
Hardly ever	2	17%	17%
Never	0	0%	0%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 40: Frequency of students' written expression



Author: Arévalo, J (2020).

Source: Survey

As can be seen in Figure 40, according to the surveyed teachers most of the student's preferences towards the writing skill is represented by the 67%. On the other hand, some other teachers answered that student's likes about writing are represented by 17% and 16 % with "hardly ever" and "always" respectively.

### Indicator 19. Do students like reading books in English?

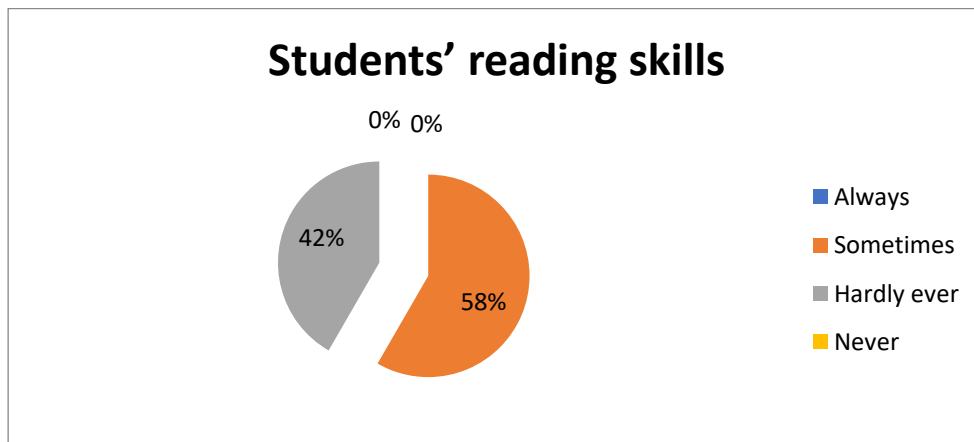
Table 41: Students' reading skills.

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	0	0%	0%
Sometimes	7	58%	58%
Hardly ever	5	42%	42%
Never	0	0%	0%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 41: Students' reading skills.



Author: Arévalo, J (2020).

Source: Survey

Figure 41 shows the results of students' preferences in the reading skills where most of the surveyed teachers answered that 58% of the student like reading something in English. Whereas the 42% is represented as "hardly ever" student like reading in the target language.

## Indicator 20. Do students prefer watching movies and listening to music in English?

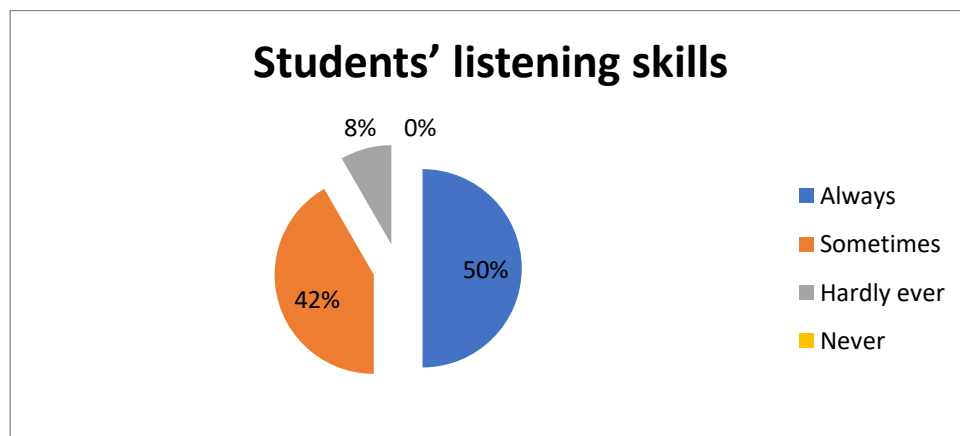
Table 42: Students' listening skills.

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	6	50%	50%
Sometimes	5	42%	42%
Hardly ever	1	8%	8%
Never	0	0%	0%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 42: Students' listening skills.



Author: Arévalo, J (2020).

Source: Survey

According to Figure 42, most of the surveyed teachers answered that students' preferences towards listening skill are represented by the 50% of the population as "always". On the other hand, teachers answered that 42% of the students like "sometimes" to listen in the target language during the English lessons.

