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RESUMEN EJECUTIVO

The present research project has covered an investigation with the following topic "Linguistic and Social Factors of Code-switching and the oral production" which focuses on stating a connection between the variables and so how the linguistic and social factors of code-switching intervene in students' second language oral production. Qualitative and quantitative methods were both used throughout this investigation through validated surveys to determine how the variables relate to one another and list the positive as well as the negative impact this investigation will have between the variables. Besides, these methods contributed to have the most assertive as well as genuine results from the surveyed students. For the verification of the validity of the proposed survey, three validated teachers from Universidad Técnica de Ambato were considered to authenticate the questions to be applied to the students. Besides, the Cronbach Alfa method was applied to corroborate the hypothesis as well as the proposed questions in a most assertively way. The Cronbach Alfa helped not only to get the results but also to have a real perspective of what is happening with our educational system applied to students who will master the target language in the future. For an authentic survey result, 101 students from the Professional Units Fourth to Seventh semesters of PINE (Pedagogia de los Idiomas Nacionales y Extrangeros)

at Universidad Tecnica de Ambato were directly contacted with the survey via their institutional mail. It was important to use their institutional mail to get the most real perspective possible. In light of the present research's results, the following conclusion are drawn as the following. There is a relationship between the linguistic and social factors of codes-witching that intervene in students' embedded language oral production when learning EFL specially students who are studying English to master it and teach it in a near future.

KEYWORDS: *LINGUISTIC FACTORS, SOCIAL FACTORS, CODE-SWITCHING, ORAL PRODUCTION, EFL, SECOND LANGUAGE.*

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

The current research project named "Linguistic and Social factors of Code- switching and the Oral Production" aimed to look for a connection between the use of the matrix language (Spanish) and the embedded language (English) in common everyday situations when learning English as a foreign language as well as the effect codeswitching has on second language oral production. Code switching has been unconsciously used for ages when learning a foreign language (Afrin, 2017). (Alarcón, 2017) states that, EFL teachers argue that switching between languages when learning a second language is harmfulto students' academic progress, however, many pieces of research have shown a different perspective.

This study has demonstrated how the linguistic and social factors of codeswitching influence in EFL students' oral production of the target language from all the "Unidad Profesionalizante" of "Pedagogia de Los Idiomas Nacionales y Extrangeros" undergraduate students from the fourth to the seventh semester atUniversidad Técnica de "Ambato." Furthermore, this study has contributed with ahandbook on how the correct use of Code-switching can positively benefit students' second language oral production and the mastery of the embedded language.

The project is structured in the following chapters:

- **Chapter I:** Throughout this chapter, the introduction, justification, andobjectives of the current research project are detailed. Similarly, this chapter presents the different elements together with the instruments employed during this investigation.
- **Chapter II:** In this chapter the investigative background as well as the state ofthe art are described. As follows the theoretical framework, this chapter mainly recollects information about the two variables with several pieces of information.
- **Chapter III:** This chapter will describe the elementary examination method, investigation modalities, and type of research to be used in this study. Moreover, the method of data collection, the validation, and the analysis of variables are briefly

described. Finally, the Cronbach Alfa test will be used to validate the survey applied as well as to determine whether the alternative hypothesis is accepted or reject the null hypothesis.

- **Chapter IV:** This chapter discusses the conclusions and recommendations developed based on the investigation's objectives and research questions. Finally, in this chapter you will find the bibliography and annexes collected in this study.

1.2 Justification

When it comes to second language acquisition plenty of strategies as well as learning methods such as repetition, grouping, deduction, auditory representation, keyword method that have been used to ensure students' learning and have promoted the mastery of the embedded language (Cambridge, 2020). However, when we learn a new language EFL students' have had some issues as well as complications that make learning tough and disappointing for students. An EFL instructor's key role is to motivate students as well as to incorporate the best strategies and learning methods for students to achieve motivation in learning the target language. Code-switching better known as the code-mixing learning style is widely used as a learning strategy in South America and it has shown a great positive as well as negative impacts on students learning especially mature students who has more problems learning something new.

When teaching a new language, it is important to clear up some things to ensure the best teaching strategy. This research project has determined the social and linguistic factors of code-switching and the effect it has on second language oral production. Moreover, this investigation has also provided teachers with activities that can promote students' oral production using code-switching. The role of a teacher is not only transmitting knowledge but also knowing background information from your students such as the age, social status, level of English and so forth, that englobes mastering a target language and fostering students' academic performance.

This current research is important since learning a second language is not easy and EFL teachers need to have a more detailed information of the elements the English language has that can make learning tough. That is why this investigation provided teachers a clearer picture of everyday situations in which code-switching is present when learning

the embedded language in an EFL classroom. As one of the most difficult and challenging skills for an EFL student to produce is speaking.

1.3 Objectives

General Objective

To determine the relationship between linguistic and social factors of code-switching in the students' oral production at the Technical University of Ambato.

Specific

- To describe theoretically the social and linguistic factors of code-switchingwhen having a conversation in English.
- To identify the type of linguistic and social factors of code-switching thataffects oral production.
- To state the elements of oral production that intervene when using code-switching.

CHAPTER II

RESEARCH BACKGROUND

2.1 State of the Art

An interesting article about social aspects and education was developed by (Berge, Silfver, & Danielsson, 2019) there is a strong argument that engineering education needs to evolve to appeal to new student demographics and provide studentswith skills necessary for the society of the future. Therefore, in this research, we investigate and analyze the websites of Swedish universities with a focus on the qualities that are highlighted as crucial for the engineers of the future. Text and imagesfrom nine separate websites with Engineering Mechanics programming make up the data. We find three societal discourses about "technology progression," "sustainability," and "neoliberal ideals" that are present on the websites using a criticaldiscourse analysis technique. Certain engineering identities traditional, modern, responsible, and self-made engineer are made viable by these discourses. According toour data, universities' initiatives to increase student diversity in engineering programsalso expose stereotyped standards related to age and gender. Furthermore, we contendthat strong neoliberal ideas about the self-made engineer might obscure the existence of a racially, socially, and gendered stratified society.

The quantitative analysis of age-related variations in Hindi-English code- switching was developed as an article (Ellison & Si, 2021) A Hindi-English bilingualcorpus was used to assess the (Guzmán, Ricard, Serigos, Bullock, & Toribio, 2017) created numerical indices that were used to characterize code-switching (CS) tendencies in Spanish-English bilingual corpora. First, how do Hindi-English and Spanish-English relate to one another? Second, are there discernible differences in general CS patterns between older and younger speakers? The transcription and coding of television interviews with Bollywood (Hindi film) actors and actresses for Hindi and English lexemes. The necessary indices, which gave data on elements including the degree of language mixing, switching frequency, and distributions of single- language gaps, were calculated using custom Python software. Additional metrics, including the mean

span length and a rough insertion-to-alternation ratio, were also calculated. Additionally, the indices produced for the Hindi-English corpus closely resemble those for the Spanish-English corpus. For some important indices, statistically significant disparities between the older and younger group were found, with older speakers typically utilizing less English. Some indices may not exhibit statistically significant diachronic change due to high intra-group variability. Indicators by (Guzmán, Ricard, Serigos, Bullock, & Toribio, 2017) reveal that Hindi-English and Spanish-English CS are similar to one another in some respects. Over thepast few decades, there have been significant changes in Hindi-English CS patterns, yet there are signs that individual speakers' CS behavior may have changed in variousways.

The study that investigated the patterns and predictors of code-switching (CS) in Singapore preschoolers by examining the data generated from an existing early childhood corpus is another intriguing study that takes the age of learners into consideration. A total of 943 cases of CS caused by 111 kids, ages 2 to 6, 3, 4, and 5, were examined. The findings showed that: there was a significant age-related increase in the production repertoire, the occurrence rate, the number of children producing CS, the frequency, and the type of CS, and age was confirmed as the significant predictor; "insertion," "intersectional," and "black-flagging" were identified as the most common types of CS, while "alternation" was rarely found; kids from families with at least one bilingual parent performed the most CS, while those from families without any bilingual parents performed the least; parental attitudes toward bilingualism, singing, and storytelling projects negatively predicted the frequency and type of CS, while parental language input patterns positively predicted the frequency; and children from families whose parents believed that bilingual education should begin in kindergarten years produced the most CS. These results have increased the body of empirical data about CS in a multilingual Asian community and have drawn attention to the influence of parent bilingual input patterns on CS in early development (Liang, Wu, & Li, 2022).

(Farida, Pandhiani, & Buriro, 2018) developed a study that was conducted in Pakistan, a culturally diverse society with a large number of bilingual or multilingual citizens. Pakistan is known for its close-knit social structure. A major portion of the population is native speakers of the local tongues; Urdu is the national tongue, and educated

Pakistanis also understand English, which is the academic language. To accomplish communication goals, multilingual speakers go from one language to another. In order to construct the female gender identity in informal interactions between multilingual educated Sindhi women students of University of Sindh, Jamshoro, in Pakistan, the current paper adopts a sociolinguistic approach to investigate the use of code-switching as a communicative strategy to achieve social goals, including the construction of gender identity. This article focuses on the meaning and interprets a shift in language as a potential communicative tool, drawing on current theories of code-switching. The results of the qualitative technique show that the majority of the students preferred using the English language to create their gender identities.

Further, there is another study that looks at gender inequalities in Lebanese undergraduates from various universities, socioeconomic backgrounds, and faiths' SMS messages when switching between Arabic and English. There were 1013 messages from women and 667 from men in the corpus of 1680 SMS messages that were gathered from 58 undergraduates—34 men and 24 women—in total. A questionnaire and an interview were given out, and qualitative and quantitative analyses were carried out. The findings show that these SMS messages frequently involve code-switching and that gender disparities are intertwined with a variety of sociolinguistic factors. Regarding the sender's social class and religion, the recipient's age, and the communication's intra- or inter-gender character, there are considerable gender differences. The frequency of switches, the proportion of different languages used in the communications with code-switching, and the proportion of languages used in the messages without code-switching all interact with gender disparities. Women are more active than men in each of these areas. Women code-switch much more than men in a variety of contexts, and this percentage rises whenever women are involved, whether as senders or recipients. The study also demonstrates that women are innovators in the sense that they use new linguistic variables more frequently and are more inventive in how they do so to generate certain linguistic effects (Bassam, 2017).

(Balam, 2016) developed a project that looks at two elements of determiner phrases (dps) that have been previously studied in Spanish/English code-switching, namely the gender assignment in monolingual versus code-switched speech and the openness of semantic domains to non-native nouns. Comparing the results of the quantitative analysis of naturalistic, oral production data from 62 native speakers of Northern Belizean Spanish to earlier findings for different types of Spanish/English code-switching in the u.s. Hispanophone context, significant similarities and differences were found. In Spanish/English dps, non-native nouns were more frequently used in the semantic areas of academia, technology, work/money-related terms, abstract concepts, linguistics/language terms, and commonplace goods.

Genderassignation patterns in monolingual dps were conventional, however in mixed dps, there was a clear preference for the masculine default gender. In swapped dps, biological gender was not found to be predictable. As speech patterns are indicative of the status and resourcefulness that code-switching is allowed at a sociocultural and idiolectal level, the analysis emphasizes the significant impact that type of code-switching has on contact outcomes in bi/multilingual groups. Moreover, this study primarily attempts to analyze the sorts of code-switchingand -mixing utilized in the film Bumi Manusia and how the switched and mixed codescould reflect the social class during the colonial era, departing from the use of switchedand mixed codes for identity building. The subjection approach is used in this investigation. The primary data source used for the data collection was the switched and mixed expressions that were said by all 13 characters in Bumi Manusia. The resultsdemonstrate that all sorts of code-mixing and switching, including intern and extern, seemed to be applied in various contexts to create distinct goals (Arafat, 2022).

Another interesting study that analyzes code-switching and the social class is the one developed by (Afrin, 2017), it claims that bilingual and multilingual societiesare where code switching typically happens. The sociolinguistics component of code switching takes into account a number of variables, such as social class, reputation, and educational system, and it establishes the causes of code switching according to the sociocultural environment. This study aims to quantify how much language in different social classes switches throughout English-language talks. The purpose of the

study was to look into how people from different socioeconomic classes interacted in regular speech by switching and mingling codes. The research study used a mixed-methods approach. To gather information about Dhaka's socioeconomic classes for the quantitative component, a questionnaire was given out; for the qualitative component, interviews and recordings were used. 60 individuals were chosen for this small study based on their financial situation (higher, middle and lower class). Additionally, the information comprised conversations and brief interviews with six Dhaka-based speakers. The findings show that lower-class speakers frequently use mixed English and non-standard dialects. Upper-class people frequently use formal language. Because they aspire to become upper class, the middle class occasionally speaks more conventional dialects. Social media encouraged code switching and code mixing since the participants thought it demonstrated intelligence.

Furthermore, according to (Amin, 2018) the Egyptian comedy TV series Nelly and Sherihan served as the setting for a project that examined stylized performances of Arabic-English code-switching (CS) and how gender, socioeconomic class, and social networks interacted with them. The following study issues were addressed using the theories of social networks and indexicality stance: 1) How does the Egyptian television series Nelly and Sherihan's Arabic-English CS relate to socioeconomic class and gender in particular? 2) How does Arabic-English CS of the lead character in the Egyptian TV series Nelly and Sherihan depend on social networks as a variable? It was discovered that there is no typical CS position chosen by either the high or low social class or by a certain gender. Characters from Egypt's lower social classes aren't depicted in the TV show as continually hostile to its upper classes. They use CS in an effort to distance themselves from "localness" and align with the upper socioeconomic strata. It was discovered that a negative dealignment stance is always present in metalinguistic discourse about or containing CS occurrences between low and high social classes. In the TV show, it was determined that, in addition to women, Egyptian low social class guys code-switch in an effort to seem more respectable and win the acceptance of the upper social classes.

Besides, (Deuchar, 2020) presented a study that offers a critical assessment of the current state of linguistics' code-switching research. There are three important theoretical and practical topics examined: He took a stand on each of the following three issues: (a) code-switching vs. borrowing; (b) grammaticality; and (c) variety vs. uniformity. Regarding switching vs. borrowing, He contended that once more nuanced integration techniques are applied, not all lone other-language objects are borrowings. He advocates the use of empirical data to contrast various theoretical frameworks of grammaticality, and He provided an example of quantitative study on code-switching variability, demonstrating that it also exposes uniformity and the potential impact of social norms. To ascertain the proportional contributions of individual variables, processing, and community norms to the heterogeneity and uniformity of code-switching, (Deuchar, 2020) draws the conclusion that more study on a variety of bilingual societies is necessary.

Identically, Computational linguists have become more interested in projects involving the analysis of data including representations of various languages in recent years. The vast majority of this research to far has ignored the linguistic and social components of C-S that have been covered in the well-established linguistics literature across a wide range of languages in favor of improving computational tools. To close this gap, we present a code-switching (C-S) literature review that includes a discussion of the most important language technology challenges. With a focus on the literature from the highly multilingual European and Indian contexts, we offer an overview of the structural and functional characteristics of C-S. From the perspective of language technologies, we discuss how the lack of appropriate training data, reliable evaluation benchmarks for C-S (across multilingual situations and types of C-S), and end-to-end systems that also account for sociolinguistic aspects of C-S prevent massive language models from accurately representing a variety of C-S types. With a shared interest in multilingualism and C-S, our survey will be a step toward a result that will be beneficial to computer scientists and linguists alike (Doğruöz, Sitaram, Bullock, & Toribio, 2023)

In addition, (YOW, TAN, & FLYNN, 2018) state that Bilinguals frequently flip between their languages, particularly bilingual youngsters. Few studies have looked at how code-switching behavior influences a child's linguistic ability, despite the fact that many researchers have studied code-switching behaviors to learn more about the language processes in bilingual children. Therefore, the purpose of this studywas to investigate the connection between code-switching and linguistic proficiency in bilingual children. Over the course of five days, 55 bilingual youngsters between the ages of 5 and 6 were observed participating in classroom activities three hours each day. For both languages, the average word length, number of code-switched utterancesfor each child, and various word origins were calculated. Scores on receptive English vocabulary were also collected. Teachers also evaluated the kids' English and Mandarin language skills about six months later. The claim that code-switching does not signify linguistic incompetence is supported by correlational and hierarchical regression studies. Instead, the code-switching of bilingual children clearly shows that it is a sign of linguistic proficiency.

Moreover, bilingualism research, which considers code-switching to some extent, may measure it by self-report, an experimental task, or a sociolinguistic interview; nevertheless, there is minimal triangulation among measurements in either psycholinguistic or sociolinguistic techniques. Spanish-English bilinguals performed a codeswitching questionnaire and oral production in an autobiographical memory task in order to compare potential variations between self-report and oral production of codeswitching. The operationalization of codeswitching in future investigations may be guided by these findings (Cox, LaBoda, & Mendes, 2019).

2.2 Literature Review

2.2.1 Sociolinguistics

Sociolinguistics or the study of language in society is a social science that dealswith the way different languages are used in different contexts. It also concerns the relationship between language and society (Chambers, 2007). The sub-disciplines of sociolinguistics include sociocultural, geographic, and socioeconomic aspects. In addition to describing how languages are used in different countries and communities, sociolinguistic studies also focus on the role that language plays in stratifying socio-economic groups within a given society. Sociolinguistics is one of the areas of

linguistics that is both used and contestedthe most. Sociolinguistics is a branch of linguistics that aims to articulate the moral principles that language reveals. Sociolinguistics is constrained by the purely empirical study of language. When sociolinguistics is limited to the study of language, which discloses the linguistic system, this judgement can be seen. It is crucial to draw attention to sociolinguistics' other unexplored facet, namely the issue of language meaning (Siregar, 2022).

Further, sociolinguistics studies how social variables like gender, ethnicity, age, or social class influence or interact with language use. According to (Coulmas, 2013) sociolinguistics is the study of choice, and its main objective is to "discover, explain, and understand the socially motivated" decisions that an individual makes. Sociolinguists are interested in how language changes depending on the social setting and how certain linguistic functions can be used to express social meaning or parts of an individual's identity.

It can be learnt a lot about actual attitudes and social circumstances from sociolinguistics. In general, language is a product of culture since it is a product of society; however, there are many factors that contribute to a person's behavior. For example, education-related factors such as social class, family income, and education level can influence a person's language use. (Hudson, 1996) establishes that geographic factors such as proximity to an area's dominant cultural group can influencewhen and how often different groups speak English or another language at home.

Similarly, (Spolsky, 1998) says that the study of human behavior in society focuses on how individuals interact with each other through communication within a community or group. When studying this aspect of sociology, researchers look at howpeople communicate with each other through words and non-verbal gestures through social situations such as family or community gatherings or via the media. The way inwhich people interact with each other directly influences how they form new ideas ornew ways of thinking about things. Basically, this aspect of sociology helps form our culture by molding our communication styles and attitudes toward various groups within our society.

Sociolinguistics refers to the study of language variation, which is based on the idea that language is not a fixed entity but a changing and complex phenomenon. It looks at how social factors influence linguistic features such as dialects, accent, and vocabulary use. It also studies how individual, or group identities are reflected through linguistic features. For example, AAVE (African American Vernacular English) is a dialect that has been used by African American speakers for centuries and has certain distinct features. Sociolinguists also study the way language is used to play with identity and create other varieties of language within society (Fishman, 1970). Sociolinguistic themes, such as the relations among cultures, the fundamental social relations within a language and society, and the examination of the role of language in national and vernacular languages, are all examined by sociolinguists. The studies of cultures, nationalities, and their various languages provide an opportunity to understand how they interact with each other. People who become specialists in this field can study status, power dynamics, and political problems of developing nations.

Code

The term code can refer to any system or language used for communication, (Wardhaugh, 1986). Thus, picking a code refers to a situation in which people communicate with one another using their preferred language or communication system. As a result, you must choose a particular language, dialect, style, register, or variety when you open your mouth in order to start a conversation. People may encounter the use of several codes over the course of a typical day. For instance, people may be required to use a particular code or dialect to communicate at work. In the end, (Arnett, 2002) firmly thinks that once a specific code is chosen, it is not necessary to adhere to it always. People can and should change from one code to another as necessary.

In addition, (Bernstein, 2003) defines a code as any set of signals that conveys concrete meaning, such as words or numbers. In contrast, (Wardhaugh, 1986) noted that the term code is a neutral phrase as opposed to terms like "dialect," "language," "style," "pidgin," and "creole," which are likely to elicit strong emotions. Therefore, communication is more than just making noises; it's also a means of passing along feelings and emotions. Similar to this, (Bernstein, 2003) asserts that there are two

distinct categories of codes to be identified in linguistics: "elaborated" and "limited." The expanded code is more explicit, more intensive, and doesn't require the listener to decipher the genuine story when a speaker doesn't anticipate that the audience has comparable assumptions or understandings.

Code referring to linguistics is a way to give language identification codes to languages. This system, which is based on language codes and identifiers, classifiers, and letters and numbers, assigns letters or combinations of letters as a code list for each language. The use of a code gives an easy method of communication, allowing alternate or other names for the same language to be conveyed in a message (Hasan, 2004). In terms of linguistics, it shows the same linguistic properties as the language used by both the sender and receiver. Code also allows for sign language to be used to transmit a message, which uses the same language ability as spoken languages. With code, a sender and receiver can use grammatical spaces to identify significant differences in order or meaning.

Code-switching

Code switching is a term used by many linguists to describe the alternation between two languages in output language alternation, or form language alternation. Itcan be defined as when a speaker signals a change in their language output and grammatical form within an utterance (Lin, 2013). It is often used to code choice, which means that the speaker will use two different ways of expressing something depending on the context. This occurs when people who are bilingual or multilingual share their language with one another. It is a common phenomenon that falls under theumbrella of linguistics and communication education theory.

Since the 1950s, code-switching has attracted a lot of attention when it comes to how it connects to discourse networks that are bilingual or multilingual. Code- switching is often understood by some experts to be the alternating use of two or morelanguages in a single statement or discourse. The matrix language, which is the most

prevalent language in code-switching, will always have a greater influence than embedded language (Auer, 2013). For instance, code-switching occurs when two

natural Spanish speakers are conversing in Spanish and then abruptly switch to English in the middle of their exchange. In this case, Spanish serves as the matrix language and English serves as the embedded language.

(Gumperz, 1982) may have completed the most thorough and detailed analysison code-exchanging, subdividing it into conversational code-switching and situational switching. He defines conversational code-switching as the juxtaposition of spoken passages from two different grammar systems or subsystems inside the same speech exchange. As a result, code-switching will typically occur unintentionally because the motivation for the speakers to do so comes from the discourse itself. It can be said that because of the environment in which the speakers are present, situational code-switching might be viewed as variations in linguistic choices. Situational switching can happen in school, work, or public events where the setting necessitates the use of formal language. Additionally, according to (Myers-Scotton, 1995), code-switching might be intrasentential or intersentential. Since then, intrasentential code-switching occurs inside the same phrase, from a single morphemeto a clause level, whereas intersentential code-switching entails switching sentences.

Social aspects of Code-switching

Regarding the social component, research on why and how people code-switchreveals information about a variety of linguistic and phonological phenomena. At a functional level, bilingual individuals frequently move between kinds to convey ideasthat go beyond the obvious connotations of their words. However, monolingualspeakers can also do this by varying their dialect, register, formality, tone, etc (Sharp,Green, & Lewis, 2017). The primary aspect is that bilinguals blend two languages, which creates a mechanism for that community to express its collective identity. Additionally, switching between languages reveals important details on how a language is both created and understood in the brain.

Age

Code switching in reference to age refers to the amount of reception of studentsand their performance when learning or relating two or more languages. The age of the apprentices can vary, they can be children, young people, older adults (Berge, Silfver,

& Danielsson, 2019). Several studies have shown that a well-applied code- switching and with the appropriate methodology helps improve students of all ages ifthe activities are age appropriate. (INEC, 2011) establishes that the three main ages groups are children, young adults, and older adults. For this research, all the participants belong to the second group, who were between 17 and 26 years old.

Gender

The gender in most of the studies applying code-switching is female or male and this gender is according to the preferences of each person or what they consider themselves. In several studies the performance of women and men has been analyzed, having in most cases but not in all a difference in writing and speaking with more confidentiality in women, while men are more direct and without so much detour and the code tends to have a lot of difference (Bassam, 2017). It must be mentioned that there is a difference between gender and self-identification. (INEC, 2011) divides the Ecuadorian population between two genders, male and female.

Social class

Codeswitching according to social classes, refers to the way of speaking or communicating depending on whether people are of low, middle, or high class. In several investigations, the somewhat casual and simple code of low-class people has been seen, while the average uses a mixture of expressions, and the high class tends to be in some cases formal or their code is different than only people of their own class understand it and can identify the expressions and words. (Amin, 2018) explains that in several cases the code of the upper class and the lower class tend to be understood as a different language or dialect for each group. According to (INEC, 2011) the Socioeconomic Level Strata in Ecuador are A, B, C+, C-, D, where A is the highest class and D is the lowest.

Linguistic Aspects of Code-switching

(Gardner-Chloros, 2010) a senior lecturer at Birkbeck University of London's Department of Applied Linguistics and Communication, asserts that they can

determine which combinations of words or morphemes from various languages are more receptive and which are potentially impossible by analyzing code-switched speech. According to the author, the study of code-switching linguistics has made it possible to more closely investigate a language's grammar and lexicon. Last but not least, according to (Gardner-Chloros, 2010) the study of code-switching "forces linguists to look "outside the box": to assess strategies, theoretical frameworks, and presumptions, typically developed in a monolingual situation, and evaluate how they stand up when applied to bilinguals' speech.

In fact, anyone can do it to express their ethnicity and membership in a group to the person they are speaking to. Even people with little second-language skills can use straightforward expressions and words like this (Holmes, 2013). This tendency makes it necessary for locals to learn the embedded language to converse in areas where the matrix language is not the predominant tongue. (Holmes, 2013) is adamant that these adjustments frequently occur for social reasons, particularly to communicate and actively establish the speaker's ethnic identity and solidarity with the addressee, and that they are typically made in a quick way.

According to (Gardner-Chloros, 2010) young children can typically learn second or third languages with complete native-like competency, but there is evidence that this ability also fades with age. She justifies her claim by pointing out that as the brain develops, language learners begin to have a few challenges when learning a second or third language. As a result of the limited vocabulary in both the mother tongue and the target language, the author also refers to youngsters as "elite bilinguals" who learn faster. However, as their parents would have various accents and speak different languages, this occurrence can also be harmful to young children. As a result, the children's exposure to language may be impacted. The author concludes by saying that up until a particular age, switching between languages is seen as "linguistic development." However, by that age, children will be able to code-switch for the complete range of functions utilized by adults.

Inter-sentential

A form of code-switching known as inter-sentential switching takes place whentwo sentences, the first of which is in the complete primary language (L1) and the second of which is in the full second language, are spoken together (L2). Inter- sentential switching is the code-switching that takes place between two isolatedsentences or two related clauses that are a part of the same utterance. The study by (Gulzar, Farooq, & Umer, 2013) demonstrated that inter-sentential switching occurs for a variety of reasons, including to address various audiences, a speaker's mood, a speaker's inability to use the appropriate register, pragmatic considerations, and reasons to emphasize a particular point. (Mukminatien, Yaniafari, Kurniawan, & Wiradimadja, 2020) found in another study that inter-sentential flipping is utilized to emphasize, clarify, and quote a remark.

Intra-Sentential

One kind of code-switching is intra-sentential code switching. According to (DidemKoban, 2013) it is when a word from one sentence is changed to another or the speaker's secondary language. There are two types of intra-sentential code switching that Malay people use when interacting on Facebook: insertional code switching and alternative code switching. Additionally, it was discovered that the code switch samples contain six patterns of linguistic components: nouns, verbs, adjectives, adverbs, conjunctions, and discourse markers (Putranto, 2018)

Extra-sentential Code-Switching and Tag-switching

The act of inserting a tag from one language into an utterance in another is known as extra-sentential code swapping. Extra-sentential or tag switching, occurs when a speaker inserts a tag from one language into an utterance that is wholly in another language. The extra-sentential is typically taken from a different language or a foreign language that is added into the speaker's native tongue or a tag common language before switching to a different language.

Extra-sentential code switching, often known as a tag switch, is the simple act of inserting a tag in one language into an otherwise wholly foreign utterance. This type of code flipping typically happens in casual interactions. The tag switching is done using the term "by the way." The tag swapping is not limited to the start of the sentence; it can also occur at the conclusion. 'Tenang aja semua pasti beres, O.K?' is another illustration. Since the tag appears at the end of the phrase, this example is a final tag (Putranto, 2018).

2.2.2 Language

(Nunan, 2003) defines language as a complex system of symbols and grammatical rules that serves as a formal system of communication. This definition sees language as both a spoken and written symbolic system with syntax and rules that govern how it's used. The key takeaway from this definition is that language can be seen as a system of symbols, systems, and rules. It's also important to note that language is not only for communication, but for other purposes such as conveying emotion or expressing oneself. According to (Kramsch, 2014), there are many different dialects and languages in the world today, with English being one of the most widely spoken. Sign languages are a form of communication used by mute people or those who cannot speak, typically by deaf people or signers. Braille is another form of written language for those who cannot see, which uses a tactile system instead of words.

Language is a complex system of learned behavior that allows us to communicate with each other. It is composed of words, grammar and clues that help the speaker interpret what others are saying. We learn language from our environment through interactions with speakers of different languages. (Widdowson, 1990) says that English has many complex rules and structures which are used as a guide to form sentences correctly to convey meaning accurately. Language also helps us understand each other's emotions and intentions by providing clues to their state of mind or context in which they are speaking. Language is not only important for communication, but it also plays an important role in our understanding of the world around us as it provides a way for us to share ideas and knowledge with others in an organized manner.

Human languages are defined as the systems of communication used by humans to express their thoughts, feelings, and emotions. Computer language is a type of programming language used for communication between computers and humans. Individual languages are learned in different ways and can vary between cultures. Philosophical perspectives on language often focus on how particular vocal noises or signs can represent meanings for people within a certain culture or society. Complex communication systems are made up of many rules that allow us to convey specific messages in different ways through syntax and grammar (Heller, 2010).

English Language

English is one of the most learned languages in the world, with over 1.12 billion speakers worldwide. 637 million people speak English as their first language, and it is the official language in many countries such as the United Kingdom. English is also a popular second language for many people around the world, making it an important spoken language to learn for those wanting to meet people from different nationalities or for doing business overseas. It also often becomes a common denominator between different nationalities, allowing them to communicate more easily with one another (McArthur, 2005).

English has become the world's lingua franca and is spoken as a native language by more people than any other language. Modern English is derived from the language of the Germanic peoples, brought to Britain by Saxon invaders in the 5th century AD. As it developed, dialects, vocabulary and grammar were constantly changing. (Baugh & Cable, 1993) say that today English has become a standard language for international business including computer coding, so a required working knowledge of it is essential for conducting business or higher education around the world. English is increasingly used in international communication as cultures and languages blend together in our shrinking world; it has become essential to have some knowledge of it. Moreover, knowledge of English opens access to vast amounts of information available on an international level such as news articles, books, and various other publications.