## Indicator 21. Do you feel comfortable when teaching English?

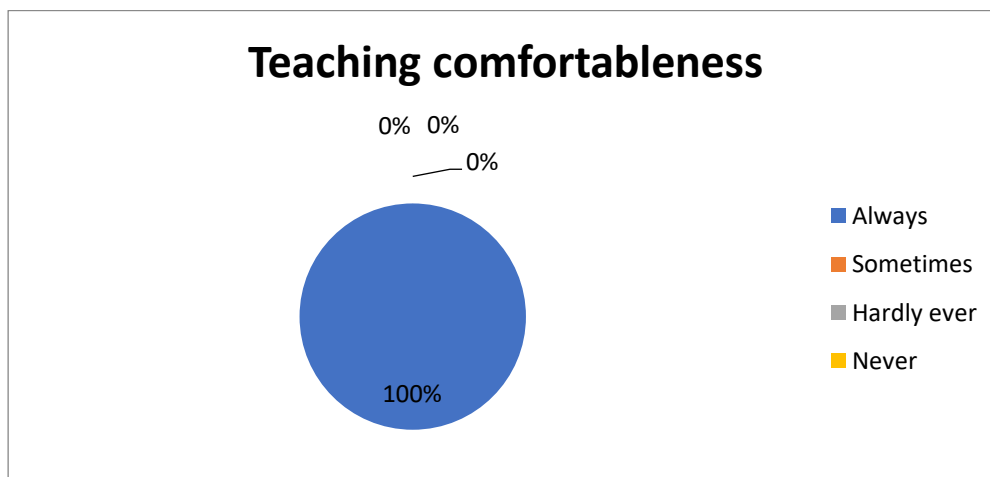
Table 43: Teaching comfortableness.

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	12	100%	100%
Sometimes	0	0%	0%
Hardly ever	0	0%	0%
Never	0	0%	0%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).

Source: Survey

Figure 43: Teaching comfortableness.



Author: Arévalo, J (2020).

Source: Survey

In Figure 43 it is clearly observed that 100% of the surveyed teachers “always” feel confident when teaching English, which results in a positive effect on students learning.

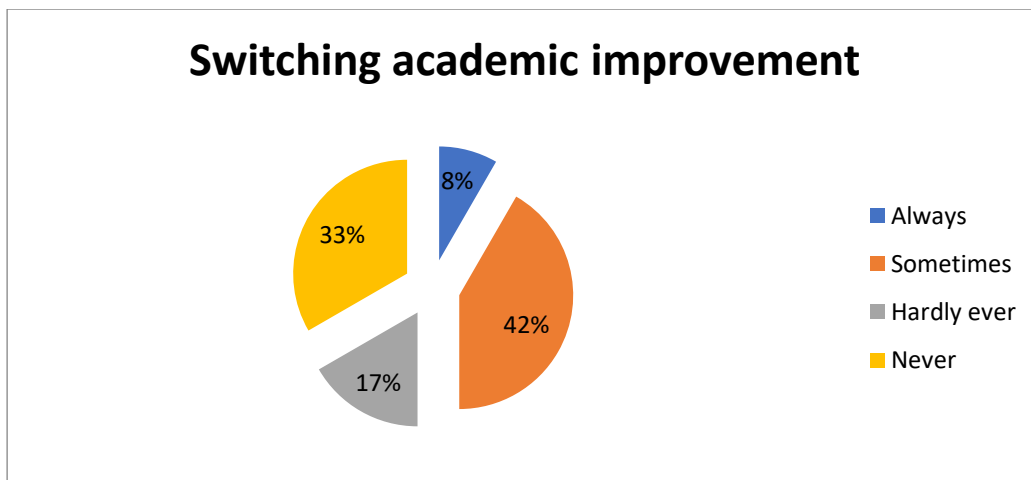
**Indicator 22. Do you think that switching from English to Spanish improve student’s English language skills?**

Table 44: Switching academic improvement.

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	1	8%	8%
Sometimes	5	42%	42%
Hardly ever	2	17%	17%
Never	4	33%	33%
	<b>12</b>	<b>100%</b>	<b>100%</b>

Author: Arévalo, J (2020).  
Source: Survey

Figure 44: Switching academic improvement.



Author: Arévalo, J (2020).  
Source: Survey

According to Figure 44, it was analysed that 42% of the teachers who participated in the survey believe that sometimes switching from English to Spanish improves student’s English language skills. However, 33% indicates that switching from English to Spanish never improves student’s English language skills, which is a clash of thoughts about switching from English to Spanish. The remaining 17% answered “hardly ever” and 8% “always”.



### 3.2 Verification of the hypothesis

For the development of this research, non-parametric statistics were used, by means of the test of a sample selecting the chi-square statistic as the most appropriate for a descriptive investigation in which qualitative-quantitative variables are analysed that allowed the final decision in the selection of the hypothesis.

**Resumen de prueba de hipótesis**

	Hipótesis nula	Test	Sig.	Decisión
1	Las categorías definidas por Gender = Male y Female se producen con las probabilidades de 0,5 y 0,5.	Prueba binomial de una muestra	,000	Rechazar la hipótesis nula.
2	Las categorías de Choose your English language level se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
3	Las categorías de Which language (s) do you normally use as a means of communication with your classmates in your English lessons? se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
4	Las categorías de How often do your teachers use Spanish in the English class? se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
5	Las categorías de In what language (s) do you interact with your English teachers during the English lessons? se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
6	Las categorías de When having a conversation in English I switch to Spanish because of deficiency in English. se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
7	Las categorías de In your English lessons, when having a conversation how often do you switch from English to Spanish? se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
8	Las categorías de What are the topics where you switch from English to Spanish most often in the English lessons? You can choose more than one se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
9	Las categorías de What are the reasons why YOU use Spanish in your English Classes? You can choose more than one se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
10	Las categorías de What are the reasons why your teachers use Spanish in your English Classes? You can choose more than one se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.