According to (Wrenn, 2009), English has been a language of many varieties throughout its history and is now spoken in many different countries around the world. English is part of the Indo-European language family, sharing common roots with languages such as Hindi, and it was the language of Britain's common folk long before Henry VIII and other European rulers spread their dialects across the continent. English was also used by people to understand each other in everyday life, and it was even used to translate the Bible into English so that commoners could understand it better. In today's world, there are various English language courses available for students to take at any degree level that can help them become more fluent in the language.

English Language Production

English language production is the process of creating and using speech sounds, phrases, and words to communicate meaning. Effective language learning requires both comprehension and production works, and language typology provides insight into the production processes. (Stemberger, 1992) explains that psycholinguists use a variety of research methods to study language production, including collecting speech errors from spontaneous conversations or elicited production tasks. Production research can also be related to creativity by looking at the certain characteristics of a person's output that tend to remain constant across languages.

English language production is the use of English words and sentences to communicate with others. It includes our ability to produce English words, phrases, and sentences correctly. Our other languages can interfere with our native language and inhibit its production in favor of certain sentence forms (Vitória Piai, 2019). This can create biases that minimize production difficulty but can also impair our comprehension of English. While interference is more noticeable when we are speaking, it can also stem effects that influence our language production as well.

(Gass & Varonis, 1994) establish that the medium of language is the revelation of higher intellectual processes. It is both the primary method of social interaction and the exceptional set of behaviors that sets man apart from other animals. The enormous difference between humans and lower animals provides some understanding of the

enormous role that language has played in the evolution of the race as well as the priceless heritage that every typical child has in their mother tongue. The obvious differences across cultures and between a congenitally deaf child's and a normal child's intellectual development can be explained by language.

One of the most intriguing studies in the entire subject of learning is the analysis of how this complex system of symbolic habits is acquired. No attempt is made to discuss speech pathology in this article; instead, the focus is on the typical development of language during the preschool years (McCarthy D., 1931). Additionally, retrieving information from memory, organizing an articulatory program, exercising executive control, and self-monitoring are all necessary for language creation.

Oral Production

Oral communication is a useful ability. It needs more than merely pronouncingwords, like with the other talents, and is more complicated than it initially appears to be. (Alarcón, 2017) claims that because it requires correctness, precision, intonation, voice projecting, grammar, vocabulary, and other talents, this is regarded as anextremely complex skill. With an emphasis on how speakers organize and regulate their output, psycholinguistic models of speech production recognize that variability isboth socially and psycholinguistically driven (Triwittayayon & Sarobol, 2018). Speaking abilities are often seen as the key sign of language proficiency by language learners. These students define fluency as the capacity for conversation, rather as the capacity for reading, writing, or understanding oral language (Listening). They view speaking as the most valuable skill they can learn, and they gauge their success basedon how well they communicate verbally.

According to (Mukminatien, Yaniafari, Kurniawan, & Wiradimadja, 2020) there are knowledge domains associated to speaking ability. According to (Meneses, 2018) Speaking in English as a second language (ESL) needs a variety of dynamic skills, including grammar, vocabulary, intonation, pronunciation, emphasis, and a predilection for language features. In a speaking class, students must be able to produce English speech sounds and sound patterns, use word and sentence stress, intonation

patterns, and English rhythms, select appropriate terms, collocations, and phrases based on the social context, audience, circumstance, and subject matter, and organize their thoughts in a cogent and logical manner (Alarcón, 2017). For this research, oral production is the most important variable of study. All participants were asked on how code-switching affects their spoken interactions. Indicators directed to fluency, vocabulary, grammar, discourse management, and pronunciation were evaluated.

Fluency

This term describes a learner's ability to carry on a conversation for an extendedamount of time as well as their level of comfort and confidence while speaking (Cambridge, 2020). Oral fluency is the capacity to communicate successfully in a foreign language while also being able to comprehend people speaking that language with ease (Ramírez Ávila, 2020). Fluency is a subskill that is gained because of numerous exercises for the English subject. The most typical one, for instance, has thelearner read a passage out while attempting to be accurate and read at a good clip. In addition, fluency can also be measured in a speaking activity not just reading. This research showed that the relationship between fluency and code-switching is close. It can be said that code-switching helps participants not to lose fluency and communicate their ideas successfully.

Vocabulary

It is all your knowledge of a certain language's words and idioms. The ability to extend one's vocabulary varies on everyone and can only be learned via practice andconstant exposure to the target language. The English language has a huge range of extraordinary words, and its vocabulary is always changing and growing. People that are exposed to foreign languages tend to pick up new words, which leads to their having a large vocabulary (McCarthy & O'Dell, 1994). This relates to the idea that having a large vocabulary is essential for being a competent speaker. As a result, students who have a larger vocabulary will be able to carry on a discussion (Cambridge, 2020). Code-switching and vocabulary have also shown an interesting codependency. According to the participants, code-switching is useful for expressing term meanings when there is a lack of them in L2.

Grammar

It's also helpful because you need to learn the grammatical tenses to talk clearlyand without errors (Cambridge, 2020). One of the meanings given to the grammar word are the usage guides for the application in the formation of sentences of a language in a correct way (Ogu, Amadi, Ihejirika, & Emejulu, 2008) In other words, due to grammar, sentence construction can be done without making mistakes, as longas the rules are followed depending on what you want to communicate to other people (McCarthy & O'Dell, 1994). Grammar structures formed an important part on the development of this research. The participants were surveyed on their self-appreciation related to their grammar knowledge and use besides that presenting grammar practical examples to appreciate how code-switching can affects participants' grammar patterns.

Discourse management

It is the skill that a speaker of a second language develops, the ability to talk and express their ideas in a clear, concise, coherent, and unhesitating manner (Cambridge, 2020) As a result, the capacity to coherently organize one's ideas in a particular discourse is something that second language learners develop. Conversation management as a technique is based on the idea that language and discourse are closely linked. Any dialogue is guided by language, and how language is understood depends greatly on the cultural settings in which it is used. One can direct the flow of speech by comprehending culture and mastering the language (Thibodeaux, 2022). Talking about how code-switching affects the discourse management of the participants, it can be stated that code-switching enhances certain aspects of the participants' conversation

Pronunciation

This is a challenging area because learners' speech patterns depend on their environment, including the people around them, as they pick up regional accents (Paredes, 2018). When studying a second language, it is helpful to review the international phonetic alphabet because it is also important for the speaker to tone each word by articulating the sounds properly and accurately without any mistakes (Cambridge, 2020) Despite the fact that pronunciation is a cognitive skill that comes

naturally to people, it can be taught and learned to some extent when given the right opportunities (Ahmadi & Gilakjani, 2011). Controversary, code-switching can affect the improvement of this subskill, allowing students to change into languages to avoid committing mistakes. Opinions are divided since this can be stopping the development of participants' pronunciation.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Location

The location considered for this investigation was the Technical University of Ambato. This is a public university located in Tungurahua Province in the city of Ambato. The main reason why this investigation was developed at this university is that the researcher wanted to show reality as observed by from PINE that will be teachersin near the future. The Technical University of Ambato fulfills the objectives of the researcher and encourages people to keep on working on this search topic in the future.

3.2 Equipment and materials

To carry out this investigation electronic devices were used such as computers, tablets, cellphones, and Web 3.0 tools to create the surveys and virtually getmost of the results from the surveyed students. To get the most assertive and descriptive information for this investigation the researcher considered using one of the most important virtual bibliographic information such as Springer, Google scholar, E-brary, Scopus and the virtual library the from the technical university of Ambato.

3.3 Type of research

Throughout this study, qualitative and quantitative research methods were employed to gain a general and authentic understanding of teachers' and students' code-switching in the classroom, since it is important to see how a specific situation has been integrated rather than dividing it into sections. Several data collection methods are utilized in this study, including descriptive descriptions and validated surveys with numerical measurements. In order to demonstrate reality, the validated survey results must be analyzed by all actors in a given social system. As part of the investigation, stereotypes in the educational system and second language acquisition will be broken down, and the most appropriate use of code-switching as well as the impact it has when learning the target language will be shown.

3.4 Hypothesis testing

Linguistic and Social factors of code-switching have a relationship with students' oral production.

3.5 Population or sample

The population considered for this study was students from all the professional unit fourth to seventh semester at technical university of Ambato

3.6   Population or sample

The population considered for this study was students from all the professional unit fourth to seventh semester at technical university of Ambato

Table 1 *Sample of Students*

Course	Parallel	Number
Forth	A	30
Fifth	A	33
Sixth	A	20
Seventh	A	18

Source: Arevalo, J. (2023).

3.7   Data collection

In order to get results as more assertive as possible, the survey was sent to students and trough their institutional mails by using web 3.0 tools. At first surveys were sent to validated teachers from technical university of Ambato and later the information was validated from their experience. The questions were based on the experience of the researcher and so proposed to be validated. At the end, all the information was collected and analyzed using the Cronbach Alfa method to verify theauthenticity of the proposed questions.

CHAPTER IV

ANALYSIS AND INTERPRETATION

For this investigation, a survey was created to determine the relationship of the variables. The survey was addressed to students from all the professional unit fourth to seventh semester at Technical University of Ambato in total 101 students were surveyed and all the data collected is shown down below.

4.1 Analysis of the results and data interpretation

Indicator 1. Age Rate

Table 2 *Age Rate*

SCALE	FREQUENCY	PERCENTAGE	TREND
17 – 19	7	7%	7%
20 – 22	70	69%	69%
23 – 25	20	20%	20%
More than 26	4	4%	4%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 1 Age Rate
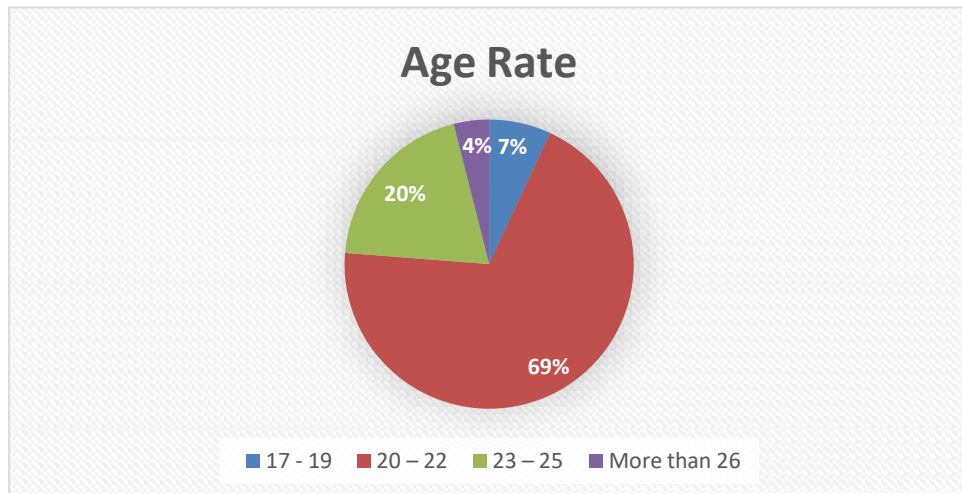
Author: Arévalo, J (2023)
Source: Survey

Figure 1 shows that 7% of the population, represented by 7 students, are between 17 and 19 years old. 69% of the surveyed people represented by most of the students– 70 of them – are between 20 and 22 years old. This figure also shows that 20% of the population, represented by 20 students, are between 23 and 25 years old. Finally, the last 4% of the students, represented by 4 of the surveyed people, are more than 26.

Indicator 2. Gender
Table 3 *Gender*

SCALE	FREQUENCY	PERCENTAGE	TREND
Male	26	26%	26%
Female	75	74%	74%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 2 Gender
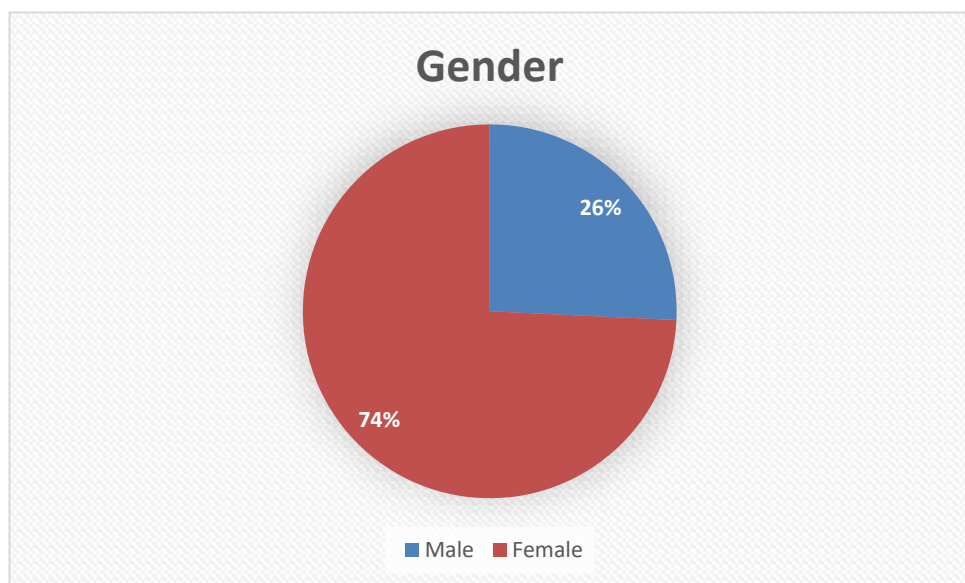
Author: Arévalo, J (2023)
Source: Survey

Figure 2 clearly shows that 74% of the population, represented by 75 students, are female. On the other hand, 26% of the surveyed students, represented by 26 students, are male. As a result, most of the surveyed people are female. This question helped the researcher to determine the gender that has the most effect for this study.

Indicator 3. Socioeconomic Status

Table 4 *Socioeconomic Status*

SCALE	FREQUENCY	PERCENTAGE	TREND
Stratum A	1	1%	1%
Stratum B	32	32%	32%
Stratum C+	46	45%	45%
Stratum C-	19	19%	19%
Stratum D	3	3%	3%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 3 Socioeconomic Status
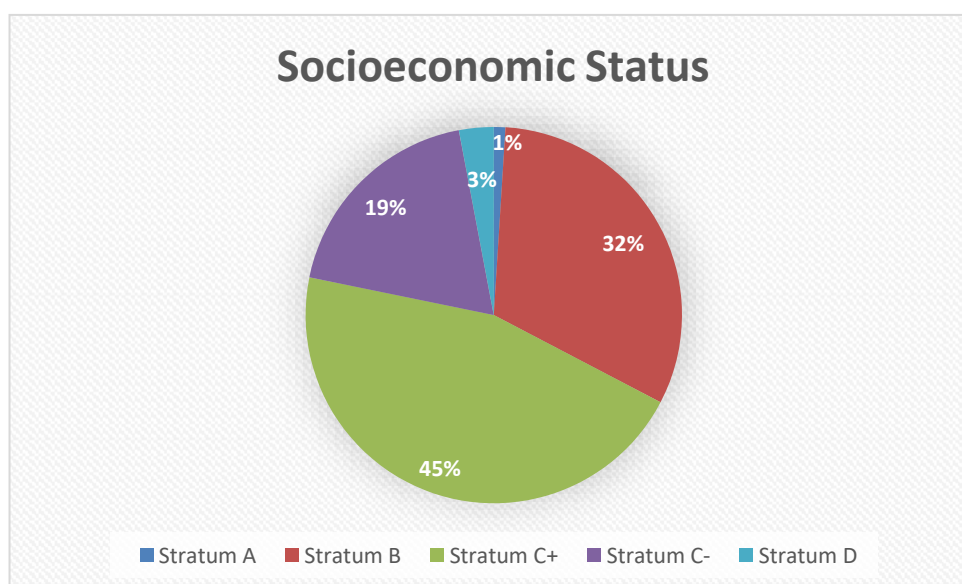
Author: Arévalo, J (2023)
Source: Survey

Figure 3 shows that 1% of the population, represented by only 1 student, belongs to Stratum A. 32% of the surveyed people, represented by 32 students, belong to Stratum B. This figure also shows that 45% of the population, represented by 45 students, belong to Stratum C+. 19% of the surveyed students, represented by 19 of them, belong to Stratum C-. And the last 3% of the students, represented by 3 of the surveyed people, belong to Stratum D. This question plays and important role when it comes to determine the different social status from students and the effect it has on thisinvestigation.

Indicator 4. How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?Example: Person 1: Do you know if the **calificación** was sent to our mails?

Person 2: Yes, it was sent to our **correo institucional.**

Table 5 *English to Spanish Code-Switching*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	26	26%	26%
Sometimes	60	59%	59%
HardlyEver	12	12%	12%
Never	3	3%	3%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 4 English to Spanish Code-Switching
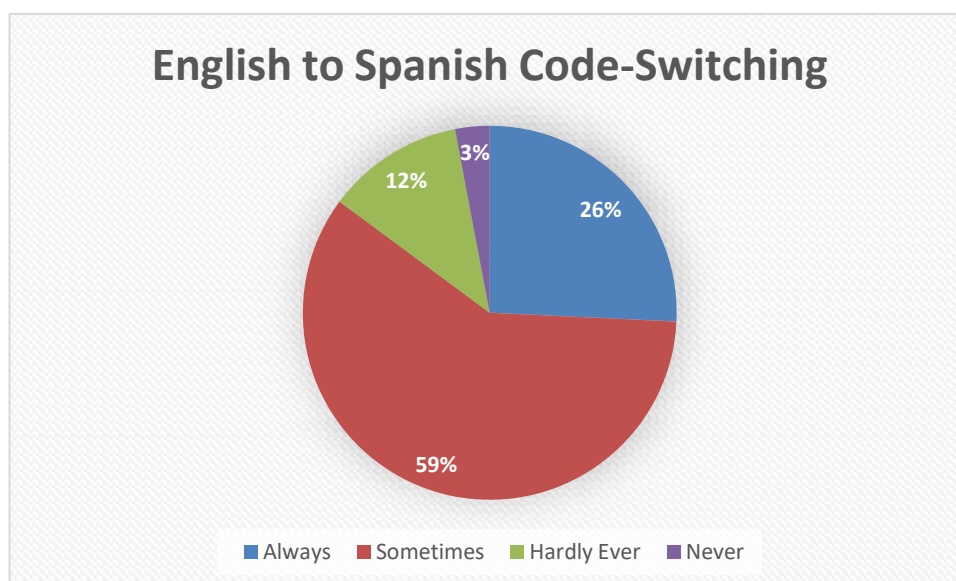
Author: Arévalo, J (2023)
Source: Survey

Figure 4 shows that 26% of the students answered they always code-switch from English to Spanish as in the example during their English lessons. 59% of the population expressed that they sometimes do it. 12% of the surveyed said they hardlyever code-switch from English to Spanish as in the example during their classes. Finally, 3% of the students mentioned that they never do code-switching in this situation. This question helps the researcher know in detail the frequency of code-switching used in a classroom as clearly showed mixing between languages is present during their classes.

Indicator 5. How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons? Example: Teacher: Open your books on page sixteen, please!

Student: Excuse me, teacher, can you repeat **la página**, please?

Table 6 *English to Spanish Code-Switching*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	12	12%	12%
Sometimes	48	47%	47%
HardlyEver	29	29%	29%
Never	12	12%	12%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 5 English to Spanish Code-Switching

Author: Arévalo, J (2023)
Source: Survey

Figure 5 shows that 12% of the students answered they always code-switch from English to Spanish as in the example during their English lessons. 47% of the population expressed that they sometimes do it. 29% of the surveyed said they hardlyever code-switch from English to Spanish as in the example during their classes. Finally, 12% of the students mentioned that they never code-switch in this situation.

Indicator 6. How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?Example: Juan, ¿te recuerdas si el **Teacher** nos va a tomar el **Final Test** el día viernes?

Table 7 *English to Spanish Code-Switching*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	44	44%	44%
Sometimes	49	49%	49%
HardlyEver	5	5%	5%
Never	2	2%	2%
	100	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 6 English to Spanish Code-Switching
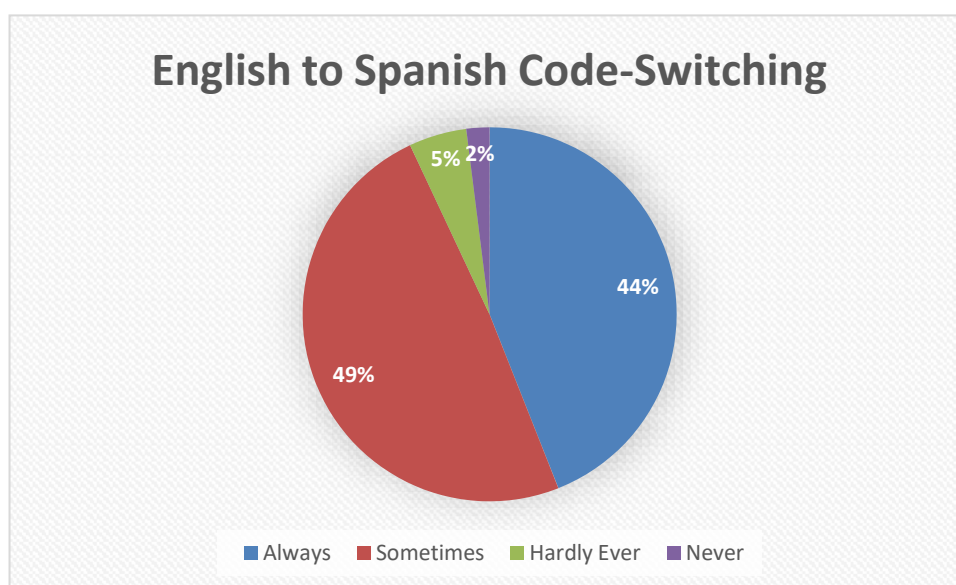
Author: Arévalo, J (2023)
Source: Survey

Figure 6 shows that 44% of the students answered they always code-switch from English to Spanish as in the example during their English lessons. 49% of the population expressed that they sometimes do it. 5% of the surveyed said they hardly ever code-switch from English to Spanish as in the example during their classes. Finally, 2% of the students mentioned that they never code-switch in this situation. As a result students codeswitch whenever they are talking either on the mother tongue or the embedded language.
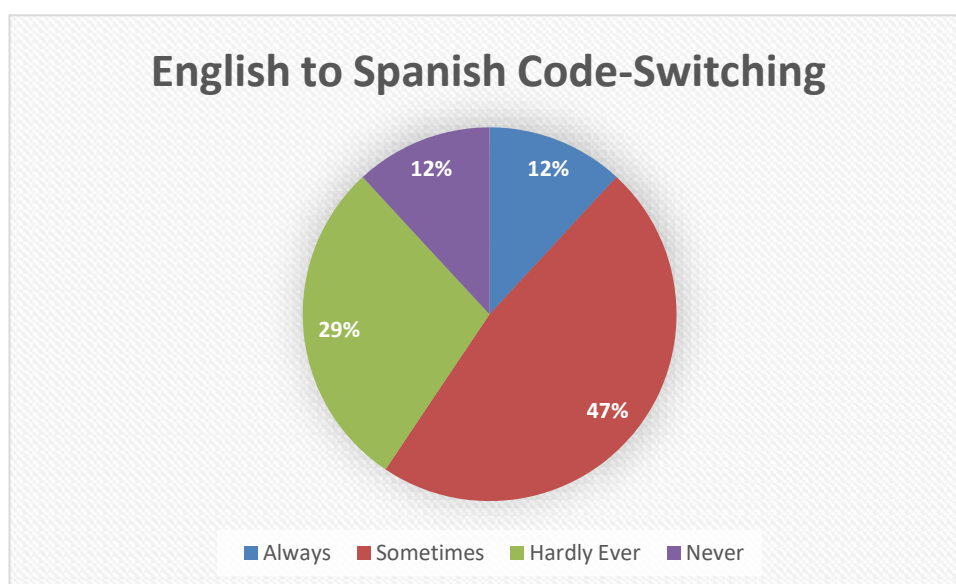
Indicator 7. How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?

Example: ¿Te fuiste con ese **man** a la fiesta?

Table 8 *English to Spanish Code-Switching*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	64	63%	63%
Sometimes	30	30%	30%
HardlyEver	5	5%	5%
Never	2	2%	2%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 7 English to Spanish Code-Switching

Author: Arévalo, J (2023)
Source: Survey

Figure 7 shows that 63% of the students answered they always code-switch from English to Spanish as in the example during their English lessons. 30% of the population expressed that they sometimes do it. 5% of the surveyed said they hardly ever code-switch from English to Spanish as in the example during their classes. Finally, 2% of the students mentioned that they never code-switch in this situation. As shown in this question students use English words even if they are talking in Spanish when having a conversation in their classes or with their teachers.

Indicator 8. How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?Example: Oh my God! ¿Cuéntame que sucedió?

Table 9 *English to Spanish Code-Switching*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	34	34%	34%
Sometimes	48	47%	47%
Hardly Ever	14	14%	14%
Never	5	5%	5%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 8 English to Spanish Code-Switching
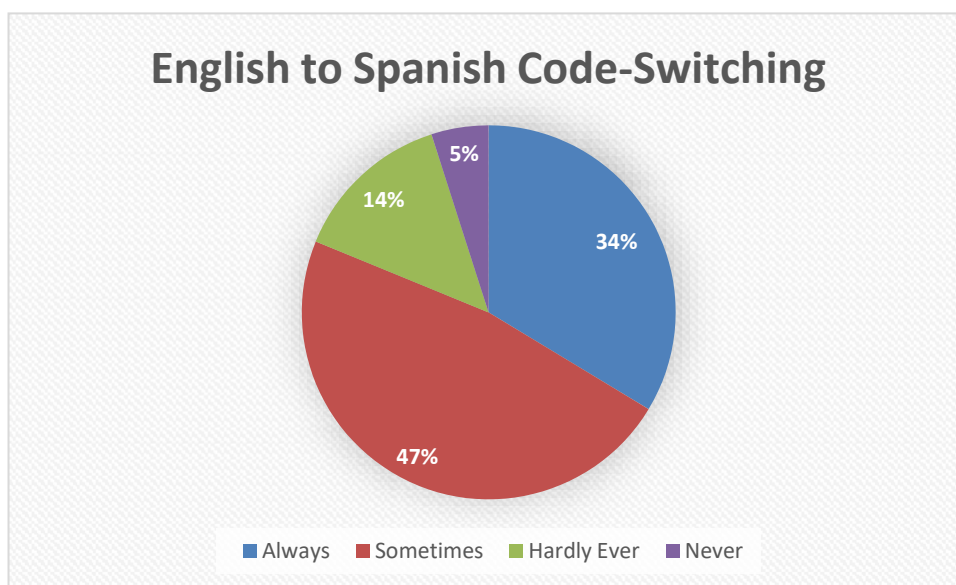
Author: Arévalo, J (2023)
Source: Survey

Figure 8 shows that 34% of the students answered they always code-switch from English to Spanish as in the example during their English lessons. 47% of the population expressed that they sometimes do it. 14% of the surveyed said they hardlyever code-switch from English to Spanish as in the example during their classes. Finally, 5% of the students mentioned that they never code-switch in this situation. As a result, this question is key in this investigation where you can clearly notice that students speak in English/Spanish to be understood by others when they do not know certain words and they want an assertive conversation.

Indicator 9. How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?Example: If you know what I mean, Él es de Quito y así los criaron a ellos.
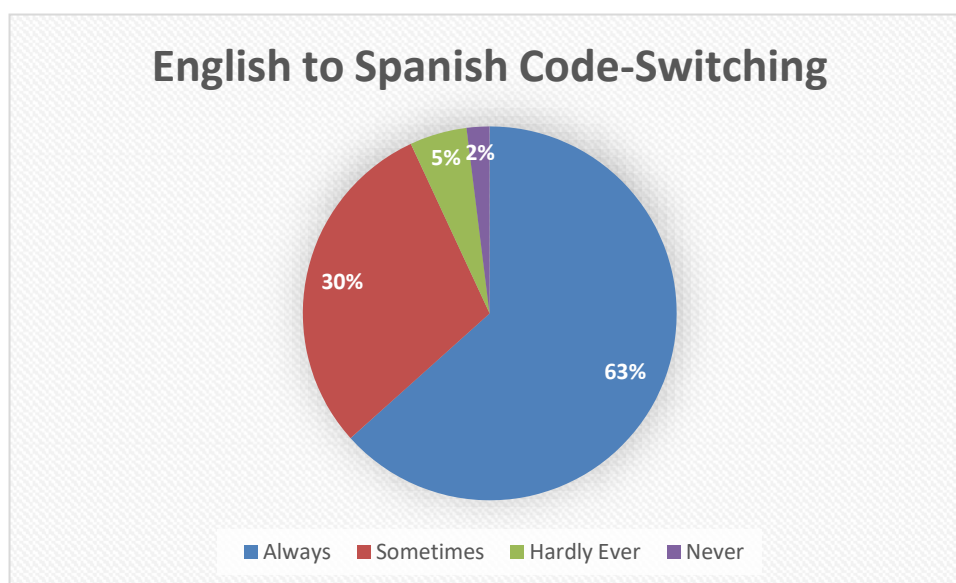
Table 10 *English to Spanish Code-Switching*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	16	16%	16%
Sometimes	50	49%	49%
HardlyEver	27	27%	27%
Never	8	8%	8%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 9 English to Spanish Code-Switching
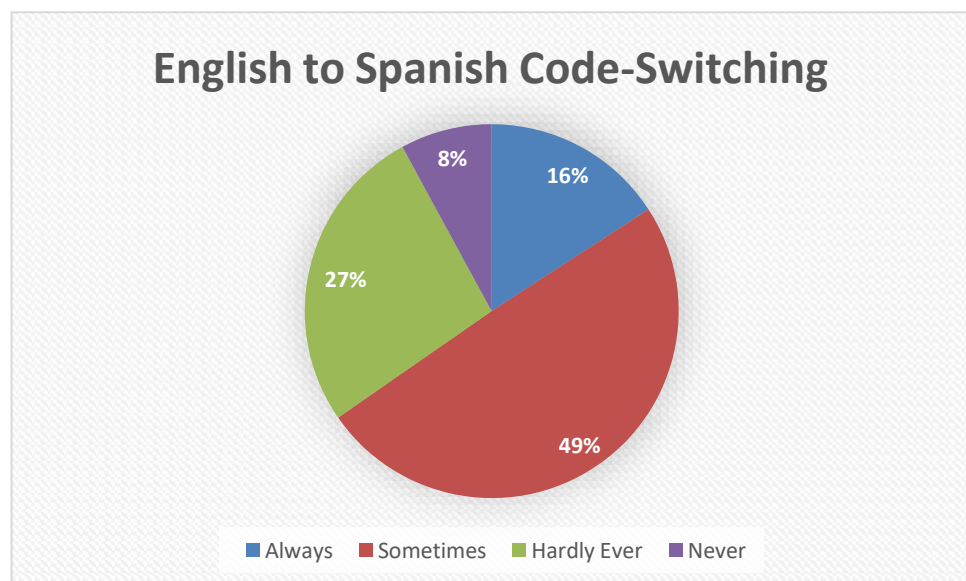
Author: Arévalo, J (2023)
Source: Survey

Figure 9 shows that 16% of the students answered they always code-switch from English to Spanish as in the example during their English lessons. 49% of the population expressed that they sometimes do it. 17% of the surveyed said they hardlyever code-switch from English to Spanish as in the example during their classes. Finally, 8% of the students mentioned that they never code-switch in this situation.