	Hipótesis nula	Test	Sig.	Decisión
11	Las categorías de Why do you use words in your own language (Spanish) even while speaking English? You can choose more than one se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
12	Las categorías de Are you conscious of Spanish switching during the English Lessons? se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
13	Las categorías de How much time do you spend learning English everyday? se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
14	Las categorías de How often do you think you can make sentences in English and express them freely during the English lessons se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
15	Las categorías de Do you feel comfortable talking in English during your English lessons? se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
16	Las categorías de Which of the following English skills do you find more difficult to learn? se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
17	Las categorías de Do you like to express yourself orally in English? se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
18	Las categorías de Do you like to express yourself in a written form in English? se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.
19	Las categorías de Do you like reading books in English? se producen con probabilidades iguales.	Prueba de chi-cuadrado de una muestra	,000	Rechazar la hipótesis nula.

Se muestran las significancias asintóticas. El nivel de significancia es ,05.

Figure 45: Hypothesis Test.

Author: Arévalo, J (2020).

Source: IBM Statistical Package for the Social Sciences (SPSS)

Table 45: Hypothesis Rages

Ranges	Total
Gender	7,56
English language level	9,68
Which language(s) do you normally use as a means of communication with your classmates in your English lessons?	15,32
How often do your teachers use Spanish in the English class?	17,24
In what language (s) do you interact with your English teachers during the English lessons?	6,83
When having a conversation in English I switch to Spanish because of deficiency in English.	17,25
In your English lessons, when having a conversation how often do you switch from English to Spanish?	17,70
What are the topics where you switch from English to Spanish most often in the English lessons? You can choose more than one	6,64
What are the reasons why YOU use Spanish in your English Classes? You can choose more than one	10,98
What are the reasons why your teachers use Spanish in your English Classes? You can choose more than one	12,80
Why do you use words in your own language (Spanish) even while speaking English? You can choose more than one	11,52
Are you conscious of Spanish switching during the English Lessons?	9,69
How much time do you spend learning English every day?	15,90
How often do you think you can make sentences in English and express them freely during the English lessons	8,62
Do you feel comfortable talking in English during your English lessons?	7,81
Which of the following English skills do you find more difficult to learn?	17,73
Do you like to express yourself orally in English?	8,09
Do you like to express yourself in a written form in English?	9,29
Do you like reading books in English?	11,10
Do you prefer watching movies and listening to music in English?	11,10
Do you feel comfortable when learning English?	5,24
Do you think that switching from English to Spanish improve your English language skills?	14,92

Author: Arévalo, J (2020).

Source: IBM Statistical Package for the Social Sciences (SPSS)

Table 46: Hypothesis Table

**Prueba de Kolmogorov-Smirnov para**

		Gender	Choose your English language level	Which language(s) do you normally use as a means of communication with your classmates in your English lessons?	How often do your teachers use Spanish in the English class?	In what language (s) do you interact with your English teachers during the English lessons?	When having a conversation in English I switch to Spanish because of deficiency in English.	In your English lessons, when having a conversation how often do you switch from English to Spanish?	What are the topics where you switch from English to Spanish most often in the English lessons? You can choose more than one	What are the reasons why YOU use Spanish in your English Classes? You can choose more than one	What are the reasons why your teachers use Spanish in your English Classes? You can choose more than one	Why do you use words in your own language (Spanish) even while speaking English? You can choose more than one
N		223	223	223	223	223	223	223	473	414	393	471
Parámetros normales <sup>a,b</sup>	Media	1,63	1,88	2,45	2,64	1,54	2,63	2,63	3,22	3,26	3,34	4,27
	Desviación típica	,483	,580	,785	,739	,886	,742	,797	1,789	1,665	1,619	2,489
Diferencias más extremas	Absoluta	,409	,348	,391	,345	,454	,269	,248	,180	,235	,220	,199
	Positiva	,272	,303	,242	,244	,454	,269	,248	,180	,210	,220	,199
	Negativa	-,409	-,348	-,391	-,345	-,270	-,224	-,210	-,141	-,235	-,148	-,197
Z de Kolmogorov-Smirnov		6,195	5,262	5,923	5,225	6,877	4,070	3,747	3,936	4,776	4,367	4,316
Sig. asintót. (bilateral)		0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000

a. La distribución de contraste es la Normal.

b. Se han calculado a partir de los datos.

Are you conscious of Spanish switching during the English Lessons?	How much time do you spend learning English everyday?	How often do you think you can make sentences in English and express them freely during the English lessons?	Do you feel comfortable talking in English during your English lessons?	Which of the following English skills do you find more difficult to learn?	Do you like to express yourself orally in English?	Do you like to express yourself in a written form in English?	Do you like reading books in English?	Do you prefer watching movies and listening to music in English?	Do you feel comfortable when learning English?	Do you think that switching from English to Spanish improve your English language skills?
223	223	223	223	223	223	223	223	223	223	223
1,90	2,50	1,75	1,69	2,72	1,72	1,85	2,02	2,02	1,37	2,40
,804	,882	,493	,605	,880	,648	,648	,710	,710	,492	,876
,243	,233	,417	,319	,238	,289	,305	,338	,338	,410	,292
,243	,196	,277	,251	,238	,244	,280	,338	,338	,410	,292
-,207	-,233	-,417	-,319	-,181	-,289	-,305	-,291	-,291	-,263	-,201
3,676	3,533	6,310	4,820	3,595	4,372	4,616	5,109	5,109	6,198	4,425
0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000

Author: Arévalo, J (2020).