Indicator 10. How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons? Example: Can you repeat, please? Teacher no se escucha el audio!

Table 11 *English to Spanish Code-Switching*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	25	25%	25%
Sometimes	55	54%	54%
HardlyEver	17	17%	17%
Never	4	4%	4%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 10 English to Spanish Code-Switching
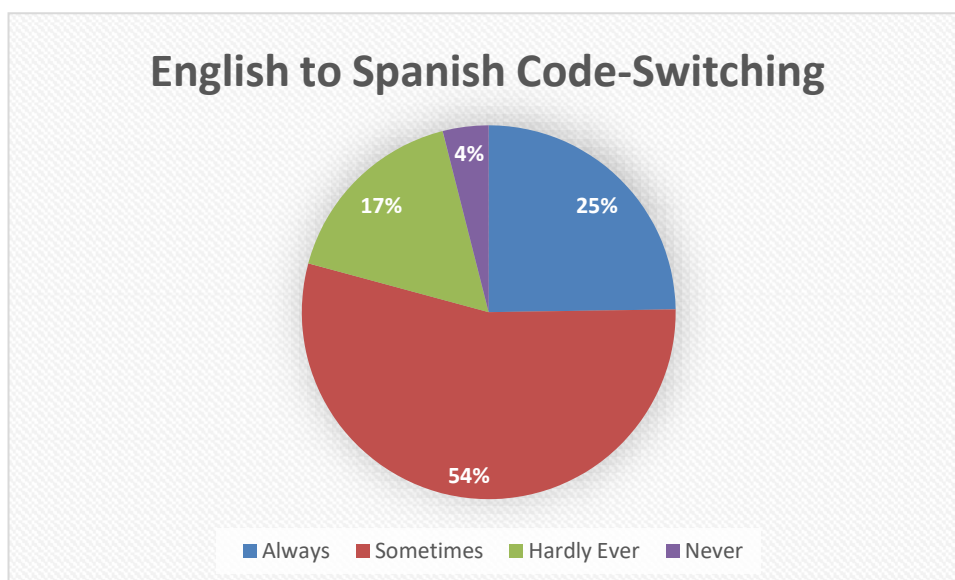
Author: Arévalo, J (2023)
Source: Survey

Figure 10 shows that 25% of the students answered they always code-switch from English to Spanish as in the example during their English lessons. 54% of the population expressed that they sometimes do it. 17% of the surveyed said they hardlyever code-switch from English to Spanish as in the example during their classes. Finally, 4% of the students mentioned that they never code-switch in this situation. This is a very common event in a classroom. Students always want to understand what the teacher says in English, and they usually ask for translation or a synonym that can help they get the main idea of the conversation.

Indicator 11. When talking in English, how frequently can you communicateyour ideas smoothly and accurately without too many pauses?

Table 12 *Accurately communication of ideas in English*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	7	7%	7%
Sometimes	80	79%	79%
HardlyEver	14	14%	14%
Never	0	0%	0%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 11 Accurately communication of ideas in English

Author: Arévalo, J (2023)
Source: Survey

Figure 11 shows that 7% of the students answered they can always communicate their ideas smoothly and accurately without too many pauses. 79% of the population expressed that they can sometimes do it without too many pauses. Finally, 14% of thesurveyed said they can hardly ever communicate their ideas smoothly and accurately. None of the students chose the option never. This question contributes to the researcher to know in detail the fluency students have when talking EFL.

Indicator 12. How frequently do you link sentences easily in a fluent waywithout too much inarticulation and hesitation?

Table 13 *Sentences Linking*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	9	9%	9%
Sometimes	73	74%	74%
HardlyEver	17	17%	17%
Never	0	0%	0%
	99	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 12 Sentences Linking
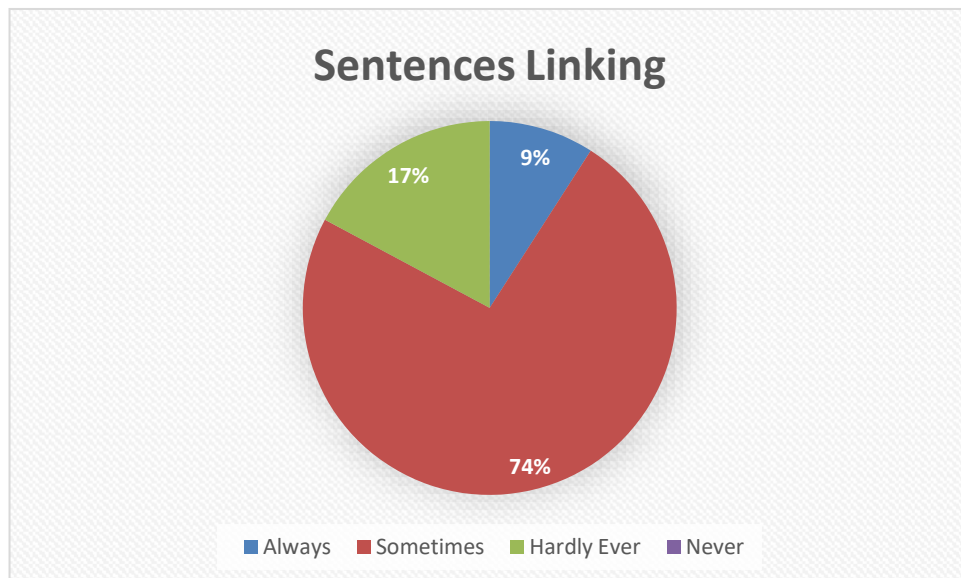
Author: Arévalo, J (2023)
Source: Survey

Figure 12 shows that 9% of the students answered they always link sentences easily in a fluent way without too much inarticulation and hesitation. 79% of the population expressed that they sometimes do it without too much inarticulation and hesitation. Finally, 14% of the surveyed said they hardly ever link sentences easily ina fluent way. None of the students chose the option never. This question shows the frequency students can link sentences in an accurate way the majority can easily link words in the embedded language.

Indicator 13. When talking in English, is it easy for you to organize words into sentences with appropriate word order and syntax?

Table 14 *Words Organization*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	7	7%	7%
Sometimes	78	78%	78%
HardlyEver	15	15%	15%
Never	0	0%	0%
	100	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 13 Words Organization

Author: Arévalo, J (2023)
Source: Survey

Figure 13 shows that 7% of the students answered it is always easy for them to organize words into sentences with appropriate word order and syntax. 78% of the population express that it is sometimes easy for them to follow an appropriate word order and syntax. Finally, 15% of the surveyed said it is hardly ever easy for them to organize words into sentences. None of the students chose the option never. This question let the researcher know the good organization students haven when forming sentences in EFL.

Indicator 14. How frequently is it easy for you to use a variety of English tenseswhen producing the language orally?

Table 15 *English Tenses Use*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	5	5%	5%
Sometimes	79	79%	79%
HardlyEver	16	16%	16%
Never	0	0%	0%
	100	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 14 English Tenses Use
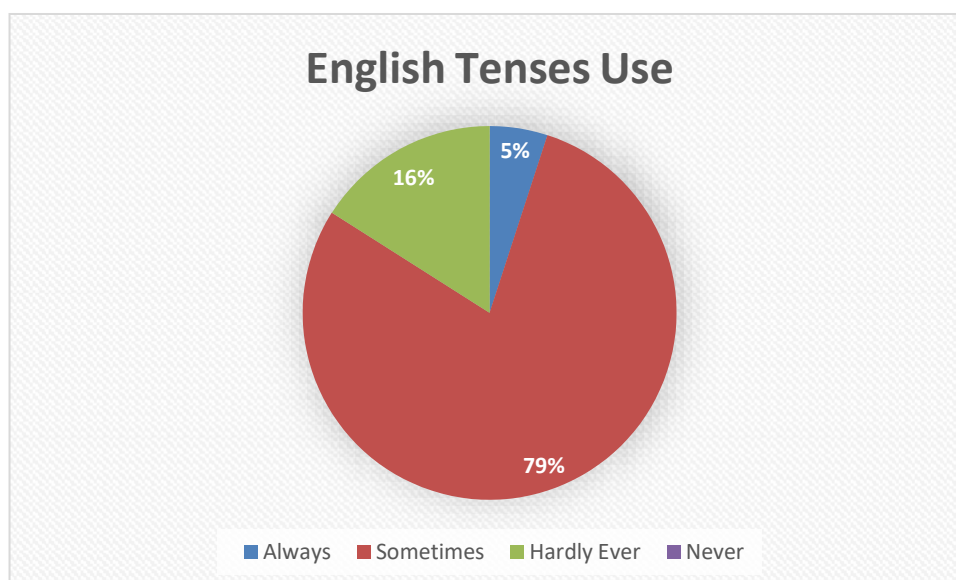
Author: Arévalo, J (2023)
Source: Survey

Figure 14 shows that 5% of the students answered it is always easy for them to use a variety of English tenses when producing the language orally. 79% of the population expressed that it is sometimes easy for them to do it. Finally, 16% of the surveyed said it is hardly ever easy for them to use a variety of English tenses when speaking. None of the students chose the option never.

Indicator 15. How frequently can you use a wide variety of vocabulary words toavoid redundancy when having a conversation in English?

Table 16 *English Vocabulary Use*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	12	12%	12%
Sometimes	73	72%	72%
HardlyEver	16	16%	16%
Never	0	0%	0%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 15 English Vocabulary Use

Author: Arévalo, J (2023)
Source: Survey

Figure 15 shows that 15% of the students answered they always use a wide variety of vocabulary words to avoid redundancy when having a conversation in English. 70% of the population expressed that they sometimes use a wide variety of vocabulary words. Finally, 15% of the surveyed said they hardly ever can avoid redundancy when having a conversation in English. None of the students chose the option never. This question is very important to evaluate the vocabulary range students have in EFL where it clearly shows a big usage of vocabulary when talking in the embedded language.

Indicator 16. How frequently can you infer the meaning of unknown wordsfrom context in a conversation?

Table 17 *Unknown Words Inference*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	16	16%	16%
Sometimes	71	70%	70%
HardlyEver	14	14%	14%
Never	0	0%	0%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 16 Unknown Words Inference

Author: Arévalo, J (2023)
Source: Survey

Figure 16 shows that 16% of the students answered they can always infer the meaning of unknown words from context in a conversation. 70% of the population expressed that they can sometimes do it. Finally, 14% of the surveyed said they can hardly ever infer the meanings from context when speaking. None of the students chosethe option never.

Indicator 17. How frequently can you identify different accents of English toactively participate in a conversation?

Table 18 *Accents Identification*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	10	10%	10%
Sometimes	64	63%	63%
HardlyEver	25	25%	25%
Never	2	2%	2%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 17 Accents Identification
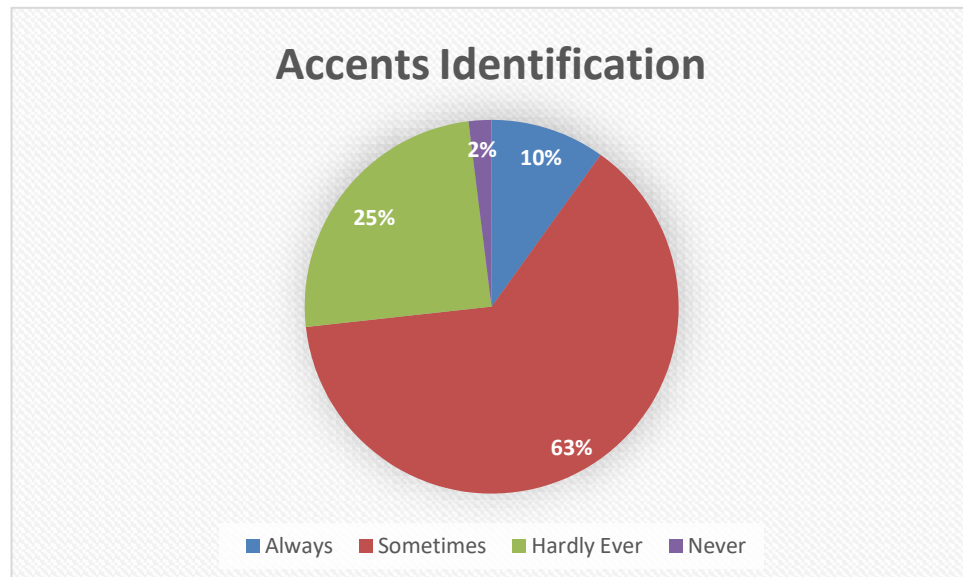
Author: Arévalo, J (2023)
Source: Survey

Figure 17 shows that 10% of the students answered they can always identify different accents of English in a conversation. 63% of the population expressed that they can sometimes do it. 25% of the surveyed said they can hardly ever identify different accents of English when speaking. Finally, 2% of the students mentioned that they can never identify different accents of English in oral interactions.

Indicator 18. How frequently do you think that the way you pronounce words inEnglish interrupts communication?

Table 19 *English Pronunciation*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	14	14%	14%
Sometimes	56	55%	55%
HardlyEver	29	29%	29%
Never	2	2%	2%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 18 English Pronunciation

Author: Arévalo, J (2023)
Source: Survey

Figure 18 shows that 14% of the students answered they think the way they pronounce words in English always interrupts their communication. 55% of the population expressed that they think it sometimes interrupts their communication. 29% of the surveyed said they think their pronunciation hardly ever interrupts them when talking. Finally, 2% of the students mentioned that they think their pronunciation neverinterrupts their speaking.

Indicator 19. When talking in English, have you used discourse management markers such as gestures, facial expressions, and body movements to strengthenyour oral production?

Table 20 *Discourse Management Markers*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	26	26%	26%
Sometimes	67	66%	66%
HardlyEver	8	8%	8%
Never	0	0%	0%
	101	100%	100%

Author: Arévalo, J (2023)Source: Survey

Graphic 19 Discourse Management Markers
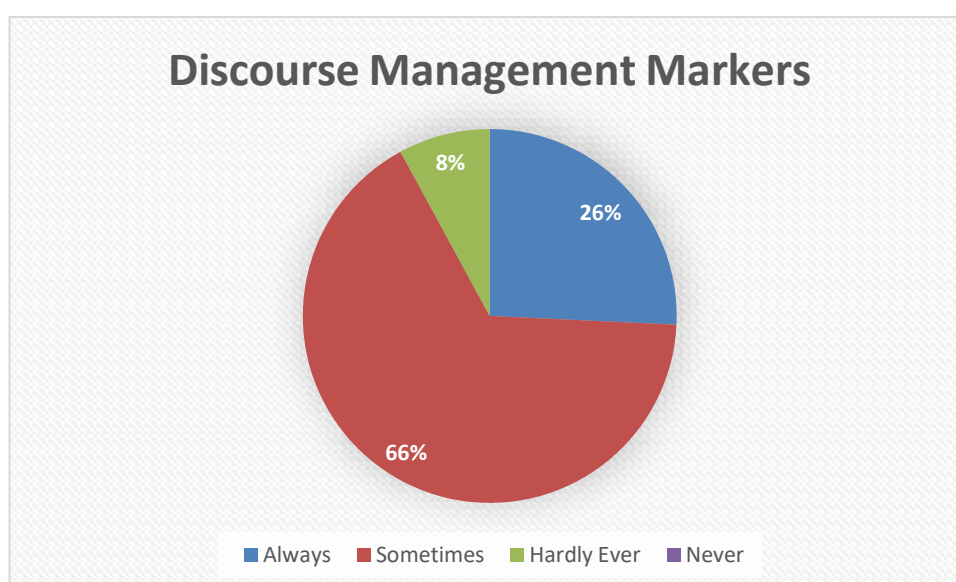
Author: Arévalo, J (2023)
Source: Survey

Figure 19 shows that 26% of the students answered they always use discourse management markers such as gestures, facial expressions, and body movements to strengthen their oral production. 66% of the population expressed that they sometimesuse the discourse management markers previously mentioned when talking. Finally, 8% of the surveyed said they hardly ever use gestures, facial expressions, and body movements to enrich their speaking. None of the students chose the option never.

Indicator 20. When talking in English, have you used discourse management markers such as linking words for specific purposes, stating arguments, comparing, and contrasting ideas, and expressing your point of view?

Table 21 *Discourse Management Markers*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	15	15%	15%
Sometimes	68	68%	68%
HardlyEver	17	17%	17%
Never	0	0%	0%
	100	100%	100%

Author: Arévalo, J (2023)
Source: Survey

Graphic 20 Discourse Management Markers
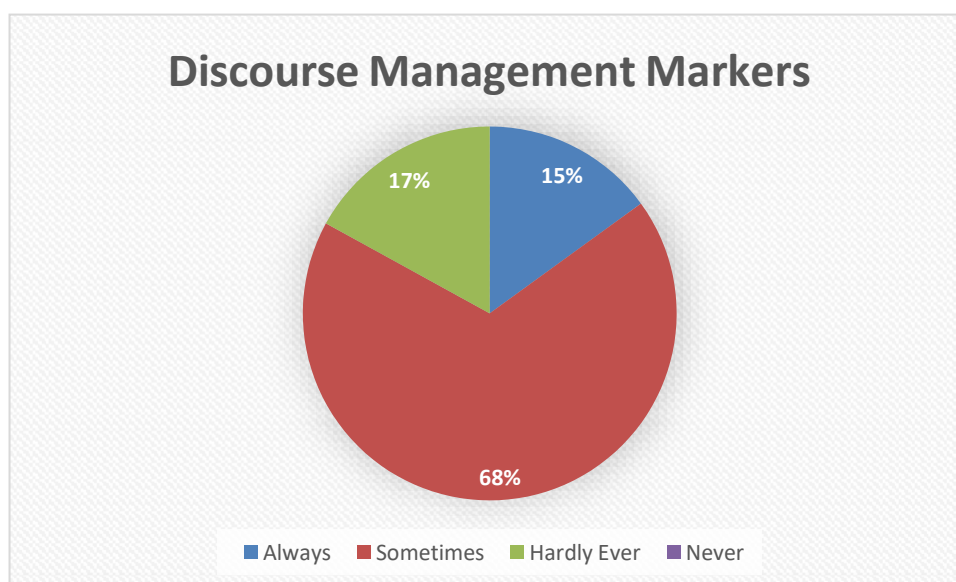
Author: Arévalo, J (2023)
Source: Survey

Figure 20 shows that 15% of the students answered they always use discourse management markers such as linking words for specific purposes, stating arguments, comparing, and contrasting ideas, and expressing points of view. 68% of the population expressed that they sometimes use the discourse management markers previously mentioned when talking. 17% of the surveyed said they hardly ever use linking words for specific purposes, stating arguments, comparing, and contrasting ideas, and expressing points of view in their English oral production. None of the students chose the option never.

Indicator 21. Do you consider that the social and linguistic aspects of code-switching influence your oral production in English?

Table 22 *Code-Switching Social and Linguistic Aspects*

SCALE	FREQUENCY	PERCENTAGE	TREND
Always	36	36%	36%
Sometimes	54	53%	53%
HardlyEver	11	11%	11%
Never	0	0%	0%
	101	100%	100%

Author: Arévalo, J (2023)
Source: Survey
Graphic 21 Code-Switching Social and Linguistic Aspects
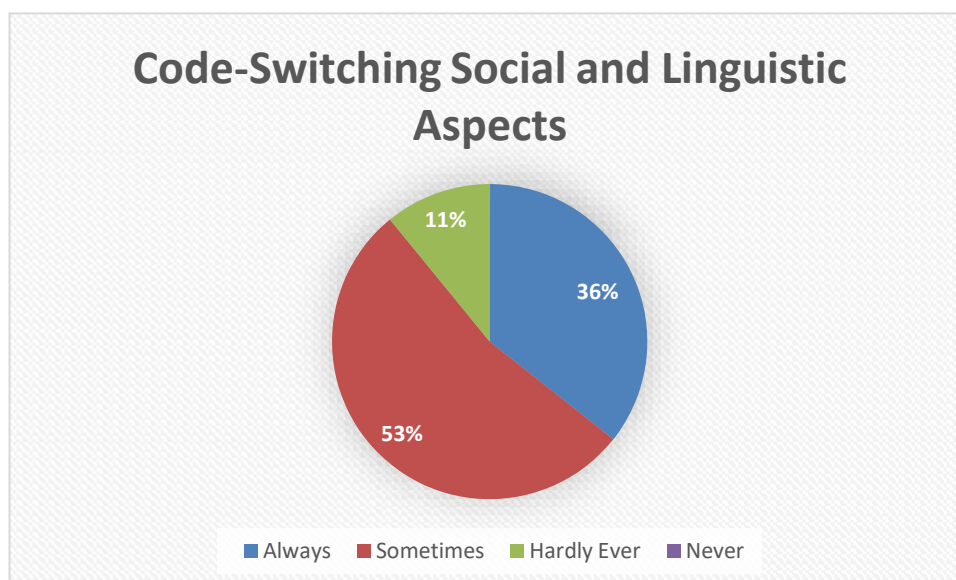
Author: Arévalo, J (2023)
Source: Survey

Figure 21 shows that 36% of the students answered they consider that the social and linguistic aspects of code-switching always influence their oral productionin English. 53% of the population expressed they consider that the social and linguistic aspects of code-switching sometimes influence their oral production in English. 11% of the surveyed said they consider that the social and linguistic aspectsof code-switching hardly ever influence their oral production in English. None of thestudents chose the option never. As expected codeswitching is present in different settings EFL students have where it involves different features from both English and Spanish and the use students give to the embedded Language.

4.2 Hypothesis verification

For the verification of the hypothesis all the data was collected and analyzed through the SPSS software to get the most assertive results of the survey. TheCronbachAlfa method was applied to all the questions proposed for this study wherethree validated teachers evaluated the questions and later all the questionnaire was evaluated through the IBM SPSS Statistics to get the verification of the hypothesis.

4.3 Null Hypothesis

The speech functions do not have a relationship with the Linguistic and Social factors of Code-switching and the Oral Production from all the "Unidad Profesionalizante fourth to seventh semester of PINE Students at Technical Universityof Ambato.

4.4 Alternative Hypothesis

The speech functions have a relationship with the Linguistic and Social factors ofCode-switching and the Oral Production from all the "Unidad Profesionalizante fourthto seventh semester of PINE Students at Technical University of Ambato.

4.5 Instrument Validation

For the validation of the instrument, the 18 questions that are typical of the investigation from which the following data are obtained are taken into consideration:

Table 23 Case Processing Summary

		N	%
	Valid	101	100,0
Cases	Excluded[a]	0	,0
	Total	101	100,0

a.   Listwise deletion based on allvariables in the procedure.
Author: Arevalo, J (2023) Source: IBM SPSS
Statistics

4.6   Cronbach's Alpha Validation

Table 24 *Reliability Statistics*

Cronbach's Alpha	N of Items
,859	18

Author: Arevalo, J (2023)
Source: IBM SPSS Statistics

Regarding the validation of the instrument, the Cronbach's Alpha statistic is used, since the items are on the Likert scale, and this is the statistic that allows the correct calculation for its validation. The results show that 18 items were taken from the instrument, out of a total of 21 items; The first three questions are considered informative within the investigation and therefore do not alter the information of the object of study. The value obtained by Cronbach's Alpha is .859, that is, the questionsof the instrument are reliable as they are close to 1; therefore, relevant information canbe obtained regarding the questions that were considered to gather information in the investigation.

4.7   Hypothesis Test Summary

For the development of this research, non-parametric statistics were employed, using chi-square as the most appropriate statistical method in a descriptive investigation in which qualitative and quantitative variables are analyzed to determine the final hypothesis to be tested.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories of Select your age rate occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
2	The categories defined by Select your gender = Female and Male occur with probabilities 0,5 and 0,5.	One-Sample Binomial Test	,012	Reject the null hypothesis.
3	The categories of Select your socioeconomic status occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
4	The categories of How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons? occur with equal probabilities.	One-Sample Chi-Square Test	,005	Reject the null hypothesis.
5	The categories of How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons? occur with equal probabilities.	One-Sample Chi-Square Test	,004	Reject the null hypothesis.
6	The categories of How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons? occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
7	The categories of How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons? occur with equal probabilities.	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
8	The categories of How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons? occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
9	The categories of How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons? occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
10	The categories of How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons? occur with equal probabilities.	One-Sample Chi-Square Test	,018	Reject the null hypothesis.
11	The categories of When talking in English, how frequently can you communicate your ideas smoothly and accurately without too many pauses? occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.

12	The categories of How frequently do you link sentences easily in a fluent way without too much inarticulation and hesitation? occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
13	The categories of When talking in English, is it easy for you to organize words into sentences with appropriate word order and syntax? occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
14	The categories of How frequently is it easy for you to use a variety of English tenses when producing the language orally? occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
15	The categories of How frequently can you use a wide variety of vocabulary words to avoid redundancy when having a conversation in English? occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
16	The categories of How frequently can you infer the meaning of unknown words from context in a conversation? occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
17	The categories of How frequently can you identify different accents of English to actively participate in a conversation? occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
18	The categories of How frequently do you think that the way you pronounce words in English interrupts communication? occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
19	The categories of When talking in English, have you used discourse management markers such as gestures, facial expressions, and body movements to strengthen your oral production? occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
20	The categories of When talking in English, have you used discourse management markers such as linking words for specific purposes stating arguments, comparing and contrasting ideas, and expressing your point of view? occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
21	The categories of Do you consider that the social and linguistic aspects of code-switching influence your oral production in English? occur with equal probabilities.	One-Sample Chi-Square Test	,013	Reject the null hypothesis.

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

Table *25 Hypothesis Test Summary*

Author: Arevalo, J (2023)
Source: IBM SPSS Statistics

4.8   Hypothesis Table

One-Sample Kolmogorov-Smirnov Test

		Select your age rate	How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?	How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?	How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?	How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?	How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?	How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?	How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?	When talking in English, how frequently can you communicate your ideas smoothly and accurately without too many pauses?	How frequently do you link sentences easily in a fluent way without too much inarticulation and hesitation?
N		36	36	36	36	36	36	36	36	36	36
Normal Parameters[a,b]	Mean	2,39	3,22	2,58	3,19	3,53	3,17	2,78	3,00	2,92	3,06
	Std. Deviation	,688	,637	,874	,749	,609	,737	,722	,676	,439	,475
Most Extreme Differences	Absolute	,381	,303	,294	,314	,364	,272	,288	,278	,436	,408
	Positive	,381	,303	,206	,269	,224	,256	,240	,278	,369	,408
	Negative	-,258	-,253	-,294	-,314	-,364	-,272	-,288	-,278	-,436	-,370
Kolmogorov-Smirnov Z		2,285	1,818	1,766	1,886	2,186	1,630	1,726	1,667	2,618	2,446
Asymp. Sig. (2-tailed)		,000	,003	,004	,002	,000	,010	,005	,008	,000	,000

a. Test distribution is Normal.
b. Calculated from data.

When talking in English, is it easy for you to organize words into sentences with appropriate word order and syntax?	How frequently is it easy for you to use a variety of English tenses when producing the language orally?	How frequently can you use a wide variety of vocabulary words to avoid redundancy when having a conversation in English?	How frequently can you infer the meaning of unknown words from context in a conversation?	How frequently can you identify different accents of English to actively participate in a conversation?	How frequently do you think that the way you pronounce words in English interrupts communication?	When talking in English, have you used discourse management markers such as gestures, facial expressions, and body movements to strengthen your oral production?	When talking in English, have you used discourse management markers such as linking words for specific purposes stating arguments, comparing and contrasting ideas, and expressing your point of view?	Do you consider that the social and linguistic aspects of code-switching influence your oral production in English?
36	36	36	36	36	36	36	36	36
2,94	2,94	2,83	3,06	2,75	2,72	3,08	2,83	3,28
,333	,410	,561	,410	,604	,659	,554	,561	,659
,483	,443	,367	,443	,383	,330	,365	,367	,274
,406	,391	,300	,443	,284	,253	,365	,300	,274
-,483	-,443	-,367	-,391	-,383	-,330	-,329	-,367	-,252
2,897	2,657	2,201	2,657	2,297	1,979	2,192	2,201	1,646
,000	,000	,000	,000	,000	,001	,000	,000	,009

Table 26 *Hypothesis Table*

Author: Arevalo, J (2023)

Source: IBM SPSS Statistics

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_0: Linguistic and Social factors of code-switching does not have a relationship with students' oral production.

H1: Linguistic and Social factors of code-switching have a relationship with students' oral production.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

• When applying the surveys to the students, several sociolinguistic factors havebeen determined, such as age, social class, and gender, which are combined with the linguistic elements of code-switching such as Inter-sentential, Intra- sentential, Extra-sentential, and Tag-switching and these can intervene satisfactorily in the development of the elements of oral production, obtaininga significant improvement.

• In this study, it is concluded that the social aspect that is age, social class, andgender, and the factors of code-switching are Inter-sentential, Intra-sentential,Extra-sentential, and Tag-switching are used by students naturally but the concept was not rooted in them. By applying this experiment, students have been able to notice and differentiate the use of these elements and theirconcepts.

• By developing 5 lesson plans, it is concluded that the social and linguistic factors of code-switching can be used to affect the development of oralproduction and its elements, which are pronunciation, fluency, discourse management, grammar, and vocabulary. It can be said that sociolinguistic factors and oral factors can be mixed and combined without carrying a specificguide.

• Finally, it has been established that pronunciation, fluency, discourse management, grammar, and vocabulary can intervene or be intervened when using code-switching and among these elements develop activities to improve the English language production in students of 6th level of "Pedagogía de los Idiomas Nacionales y Extranjeros" at the Technical University of Ambato.

5.2 Recommendations

• It is recommended to develop the surveys or questionnaires adapting them to the social group to which we are going to apply them or depending on the focusthat the new investigations based on this project will have order to obtain the specific elements that each group of learners must develop.

• It is advisable to expand each topic to be investigated with the apprentices so that they have the concept of each factor or element that is going to be analyzedwith their help. In other words, students must be able to use the elements in a learned or innate way, but also know their theory and how they are developed.

• It must be taken into account that the social factors mentioned in this research,which are gender, age, and social class, as well as the elements of oralproduction, which are pronunciation, fluency, course management, grammar, and vocabulary, are not the only ones that exist in the world, there are several aspects to take into account such as race, country or in speaking accuracy, intonation. So, researchers have to expand each area for new studies.

• To have better results, sociolinguistic factors can be combined with the elements of oral production in a different way than in this study to obtain different results and a more complete study.

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ANNEX 1 Authorization

Ambato, 30 de noviembre de 2022

Coordinadora

Lcda. Mg. Sarah Jacqueline Iza Pazmiño

Coordinadora de carrera de pedagogía de los Idiomas Nacionales y Extranjeros

Presente. –

De mi consideración.

Se dirige a usted, **Josue Josafat Arevalo Peralta,** portador de la cédula de ciudadanía No.**1804113676,** ex estudiante de la carrera de idiomas, para solicitar comedidamente se me permita realizar un estudio de mi tesis mediante realización de encuestas a los estudiantes de la carrera de pedagogía de los idiomas nacionales y extranjeros sobre el tema "Linguistic and Social factors of Code-switching in the Oral production"

Esperando que mi pedido tenga una respuesta favorable desde ya anticipo mis sinceros agradecimientos.