Source: IBM Statistical Package for the Social Sciences (SPSS)

As can be seen in the hypothesis table, according to the chi-square test and the selection of the most representative questions in this investigation, the alternative hypothesis is rejected.

H<sub>0</sub>: Code-switching does not influence the English language.

H<sub>1</sub>: code-switching influences English language learning.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

Afterward examining and evaluating the results taken from the validated surveys about Code-switching and the English Language in students and teachers from all the “Unidad Profesionalizante” Fourth to Seventh-semester of the Languages career at Universidad Técnica de Ambato there are some conclusions and recommendations to mention for upcoming inquiries.

- There is a relationship between Code-switching and the English Language resulting in a positive effect on students’ academic performance. Undoubtedly, the Alternative Hypothesis was approved with an element of the centrality of 0.5. Despite this, the Null Hypothesis was excluded.
- Code-switching has been described and analysed from teachers’ and students’ perspectives on the second language acquisition. Besides, teachers can use code-switching for clarification, comprehension, procedure and directions given, classroom management and as a learning strategy for language proficiency. On the other hand, students can function it as clarification, better understanding, translation and response of the target language
- Employing code-switching in the exact moment, situation, and instruction will have a positive impact on students’ learning during the English lessons and for further use of the target language since it alludes better comprehension of certain topic in the mother and embedded language.
- Students’ preferences towards second language acquisition and the English language skills have been deeply analysed resulting in students’ likes in the receptive skills (Listening and Reading) and less preference in the productive skills (Speaking and Writing) since students find difficult to perform during their English lessons.

## 4.2 Recommendations

Afterward examining and evaluating the relationship between Code-switching and the English language the following recommendations are set for further investigation.

- To consider Code-switching as a learning tool, it is recommended that teachers identify when, why, and to whom apply the use of both (English and Spanish) in second language acquisition to improve students' academic performance. This strategy will hence student's motivation during the English classes.
- It is recommended to use code-switching when learning a target language to foster a supportive learning environment since both teachers and students are always looking for better comprehension of the embedded language, asking for clarification and understanding the instructions clearer.
- Getting to know your students better and showing that you care about them will ensure motivation and communication with the target language so that, it is recommended to work on the language skills students might find more challenging and practicing them with authentic material that will foster language proficiency.
- It is recommended to keep on investigating in books, articles, and studies about Code-switching and its relationship with second language acquisition since it helps students' academic performance improvement as well as it will also help the teacher to have a better relationship with students during the English lessons.

## References

- Al-Jawi, F. D. (2010, April 31). *Research gate*. Retrieved from TEACHING THE RECEPTIVE SKILLS Listening & Reading Skills: <https://docplayer.net/50200970-Teaching-the-receptive-skills-listening-reading-skills.html>
- Almalki, M. S. (2019, March 19). *International Journal on Studies in English Language and Literature*. Retrieved from Arcjournals: <http://dx.doi.org/10.20431/2347-3134.0703001>
- Arnett, T. &. (2002). Teachers' Uses of the Target and First Languages in Second and Foreign Language Classrooms. *Annual Review of Applied Linguistics*.
- Auer, P. (1998). *Code-switching in conversation: language, interaction and identity*. London: Routledge. Routledge.
- Auer, P. (2013). *Code-Switching in conversation: Language, interaction and identity*. Routledge.
- Bakker, P. (1997). *A Language of Our Own: The Genesis of Michif, the Mixed Cree-French Language of the Canadian Metis (Oxford Studies in Anthropological Linguistics)*. Oxford: Oxford University Press.
- Bernard Bloch, G. L. (1972). *Outlines Of Linguistic Analysis*. Oriental Books Reprint Corporation.
- Berstein, B. (1971). *CLASS, CODES AND CONTROL*. New York: Routledge & Kegan Paul Ltd.
- Brown, H. D. (1994). *Teaching by principles: An Interactive Approach to Language*. Longman.
- Chaudron. (1988). *Second language classrooms: research on teaching and learning*. Cambridge: Cambridge University Press.
- Chomsky, N. (2008). *The essential Chomsky*. The New Press.