Atentamente,

Josue Josafat Arevalo Peralta

C.I.1804113676

ANNEX 2 Instrument Validation

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
INSTITUTO SUPERIOR DE INVESTIGACIONES Y POSGRADOS
Maestría en Enseñanza de Inglés como lengua Extranjera

Mg.

Edgar Encalada

Docente de la Universidad Técnica de Ambato

Presente.-

De mi consideración:

Con un saludo cordial y conocedor de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (encuestas) a utilizarse en la recolección de información para el desarrollo del proyecto: "LINGUISTIC AND SOCIAL FACTORS OF CODE-SWITCHING AND THE ORAL PRODUCTION."

Mucho agradeceré seguir las instrucciones que se detallan a continuación para lo cual se adjunta la Matriz de operacionalización de variables, los objetivos, el instrumento y las tablas de validación.

Aprovecho la oportunidad para reiterarle mis sentimientos de consideración y estima.

Atentamente,

Lic. Josué Arévalo Peralta

DATA OF THE EVALUATOR

Names and surnames _EDGAR ENCALADA TRUJILLO_

ID   number: _050182417_

Title: _MAGISTER IN LINGÜISTICS APPLIED TO TEACHING_

Fields of specialization: _LINGÜISTICS, LANGUAGE TEACHING, EDUCATION_

Cell phone: _0996575373_   Work: _PROFESSOR_

Institution where you work: _UTA_

Role it performs: _TEACHER - RESEARCHER_

Date of validation: _December 1st, 2022_

General remarks:

The instrument meets the conditions to collect data for the intended research purposes.

Signature

Mg.

Xavier Sulca

Docente de la Universidad Técnica de Ambato

Presente.-

De mi consideración:

Con un saludo cordial y conocedor de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (encuestas) a utilizarse en la recolección de información para el desarrollo del proyecto: **"LINGUISTIC AND SOCIAL FACTORS OF CODE-SWITCHING AND THE ORAL PRODUCTION."**

Mucho agradeceré seguir las instrucciones que se detallan a continuación para lo cual se adjunta la Matriz de operacionalización de variables, los objetivos, el instrumento y las tablas de validación.

Aprovecho la oportunidad para reiterarle mis sentimientos de consideración y estima.

Atentamente,

Lic. Josué Arévalo Peralta

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
INSTITUTO SUPERIOR DE INVESTIGACIONES Y POSGRADOS
Maestría en Enseñanza de Inglés como lengua Extranjera

DATA OF THE EVALUATOR

Names and surnames Manuel Xavier Sulca Guale

ID   number: 1802447548

Title: Magister

Fields of specialization: EFL Teaching and Learning, Research

Cell phone: 0993570251   Work:

Institution where you work: Universidad Técnica de Ambato

Role it performs: Professor

Date of validation: 01-12-2022

General remarks:

_____

_____

_____

Signature

Mg.

Dorys Cumbe

Docente de la Universidad Técnica de Ambato

Presente.-

De mi consideración:

Con un saludo cordial y conocedor de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (encuestas) a utilizarse en la recolección de información para el desarrollo del proyecto: **"LINGUISTIC AND SOCIAL FACTORS OF CODE-SWITCHING AND THE ORAL PRODUCTION."**

Mucho agradeceré seguir las instrucciones que se detallan a continuación para lo cual se adjunta la Matriz de operacionalización de variables, los objetivos, el instrumento y las tablas de validación.

Aprovecho la oportunidad para reiterarle mis sentimientos de consideración y estima.

Atentamente,

Lic. Josué Arévalo Peralta

DATA OF THE EVALUATOR

Names and surnames _Donys Maribel Cumbe Coaizura_

ID   number: _1803694569_

Title: _Magister en Ciencias de la Educación_

Fields of specialization: _Education, Language teaching_

Cell phone: _0998131806_   Work: _Universidad Técnica de Ambato_

Institution where you work: _Universidad Técnica de Ambato_

Role it performs: _Professor_

Date of validation: _December 1st, 2022_

General remarks:

_____

_____

_____

Signature

_____

ANNEX 3 Operationalization of Variables

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
INSTITUTO SUPERIOR DE INVESTIGACIONES Y POSGRADOS
Maestría en Enseñanza de Inglés como lengua Extranjera

INSTRUCTIONS FOR THE VALIDATION OF THE CONTENT OF THE INSTRUMENT ON "LINGUISTIC AND SOCIAL FACTORS OF CODE-SWITCHING AND THE ORAL PRODUCTION."

Carefully read the objectives, the variables operationalization matrix, and the questionnaire.

1.- Conclude about the relevance between objectives, variables, and indicators with the items of the instrument.

2.- Determine the technical quality of each item, as well as the adequacy of these at linguistic and communicative levels.

3.- Record the observations (if necessary) in the corresponding spaces.

4.- Carry out the same activity for each of the items, using the following categories:

    A. Correspondence of the instrument questions with the objectives, variables, and indicators.

      R = Relevant   NP = Not relevant

    B. Technical quality and representativeness

      Check the appropriate box

      O = Optimal   G= Good   R = Regular   D= Deficient

    C. Language

      Check the appropriate box

      A= Adequate   I = Inadequate

If you mark I, justify your opinion in the comments space.

TOPIC: "LINGUISTIC AND SOCIAL FACTORS OF CODE-SWITCHING AND THE ORAL PRODUCTION."

Objectives

General

- To determine the relationship between linguistic and social factors of codeswitching in the students' oral production at the Technical University of Ambato.

Specific

- To describe theoretically the social and linguistic factors of code-switching when having a conversation in English.
- To identify the type of linguistic and social factors of code-switching that affects oral production.
- To state the elements of oral production that intervene when using code-switching.

OPERATIONALIZATION OF VARIABLES

Table 1 – System Variables

VARIABLES	DIMENSIONS	INDICATORS	TECHNIQUE	INSTRUMENT	ITEM
INDEPENDENT Code-switching is the combination of one or two languages at the same time that involves social and linguistic factors such as age, gender, social class, inter and intra-sentential switching when having a conversation.	Social	• Age • Gender • Social class	Survey	Instrument Structured Questionnaire	1 2 3
	Linguistic	• Inter-sentential • Intra-sentential • Extra-sentential • Tag-switching	Survey		4-5 6-7 8-9 10
DEPENDENT Oral production is the articulation of sounds and speech that may involve the appropriate use of fluency, grammar, vocabulary, pronunciation, and discourse management between one or more individuals to transmit information.	Elements of the Oral production	• Fluency • Grammar • Vocabulary • Pronunciation •Discourse Management	Survey	Instrument Structured Questionnaire	11-12 13-14 15-16 17-18 19-20

Elaborated by: Josue Arevalo

The survey was addressed to students from the Language Program of The Technical University of Ambato

Objective: To collect information on how the linguistic and social factors of code-switching influence oral production in the EFL classroom from students of the Language Program of The Technical University of Ambato.

Instructions: Please choose the correct response that you consider pertinent for each item.

Remember that: the authenticity of the information will allow us to carry out the research work as truthfully as possible.

Glossary

Stratum A (Master's degree, private/rented luxury residence, 3 bathrooms or more, 4 cellphones/computers or more, 2 private vehicles or more, luxury home appliances, IESS/ISSFA/ISSPOL affiliation)

Stratum B (Bachelor's degree, private/rented residence, 2 bathrooms or more, 3 cellphones/computers or more, 2 private vehicles or less, luxury home appliances, IESS/ISSFA/ISSPOL affiliation)

Stratum C+ (High-school degree, private/rented residence, 1 bathroom or more, 2 cellphones/computers or more, 1 private vehicle or no, necessary home appliances, IESS/ISSFA/ISSPOL affiliation)

Stratum C- (School degree, private/rented residence, 1 bathroom, 1 cellphone/computer or more, limited home appliances, limited access to the internet connection IESS/ISSFA/ISSPOL affiliation or no)

Stratum D- (School degree, private/rented residence, 1 bathroom, 1 cellphone/computer or less, very limited home appliances, limited or no access to the internet connection IESS/ISSFA/ISSPOL affiliation or no)

Personal Information

Code-switching Social Factors

1.- Select your age rate

- 17-19
- 20-22
- 23-25
- More than 26

2.- Select your gender

- Male
- Female

3.- Select your socioeconomic status

- Stratum A
- Stratum B
- Stratum C+
- Stratum C-
- Stratum D-

Code-switching Linguistic Factors

4.- How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?

Example: **Person 1:** Do you know if the *calificación* was sent to our mails?

   Person 2: Yes, it was sent to our *correo institucional.*

- Always
- Sometimes
- Hardly ever
- Never

5.- How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?

Example: **Teacher:** Open your books on page sixteen, please!

   Student: Excuse me, teacher, can you repeat *la página,* please?

- Always
- Sometimes
- Hardly ever
- Never

6.- How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?

Example: Juan, ¿te recuerdas si el Teacher nos va a tomar el *Final Test* el día viernes?

- Always
- Sometimes
- Hardly ever
- Never

7.- How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?

Example: ¿Te fuiste con ese *man* a la fiesta?

- Always
- Sometimes
- Hardly ever
- Never

8.- How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?

Example: *Oh my God!* ¿Cuéntame que sucedió?

- Always
- Sometimes
- Hardly ever
- Never

9.- How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?

Example: *If you know what I mean*, Él es de Quito y así los criaron a ellos.

- Always
- Sometimes
- Hardly ever
- Never

10.- How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?

Example: *Can you repeat, please?* Teacher no se escucha el audio!

- Always
- Sometimes
- Hardly ever
- Never

Oral Production

11.- When talking in English, how frequently can you communicate your ideas smoothly and accurately without too many pauses?

- Always
- Sometimes
- Hardly ever
- Never

12.- How frequently do you link sentences easily in a fluent way without too much inarticulation and hesitation?

- Always
- Sometimes
- Hardly ever
- Never

13.- When talking in English, is it easy for you to organize words into sentences with appropriate word order and syntax?

- Always
- Sometimes
- Hardly ever
- Never

14.- How frequently is it easy for you to use a variety of English tenses when producing the language orally?

- Always
- Sometimes
- Hardly ever
- Never

15.- How frequently can you use a wide variety of vocabulary words to avoid redundancy when having a conversation in English?

- Always
- Sometimes
- Hardly ever
- Never

16.- How frequently can you infer the meaning of unknown words from context in a conversation?

- Always
- Sometimes
- Hardly ever
- Never

17.- How frequently can you identify different accents of English to actively participate in a conversation?

- Always
- Sometimes
- Hardly ever
- Never

18.- How frequently do you think that the way you pronounce words in English interrupts communication?

- Always
- Sometimes
- Hardly ever
- Never

19.- When talking in English, have you used discourse management markers such as gestures, facial expressions, and body movements to strengthen your oral production?

- Always
- Sometimes
- Hardly ever
- Never

20.- When talking in English, have you used discourse management markers such as linking words for specific purposes stating arguments, comparing and contrasting ideas, and expressing your point of view?

- Always
- Sometimes
- Hardly ever
- Never

21.- Do you consider that the social and linguistic aspects of code-switching influence your oral production in English?

- Always
- Sometimes
- Hardly ever
- Never

THANK YOU FOR YOUR COOPERATION!

VALIDATION TABLES FOR SURVEYS

A) Correspondence of the questions of the Instrument with the objectives, variables, and indicators

	R Relevant	NP Not Relevant
ITEM	A	OBSERVATIONS
1	R	
2	R	
3	R	
4	R	
5	R	
6	R	
7	R	
8	R	
9	R	
10	R	
11	R	
12	R	
13	R	
14	R	
15	R	
16	R	
17	R	
18	R	
19	R	

20	R	
21	R	

VALIDATION TABLES FOR SURVEYS OF STUDENTS

B) Technical quality and representativeness

Check the corresponding box

O= Optima   G= Good   R= Regular   D= Deficient

In case of marking R or D, please justify in the comments space.

ITEM	B	OBSERVATIONS
1	G	
2	G	
3	G	
4	G	
5	G	
6	G	
7	G	
8	G	
9	G	
10	G	
11	G	
12	G	
13	G	
14	G	
15	G	
16	G	

UNIVERSIDAD TECNICA DE AMBATO
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Maestría en Enseñanza de Inglés como lengua Extranjera

17	G	
18	G	
19	G	
20	G	
21	G	

VALIDATION TABLES FOR SURVEYS

C) Language:

Check the corresponding box

A = Adequate		I = Inadequate
ITEM	C	OBSERVATIONS
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	
11	A	
12	A	
13	A	
14	A	
15	A	
16	A	
17	A	
18	A	

19	A	
20	A	
21	A	

ANNEXE 4 Survey

17.

How frequently can you identify different accents of English to actively participate in a conversation?

○ Always

○ Sometimes

○ Hardly ever

○ Never

18.

How frequently do you think that the way you pronounce words in English interrupts communication?

○ Always

○ Sometimes

○ Hardly ever

○ Never

19. **When talking in English, have you used discourse management markers such as gestures, facial expressions, and body movements to strengthen your oral production?**

○ Always

○ Sometimes

○ Hardly ever

○ Never

14.

How frequently is it easy for you to use a variety of English tenses when producing the language orally?

◯ Always

◯ Sometimes

◯ Hardly ever

◯ Never

15.

How frequently can you use a wide variety of vocabulary words to avoid redundancy when having a conversation in English?

◯ Always

◯ Sometimes

◯ Hardly ever

◯ Never

16.

How frequently can you infer the meaning of unknown words from context in a conversation?

◯ Always

◯ Sometimes

◯ Hardly ever

◯ Never

11.

When talking in English, how frequently can you communicate your ideas smoothly and accurately without too many pauses?

◯ Always

◯ Sometimes

◯ Hardly ever

◯ Never

12.

How frequently do you link sentences easily in a fluent way without too much inarticulation and hesitation?

◯ Always

◯ Sometimes

◯ Hardly ever

◯ Never

13.

When talking in English, is it easy for you to organize words into sentences with appropriate word order and syntax?

◯ Always

◯ Sometimes

◯ Hardly ever

◯ Never

8.

How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?

Example: ***Oh my God!*** ¿Cuéntame que sucedió?

- ◯ Always
- ◯ Sometimes
- ◯ Hardly ever
- ◯ Never

9. **How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?**

Example: ***If you know what I mean***, Él es de Quito y así los criaron a ellos.

- ◯ Always
- ◯ Sometimes
- ◯ Hardly ever
- ◯ Never

10.

How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?

Example: ***Can you repeat, please?*** Teacher no se escucha el audio!

- ◯ Always
- ◯ Sometimes
- ◯ Hardly ever
- ◯ Never

5.

How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?

Example: **Teacher:** Open your books on page sixteen, please!
                Student: Excuse me, teacher, can you repeat *la página,*
please?

○ Always

○ Sometimes

○ Hardly ever

○ Never

6. **How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?**
   Example: Juan, ¿te recuerdas si el Teacher nos va a tomar el *Final Test* el día viernes?

○ Always

○ Sometimes

○ Hardly ever

○ Never

7. **How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?**
Example: ¿Te fuiste con ese *man* a la fiesta?

○ Always

○ Sometimes

○ Hardly ever

○ Never

2. **Select your gender**

   ◯ Male

   ◯ Female

3. **Select your socioeconomic status**
   (Check the Glossary section to answer this question)

   ◯ Stratum A

   ◯ Stratum B

   ◯ Stratum C+

   ◯ Stratum C-

   ◯ Stratum D-

4. **How frequently do you and your classmates code-switch from English to Spanish as in the following example during your English lessons?**

   Example: **Person 1:** Do you know if the *calificación* was sent to our mails?