- Coulmas, F. (2013). *Sociolinguistics: The Study of Speakers' Choices*. Cambridge University Press.
- Crystal, D. (2003). *English as a global language*. New York: Cambridge University Press.
- Dave, P. (2010). *Communicative Approach to the teaching of English as a second Language*. . Himalaya Publishing House.
- Ferguson, C. (1959). *Diglossia*. Stanford: Stanford University Press.
- Fishman, B. P. (1989). *Language and ethnicity in minority sociolinguistic perspective*.
- Fishman, J. (1972). Domains of Language use. *Academia*, 50-58.
- Gardner, P. (2009). In P. Gardner, *Code-switching* (pp. 6-8). New York: Cambridge University Press.
- Gardner, P. (2009). *Code switching*. New York: Cambridge University Press.
- Garret, M. (1982). *Production of Speech: Observation (rom Normal and Pathological Language Use*. Academic Press.
- Gumperz. (1982). *Discourse Strategies*. Cambridge: Cambridge University Press.
- Halliday, O. U. (2009). *Language and society (Vol.10)*.
- Harmer, J. (1977). *How to Teach English*. Longman.
- Haugen, E. (1966, November 28). *Dialect, Language, Nation*. Retrieved from JSTOR: <https://www.jstor.org/stable/670407>
- Holmes, J. (2013). *An Introduction to Sociolinguistics*. New York: Routledge.
- Hossain, M. I. (2015, December). *Teaching Productive Skills to the Students: A Secondary Level Scenario*. Retrieved from [http://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/7671/11263001\\_ENH.pdf?sequence=1&isAllowed=y](http://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/7671/11263001_ENH.pdf?sequence=1&isAllowed=y)



- Hudson, R. (1996). *Sociolinguistics*. New York: Cambridge University Press.
- Lin. (1990). *Teaching in two tongues: language alternation in foreign language classrooms*. Unpublished Doctoral Thesis. Hong Kong City Polytechnic.
- Marjohan, A. (1988). *An Introduction to sociolinguistics*. Jakarta: Digital Library of State University of Malang.
- Monther, S. (2014, June). *Research Gate*. Retrieved from [https://www.researchgate.net/publication/320597672\\_Function\\_of\\_Code\\_Switching\\_Used\\_by\\_Secondary\\_Students\\_in\\_English\\_Classes](https://www.researchgate.net/publication/320597672_Function_of_Code_Switching_Used_by_Secondary_Students_in_English_Classes)
- Mosquera, R. (2015, March). *Repositorio Universidad Central del Ecuador*. Retrieved from <http://www.dspace.uce.edu.ec/bitstream/25000/12128/1/T-UCE-0010-257.pdf>
- Myers-Scotton. (1995). *Social motivations for codeswitching: Evidence from Africa*. Oxford University Press.
- Nurhamidah, Fauziati, E., & Supriyadi, S. (2018, December 2). *Research Gate*. Retrieved from [https://www.researchgate.net/publication/329492888\\_CODE-SWITCHING\\_IN\\_EFL\\_CLASSROOM\\_IS\\_IT\\_GOOD\\_OR\\_BAD](https://www.researchgate.net/publication/329492888_CODE-SWITCHING_IN_EFL_CLASSROOM_IS_IT_GOOD_OR_BAD)
- Poplack, S. (2000). *The English History of African American English*. Oxford: Blackwell.
- Rai, U. (2010). *English Language Communication Skills*. Mumbai: Himalaya Publishing House.
- Romaine, J. W. (2000). *Language in society: An introduction to sociolinguistics*.
- Romaine, N. &. (2000). *Vanishing Voices: The Extinction of the World's Languages*. Oxford: Oxford University Press.
- Samarin, W. J. (1968). *LINGUA FRANCA OF THE WORLD*. De Gruyter.
- Saussure, F. (1999). *Course in General Linguistics*. Open Court.
- Shartiely, N. E. (2017, February 20). *Stellenbosch Papers in Linguistics Plus*. Retrieved from <https://spilplus.journals.ac.za/pub>

- Sridhar. (1996). *Societal Multilingualism*. In McKay and Hornberger.
- Sweet, H. (1995). *GRASPING SENTENCES AS WHOLES: Henry Sweet's Idea of Language Study in the Early Middle Ages*. Modern Language Society.
- Thierry, G. (2018, April 3). *The conversation*. Retrieved from <https://theconversation.com/the-english-language-is-the-worlds-achilles-heel-93817>
- Wardhaugh. (2000). *An introduction to sociolinguistics*. Beijing: Foreign language teaching and Research Press.
- Wardhaugh. (2011). *An introduction tu sociolinguistics*.
- Wardhaugh, R. (1985). *How Conversation Works*. Oxford: Blackwell.
- Wardhaugh, R. (2005). *An introduction to Sociolinguistics*. Oxford: Blackwell Publishing Ltd.
- Wilkins, M. (1984). *Advanced Plant Physiology*. Pitman Publishing.

Annex 1: Approval



UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
SECRETARÍA DE FACULTAD  
Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334  
Ambato-Ecuador

Ambato 28 de septiembre 2020  
Res. N° FCHE-CD-2296-2020

Señores/itas  
Arévalo Peralta Josué Josafat  
**Estudiante de la Carrera de Idiomas Modalidad presencial**  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
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 **Arévalo Peralta Josué Josafat**, sobre el tema preliminar: **"CODE SWITCHING AND THE ENGLISH LANGUAGE"** por usted propuesto resuelve:

**APROBAR LA MODALIDAD DE TITULACION PROYECTO DE INVESTIGACIÓN Y EL TEMA PRELIMINAR: "CODE SWITCHING AND THE ENGLISH LANGUAGE", PROPUESTO POR EL ESTUDIANTE EN MENCIÓN, AUTORIZÁNDOLE EL DESARROLLO DE LA INVESTIGACIÓN.**

**DESIGNAR COMO TUTOR SUGERIDO PARA LA REVISION DEL TEMA PRELIMINAR A LA MG. RUTH INFANTE.**

Atentamente,



Primario: SEGUNDO VICTOR  
HERNANDEZ DEL  
SALTO

Dr. Mg. Víctor Hernández del Salto  
**PRESIDENTE**

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

VHS/CVD/SES

Fecha: 02-10-2020

Ruth Infante Mg.

# Code-switching and the English Language

Objective: To determine the relationship between Code-switching and the English Language in students from Unidad Profesionalizante in the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de "Ambato"

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

Students' survey

\* Required

\* This form will record your name, please fill your name.

1. Name:

2. Age \*

3. Gender \*

- Male
- Female

4. Choose your English language level? \*

- A. Basic User
- B. Independent User
- C. Proficient User

5. Which language(s) do you normally use as a means of communication with your classmates in your English lessons? \*

- English
- Spanish
- Both

6. How often do your teachers use Spanish in the English class?  
(If never, move forward to question 15) \*

- Always
- Sometimes
- Hardly ever
- Never

12/26/2020

7. In what language (s) do you interact with your English teachers during the English lessons?

- English
- Spanish
- Both

8. When having a conversation in English I switch to Spanish because of deficiency in English.

- Always
- Sometimes
- Hardly ever
- Never

9. In your English lessons, when having a conversation how often do you switch from English to Spanish?

- Always
- Sometimes
- Hardly ever
- Never

12/26/2020

10. What are the topics where you switch from English to Spanish most often in the English lessons? You can choose more than one \*

- Politics
- Religion
- Personal information
- Educational Issues
- Emotional Issues
- Other

11. What are the reasons why YOU use Spanish in your English Classes? You can choose more than one \*

- To avoid misunderstanding
- To add emphasis
- To express an emotion
- To ask for clarification
- To find out the meaning of unknown words

12. What are the reasons why your teachers use Spanish in your English Classes? You can choose more than one \*

- A. To manage the class better
- B. To define unknown vocabulary items
- C. To introduce background information
- D. To check comprehension
- E. To give grammar instructions
- F. Others

12/26/2020

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

- A. No similar words in English
- B. Do not know the English words
- C. To fill the stopgap
- D. Easier to use my own language
- E. To add emphasis
- F. To avoid misunderstanding
- G. To have privacy
- H. To express personal emotions
- I. Other

14. Are you conscious of Spanish switching during the English Lessons? \*

- Always
- Sometimes
- Hardly ever
- Never

15. How much time do you spend learning English everyday? \*

- 1 - 2 Hours
- 2 - 4 Hours
- 4 - 6 Hours
- More than 6 hours

12/26/2020



16. How often do you think you can make sentences in English and express them freely during the English lessons? \*

- Always
- Sometimes
- Hardly ever
- Never

17. Do you feel comfortable talking in English during your English lessons? \*

- Always
- Sometimes
- Hardly ever
- Never

18. Which of the following English skills do you find more difficult to learn? \*

- Reading
- Listening
- Speaking
- Writing

19. Do you like to express yourself orally in English? \*

- Always
- Sometimes
- Hardly ever
- Never

20. Do you like to express yourself in a written form in English? \*

- Always
- Sometimes
- Hardly ever
- Never

21. Do you like reading books in English? \*

- Always
- Sometimes
- Hardly ever
- Never

22. Do you prefer watching movies and listening to music in English? \*

- Always
- Sometimes
- Hardly ever
- Never

12/26/2020

23. Do you feel comfortable when learning English? \*

- Always
- Sometimes
- Hardly ever
- Never

24. Do you think that switching from English to Spanish improve your English language skills? \*

- Always
- Sometimes
- Hardly ever
- Never

---

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

 Microsoft Forms

12/26/2020

# Code-switching and the English Language

Objective: To determine the relationship between Code-switching and the English Language in students from Unidad Profesionalizante in the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de "Ambato"

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

Teachers' survey

\* Required

\* This form will record your name, please fill your name.

1. Name \*

2. Age \*

3. Gender \*

- Male
- Female

4. Choose your English language level? \*

- A. Basic User
- B. Independent User
- C. Proficient User

5. Which language(s) do you normally use as a means of communication with your students in your English lessons? \*

- English
- Spanish
- Both

6. How often do you use Spanish in the English class? \*

- Always
- Sometimes
- Hardly ever
- Never

12/26/2020

7. In what language (s) do you interact with your students during the English lessons?

- English
- Spanish
- Both

8. When having a conversation in English I switch to Spanish because of deficiency in English.

- Always
- Sometimes
- Hardly ever
- Never

9. In your English lessons, when having a conversation how often do you switch from English to Spanish?

- Always
- Sometimes
- Hardly ever
- Never

12/26/2020

10. What are the topics where you switch from English to Spanish most often in the English lessons? You can choose more than one \*

- Politics
- Religion
- Personal information
- Educational Issues
- Emotional Issues
- Other

11. What are the reasons why your students use Spanish in your English Classes? You can choose more than one \*

- To avoid misunderstanding
- To add emphasis
- To express an emotion
- To ask for clarification
- To find out the meaning of unknown words

12. What are the reasons why YOU use Spanish in your English Classes? You can choose more than one \*

- A. To manage the class better
- B. To define unknown vocabulary items
- C. To introduce background information
- D. To check comprehension
- E. To give grammar instructions
- F. Others

12/26/2020

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

- A. No similar words in English
- B. Do not know the English words
- C. To fill the stopgap
- D. Easier to use my own language
- E. To add emphasis
- F. To avoid misunderstanding
- G. To have privacy
- H. To express personal emotions
- I. Other

14. Are you conscious of Spanish switching during the English Lessons? \*

- Always
- Sometimes
- Hardly ever
- Never

15. How much time do you spend teaching English everyday? \*

- 1 - 2 Hours
- 2 - 4 Hours
- 4 - 6 Hours
- More than 6 hours

12/26/2020



16. How often do you think students can make sentences in English and express them freely during the English lessons? \*

- Always
- Sometimes
- Hardly ever
- Never

17. Do students feel comfortable talking in English during your English lessons? \*

- Always
- Sometimes
- Hardly ever
- Never

18. Which of the following English skills do you find more difficult to teach? \*

- Reading
- Listening
- Speaking
- Writing

19. Do students like to express themselves orally in English? \*

- Always
- Sometimes
- Hardly ever
- Never

20. Do students like to express themselves in a written form in English? \*

- Always
- Sometimes
- Hardly ever
- Never

21. Do students like reading books in English? \*

- Always
- Sometimes
- Hardly ever
- Never

22. Do students prefer watching movies and listening to music in English? \*

- Always
- Sometimes
- Hardly ever
- Never

12/26/2020

## Annexe 4: Validated Surveys

Retrieved from (Mosquera, 2015)

**OBJETIVO:** Evaluar el nivel de aplicación de actividades lúdicas en el desarrollo de las habilidades comunicativas productivas (speaking y listening) del idioma inglés (speaking y writing).

<b>Nº</b>	<b>PREGUNTAS</b>	<b>RESPUESTAS</b>	<b>CÓD.</b>
1.	¿Con qué frecuencia se utiliza el juego en las clases de inglés?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
2.	¿En qué forma cree Usted que puede hacer oraciones y expresarlas correctamente?	a. excelente b. buena c. regular d. deficiente	a. (.....) b. (.....) c. (.....) d. (.....)
3.	¿Se siente cómodo al momento de hablar en inglés?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
4.	¿Le gusta expresarse y comunicarse en forma oral y escrita?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
5.	¿Las clases de Inglés son agradables?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)

6.	¿Le gusta la forma en que su profesor trabaja en la clase de inglés?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
7.	¿Desearía usted que el docente aplique nuevas estrategias de aprendizaje?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
8.	¿Cree usted que el docente cuenta con el material adecuado para impartir su clase?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
9.	¿Le gustaría aprender más a través de juegos?	a. Siempre b. Frecuentemente c. En ocasiones	a. (.....) b. (.....) c. (.....)
10.	¿En la clase de inglés se realizan actividades como escribir cartas, diálogos, bromas con sus compañeros en el idioma inglés?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
11.	¿Le gusta los juegos que su maestra aplica en clase?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
12.	¿Hace peticiones y se comunica con su maestra en inglés?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
13.	¿Le gustaria aprender canciones, bromas, adivinanzas, refranes en inglés para compartirlos en la clase?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)

**OBJETIVO:** Evaluar el nivel de aplicación de actividades lúdicas en el desarrollo de las habilidades comunicativas productivas (speaking y writing) del idioma inglés.

- Procure ser lo más objetivo y verás
- Seleccione solo una de las alternativas que se propone
- Marque con una X en el paréntesis la alternativa que escogió.

Nº	PREGUNTAS	RESPUESTAS	CÓD.
1.	¿Utiliza recursos didácticos en sus clases?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
2.	¿Con qué frecuencia utiliza recursos didácticos en sus clases?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) a. (.....) b. (.....)
3.	¿Cree Usted que los juegos o actividades lúdicas facilitan el aprendizaje del inglés?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
4.	¿Qué habilidades considera que menos desarrolla en sus clases de inglés?	a. Speaking b. Writing c. Listening d. Reading	a. (.....) b. (.....) c. (.....) d. (.....)
5.	¿Mantiene al estudiante activo en clase?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
6.	¿Conoce usted el proceso de adquisición del idioma inglés?	a. Si b. No c. No sé	a. (.....) b. (.....) c. (.....)

7.	¿Está de acuerdo Usted en que la enseñanza de inglés requiere de un buen recurso didáctico?	a. Bastante b. Suficiente c. Poco d. Nada	a. (.....) b. (.....) c. (.....) d. (.....)
8.	¿Qué recursos didácticos preferiría Usted emplear para desarrollar las habilidades de producción oral y escrita?	a. Actividades lúdicas b. Libro de texto c. Hojas de trabajo d. Carteles	a. (.....) b. (.....) c. (.....) d. (.....)
9.	¿Cuál de las siguientes actividades utiliza más en clase?	a. Actividades lúdicas b. Completar el libro de texto c. Prácticas de gramática	a. (.....) b. (.....) c. (.....)
10.	¿Cree Usted que desarrollar las habilidades productivas le ayuda a dominar el idioma inglés?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
11.	¿El estudiante participa activamente en clase?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
12.	¿En sus clases da mayor importancia a?	a. Destrezas o habilidades productivas b. Destrezas o habilidades receptoras c. Contenidos del texto	a. (.....) b. (.....) c. (.....)
13.	¿Dispone de suficientes recursos didácticos exclusivos para inglés?	a. Sí b. No c. No sé	a. (.....) b. (.....) c. (.....)
14.	¿En sus clases utiliza el juego como método de enseñanza?	a. Siempre b. Frecuentemente c. En ocasiones d. Nunca	a. (.....) b. (.....) c. (.....) d. (.....)
15.	¿En su planificación diaria propone actividades lúdicas y participa en ellas?	a. Bastante b. Suficiente c. Poco d. Ninguna	a. (.....) b. (.....) c. (.....) d. (.....)

16.	¿Le han facilitado algún material sobre actividades de enseñanza a través del juego?	a. Si b. No c. No sé	a. (.....) b. (.....) c. (.....)
-----	--	----------------------------	--

## Second Validated

### Survey

Retrieved From (Monther, 2014)

The Functions of Code Switching Used by Secondary Students in English Classes

#### Section One

1- Sex: (a) Male (b) Female

2- Nationality .....

3- Age: (a) 17-18 (b) 19

4- Grade level:

(a) 12<sup>th</sup> grader (b) ESL

5- Which of the following is your English test score in TOEFL / IELTS?

(a) 40-60 (5.5-6) (b) 60-80 (6-7) (c) 80-100 (7-8) (d) 100-120(8-9)

(c) I haven't taken the test

1. How many years have you been studying at Modern

American School? a. 1-5 years b. 6-10

years c. more than 10 years

2. What language(s) do you normally use as means of communication with your classmates at MAS?

(a) English (b) Arabic (c) both

3. In what language do you interact with your English teacher at MAS?

(a) English (b) Arabic (c) both

4. What are the topics where you switch between English /Arabic most often?



You can choose more than one answer

- (a) politics
- (b) religion
- (c) personal issues
- (d) social issues
- (e) educational issues
- (f) emotional issues
- (g) Other topics: .....

5. Why do you use words in your own language (Arabic) even while speaking English?

You can choose more than one answer

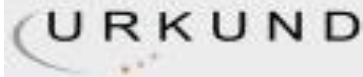
- (a) no similar words in English
- (b) do not know the English words
- (c) to fill the stopgap
- (d) easier to use my own language
- (e) to add emphasis
- (f) to avoid misunderstanding
- (g) to convey intimacy
- (h) to have privacy
- (i) to express personal emotions
- (f) Other reasons: .....

6. How often do you switch from English to Arabic at school with other students?

- a. always
- b. often
- c. sometimes
- d. occasionally
- e. never

7. How often do you switch from English to Arabic with your English teacher in class?

- a. always
- b. often
- c. sometimes
- d. occasionally
- e. never



## Urkund Analysis Result

**Analysed Document:** Arevalo Peralta  
Josh\_urkund.pdf (D92032307)

**Submitted:** 1/13/2021 7:53:00 PM  
**Submitted By:** jarevalo3676@uta.edu.ec  
**Significance:** 6 %

### Sources included in the report:

MAYORGA\_GAONA\_CARLOS\_DANEIL\_CODE  
SWITCHING\_COMMUNICATIVE\_COMPETENCE.docx (D92054658)  
manjusha- ELT thesis.pdf(D48793294)  
<https://project-house.net/the-english-language-as-the-leading-language/> <https://www.grin.com/document/318866>  
<https://www.usd.ac.id/fakultas/pendidikan/pbi/f113/UC%20USD%202013/Proceeding%20UC-PBI-USD%202013.pdf>  
<https://core.ac.uk/download/pdf/130811561.pdf>  
[https://www.researchgate.net/publication/266340238\\_Teachers'\\_Code-Switching\\_to\\_the\\_L1\\_in\\_EFL\\_Classroom](https://www.researchgate.net/publication/266340238_Teachers'_Code-Switching_to_the_L1_in_EFL_Classroom)  
<https://repository.usfca.edu/cgi/viewcontent.cgi?article=1505&context=capstone> <https://docplayer.net/33440981-An-investigation-into-english-speaking-problems-of-students-at-elt-department-ataturk-universty-ayse-merzifonluoglu.html>

### Instances where selected sources appear:

31

**Ruth Elizabeth Infante Paredes**  
**TUTOR TRABAJO TITULACIÓN**