   Person 2: Yes, it was sent to our *correo institucional.*

   ◯ Always

   ◯ Sometimes

   ◯ Hardly ever

   ◯ Never

LINGUISTIC AND SOCIAL FACTORS OF CODE-SWITCHING AND THE ORAL PRODUCTION

Objective: To collect information on how the linguistic and social factors of code-switching influence oral production in the EFL classroom from students of the Language Program of The Technical University of Ambato.

Instructions: Please choose the correct response that you consider pertinent for each item.

Remember that: the authenticity of the information will allow us to carry out the research work as truthfully as possible.

Glossary

Stratum A (Master's degree, private/rented luxury residence, 3 bathrooms or more, 4 cellphones/computers or more, 2 private vehicles or more, luxury home appliances, IESS/ISSFA/ISSPOL affiliation)

Stratum B (Bachelor's degree, private/rented residence, 2 bathrooms or more, 3 cellphones/computers or more, 2 private vehicles or less, luxury home appliances, IESS/ISSFA/ISSPOL affiliation)

Stratum C+ (High-school degree, private/rented residence, 1 bathroom or more, 2 cellphones/computers or more, 1 private vehicle or no, necessary home appliances, IESS/ISSFA/ISSPOL affiliation)

1. **Select your age rate**

   ◯ 17-19

   ◯ 20-22

   ◯ 23-25

   ◯ More than 26

20. **When talking in English, have you used discourse management markers such as linking words for specific purposes stating arguments, comparing and contrasting ideas, and expressing your point of view?**

    ◯ Always

    ◯ Sometimes

    ◯ Hardly ever

    ◯ Never

21. **Do you consider that the social and linguistic aspects of code-switching influence your oral production in English?**

    ◯ Always

    ◯ Sometimes

    ◯ Hardly ever

    ◯ Never

ANNEXE 5 Urkund Report

Ouriginal
by Turnitin

Document Information

Analyzed document	Thesis_Arevalo_Josue_Josafat urkund report.docx (D157782568)
Submitted	2/3/2023 8:26:00 PM
Submitted by	
Submitter email	josuearevalo2010@gmail.com
Similarity	0%
Analysis address	rutheinfantep.uta@analysis.urkund.com

Sources included in the report

Entire Document

CHAPTER II - THEORETICAL FRAMEWORK
2.1 Investigative Background
An interesting article about social aspects and education was developed by CITATION Ber19 \l 1033 (Berge, Silfver, & Danielsson, 2019) there is a strong argument that engineering education needs to evolve to appeal to new student demographics and provide students with skills necessary for the society of the future. Therefore, in this research, we investigate and analyze the websites of Swedish universities with a focus on the qualities that are highlighted as crucial for the engineers of the future. Text and images from nine separate websites with Engineering Mechanics programming make up the data. We find three societal discourses about "technology progression," "sustainability," and "neoliberal ideals" that are present on the websites using a critical discourse analysis technique. Certain engineering identities traditional, modern, responsible, and self-made engineer are made viable by these discourses. According to our data, universities' initiatives to increase student diversity in engineering programs also expose stereotyped standards related to age and gender. Furthermore, we contend that strong neoliberal ideas about the self-made engineer might obscure the existence of a racially, socially, and gendered stratified society.

The quantitative analysis of age-related variations in Hindi-English code-switching was developed as an article CITATION Ell21 \l 1033 (Ellison & Si, 2021) A Hindi-English bilingual corpus was used to assess the CITATION Guz17 \l 1033 (Guzmán, Ricard, Serigos, Bullock, & Toribio, 2017) created numerical indices that were used to characterize code-switching (CS) tendencies in Spanish-English bilingual corpora. First, how do Hindi-English and Spanish-English relate to one another? Second, are there discernible differences in general CS patterns between older and younger speakers? The transcription and coding of television interviews with Bollywood (Hindi film) actors and actresses for Hindi and English lexemes. The necessary indices, which gave data on elements including the degree of language mixing, switching frequency, and distributions of single-language gaps, were calculated using custom Python software. Additional metrics, including the mean span length and a rough insertion-to-alternation ratio, were also calculated. Additionally, the indices produced for the Hindi-English corpus closely resemble those for the Spanish-English corpus. For some important indices, statistically significant disparities between the older and younger group were found, with older speakers typically utilizing less English. Some indices may not exhibit statistically significant diachronic change due to high intra-group variability. Indicators by CITATION Guz17 \l 1033 (Guzmán, Ricard, Serigos, Bullock, & Toribio, 2017) reveal that Hindi-English and Spanish-English CS are similar to one another in some respects. Over the past few decades, there have been significant changes in Hindi-English CS patterns, yet there are signs that individual speakers' CS behavior may have changed in various ways.

Glosario

CS: Code-Switching

EFL: English as a Foreing Language

Esl: English as a second Language

CHAPTER VI

THE PROPOSAL

6.1
Informative Data

Name of the Institution: Universidad Técnica de Ambato.

Beneficiaries: Students from sixth level of "Pedagogía de los idiomas Nacionales yExtranjeros" field.

Beginning: October, 3rd 2022.

End: October, 31st 2022.

Person in Charge: Mg. Ruth Infante.

Cost: 20$ (Elaboration of plan and didactic material)

6.2 Background of the Proposal

A lesson plan is a tool that teachers use that has detailed instructions about whatthey will do in the classroom (Rodríguez-Gallego, 2007). The lesson plan includes all the material that the students and the teacher should use for a class and by containing everything that has to be developed in a class and the material, the lesson plan has becomea very important help so that teachers do not miss their goal in a class and to have the expected results.

To plan a class, 3 stages have been determined, which are: before planning, while planning, and after planning (Ruiz, 2009). Each of these stages contains its activities to be developed. In the first stage, random ideas and knowledge about the level or age of thestudents can be added. The second stage can include the material that can be used, the search for audio, writing or things to use in class. And finally, the stage after planning isto make sure that I have all the material with me to start the class.

6.3 Justification

When we talk about the development of oral production, we have several methods, strategies, or techniques to help the development of this skill. In order to innovate and obtain better results, a new variable has been sought, which is the sociolinguistic component. Having good references such as code-switching can help us to develop the weaknesses that the students showed after the applied surveys (Doğruöz, Sitaram, Bullock, & Toribio, 2023). Analyzing the data, a good sociolinguistic performance is sought, focusing on the development of the branches of speaking such as pronunciation, fluency, discourse management, grammar, and vocabulary. For this reason, guided and specific lesson plans are applied that focus on age, social class and gender, which is very important to know while developing the lesson plan since it must be adapted to the needs of each learner (Gizi, 2021).

6.4 Theoretical Framework

6.4.1 General Objectives

To develop oral production by considering social and linguistic factor of codeswitching

6.4.2 Specific Objectives

- To design 5 lesson plans to improve the students' oral production considering social and linguistics factors of codeswitching.

- To propose didactic material with a focus on oral production.

6.5 Feasibility Analysis

The project's feasibility is owing to the assistance of resources like approved lesson plans, the findings of other researchers, and collaborative activities. This kind of things can be useful in the event that anything doesn't work. Additionally, the University of Technology of Ambato students who participated in this research are crucial to the

success of this project since they provide the author with ideas for the development of alesson plan that takes their characteristics into account. Additionally, because this studycan serve as a roadmap for future research on the subject, it will be helpful to the

participants as well as students who aspire to become English teachers. Additionally, anyteacher can use this strategy or approach to improve speaking delivery.

6.6 Theoretical-schietifica foundations

In order to include students' backgrounds, ability levels, learning styles, and interests into language learning and make the delivery of content, the learning process, and the final output of student learning more exciting and relevant, differentiatedteachingoffers a new approach. Constructivism, multiple intelligences, and other theoretical frameworks form the basis of differentiated instruction. We define lesson objectives, organize the lesson, choose the materials and activities, and then educate during class after determining the needs of the students and the strategy or methodologywe will use to develop the area we want (Essentials, 2010).

Subject	Units	Linguistic Factors	Social Factors	Time	Oral Production Element	Lesson Plan
English	1	Inter-sentencial	Social class	40 minutes	Fluency and Discourse Management	1
English	1	Intra-sentential	Gender	40 minutes	Grammar and vocabulary	2
English	1	Extra-sentential or tag switching	Social class	40 minutes	Pronunciation	3
English	1	Inter-sentential	Age	40 minutes	Discourse Management	4
English	1	Tag-Switching	Gender	40 minutes	Vocabulary	5

Table 27. Scope Design

Author: Arevalo, J (2023)

Josue Arevalo

Linguistic and Social Factors of code-switching and the oral production

Edition 2023

Handbook

Spanish

English

INTRODUCTION

The goal of this research study is to use linguistic and social aspects of code-switching to improve students' oral production. Speaking has beensignificantly important in the history of English instruction since it is referred to as an interactive process of meaning-building that involves the generation, receipt, and processing of information (Alarcón, 2017). Therefore, it makes sense to employ something external, like code-switching, to improve and modernize this talent. The success of the experiment depends on the use of several instruments, like questionnaires and surveys, to determine what works and what doesn't. Additionally, the research participants were Ecuadorian students enrolled in the sixth semester of "Pedagogía de los Idiomas Nacionales y Extrajeros" program at Technical University of Ambato were crucial to the improvement of these plans.

Additionally, various studies and trials have been done on the use of code-switching to improve oral production. The use of Linguistic and Social Factors of Code-Switching, however, is what gives this project its originality because it is a novel approach to developing various areas in the teaching and learning of the English language; in terms, all the information found of this type tends to be updated and useful for the new generations and modern teaching. Finally, by serving as a reference for future studies on this subject, the experiment will be helpful to the participants in the study as well as to students to become Englishinstructors and enhance their oral production.

GENERAL GUIDELINES

For this project, the oral production has been taken into account to be developed. By applying and obtaining the results of the surveys and analyzing them, this work proposal has been designed using the linguistic and social factors of code-switching in order to obtain the improvement of the oral skills. This has been applied in the sixth semester of "Pedagogía de los Idiomas Nacionales y Extrangeros" field at the Technical University of Ambato. It has been developed 5 lesson plans in order to obtain the results expected by the author which were developed in a linguistics class by using the resources that students have for that subject

LESSON PLAN 1

Fluency

Skill toTeach	Fluency is the capacity to communicate quickly, accurately, and with the appropriate phrasing.
Age	**Students of sixth level from 20 to 30 years old.**
Objective	**Students will develop some speaking activities by mixing the language they are learning and their native language addingsome expressions at the end or the beginning of a phrase.**
Socio linguistic factors	**Social class Inter-sentencial**
Oral Production elements	**Fluency and Discourse Management**
Materials Needed	• **Information** • **Questions** • **Worksheets** • **Videos**
Planned Teaching	• **Ask students some ideas about bilingualism. For youwhat is bilingualism?** • **T. explains the concept of bilingualism to the students.** • **T. asks students if they know anybody that is bilingualand what languages do that people speak.** • **Make Ss. participate and tell their answers**

Practice	☐ Ask Ss. to watch the video: ¿Americano or Estadounidense? ¿Cómo me llamo? https://www.youtube.com/watch?v=WCm3ddSUCis ☐ Ask questions to some studentsWhat languages does he speak? In which countries has he lived?What is the trouble he had? What are his emotions in the video? ☐ Ask Ss. to watch and listen to the video again and write the phrases that he says that start in Spanish and continueor end in English. (Inter-sentential: Worksheet #1) ☐ Analyze the phrases with students
Further Learning	• Make students to get in pairs. • Ask students to write a conversation about "new peopleI met in a trip" in order to perform it in the class. (Worksheet #2-inter-sentential, social class) • Ss. have to add in the dialogue phrases that start inSpanish but continue or end in English. • Ss. have to check the rubric about fluency to develop a good conversation. (Fluency Rubric) • Ask students to perform their dialogues. (Worksheet 2)

Worksheet #1

Student:_____ **Date:**_____

Instruction:

Watch and listen to the video https://www.youtube.com/watch?v=WCm3ddSUCis and write here the phrases the man says that start in Spanish and continue or end in English.

1._____

2._____

3._____

4._____

5._____

6._____

Worksheet #2

Student:_____ **Date:**_____

Instructions:

•	Get in pairs and write a dialogue about "New people I met in a trip". Add in the dialogue some phrases that start in Spanish but continue or end in English.

•	Practice the dialogue in order to perform it in class.

Dialogue example:

A: Hello Mary how are you? Ya regresaste from your trip to L.A?B: Hi John, of course I came back on Saturday morning.

A: And how did it go? What did you just do?

B: I tell you that I visited various places like the Hollywood Walk of Fame. Y también fuito the Hollywood sign as well as visiting restaurants.

A: Eso es maravilloso, and did you go alone or with somebody else?

B: Fui sola solita, but I met a lot of people there who treated me very well.A: let's see, tell me who you met there?

B: I met two very nice girls named Sofia and Laura, Ella eran también latinas with Latinoparents like me.

A: And did you go with them to the places you mentioned?

B: Yeah, claro que fui con ellas, they were with me all the time and we took a lot of aesthetic photos. You want to see them?

A: Obvio, I want to see if they are pretty.

Students DialogueA:

B:

A:

B:

A:

B:

A:

B:

LESSON PLAN 2

Grammar and vocabulary

Skills to Teach	Vocabulary is the collection of words you use to construct sentences. Grammar is the set of rules you use to those sentences to ensure proper sentence structure and increased comprehension.
Age	Students of sixth level from 20 to 30 years old.
Objective	Students will develop some speaking activities by analyzing gender information and an Spanglish video applying the intra-sentential codeswitching.
Socio linguistic factors	Gender Intra-sentential
Oral Production elements	Grammar and Vocabulary
Materials Needed	• Information • Questions • Worksheets • Videos
Planned Teaching	• Ask students some questions gender and education. -Who has better access to education in our country, men orwomen? - Who has a better ability to learn a second language, men or women? ☐ Ss. and T. Analyze the answers ☐ T. explains some aspects related to gender and education

	in Ecuador and other countries. (gender)
Practice	☐ **Ask Ss. to watch the video: cuando me preguntan por el "Spanglish"** https://www.tiktok.com/@loretroncosog/video/7119657015357607173?_r=1&_t=8ZBn8MYX5s5 ☐ **Ask questions to some studentsWhat languages does she speak?** **Do you think she speaks English and Spanish fluently?** ☐ **Ask Ss. to watch and listen to the video again and write the questions that she mentioned it doesn't matter if theyare in both languages Spanish-English. (Intra-sentential:Worksheet #1)** ☐ **Analyze the questions with students, check the structure of the questions (Wh+aux+ Sbjct+verb+others/ Sujeto+ verbo+ complement / or others). Check the difference of languages grammatical structure and vocabulary. (worksheet 1 (grammar and vocabulary)** ☐ **Ask students two questions (Worksheet 1-part B – gender) and analyze them**
Further Learning	• **Make students to get groups of 4 and 3.** • **Ask students to answer some questions in groups (worksheet 2)** • **Ss. have to take notes and discuss about their answers** • **T. asks some students to tell what were their partners answers and what do they think about them. Ss. have touse some Spanglish in order to share what their**

	partners answered. (Intra-sentential)

Worksheet #1

Student:_____ **Date:**_____

Instruction:

A. Watch and listen to the video again and write the questions that she mentioned, it doesn't matter if they are in both languages Spanish-English. Analyze the structureof the questions (Wh+aux+ Sbjct+verb+others/ Sujeto+ verbo+ complement).

1._____

2._____

3._____

4._____

B.

1.   What is the most sexist question?

_____ .

2.   What's the word used to refer to a woman in Spanish?

_____ .

Worksheet #2

Student:_____ **Date:**_____

Instructions:

- Get in groups of 3 to 4 people and answer the following questions.

- Analyze the answers in order to share them in class. (You have to add some Spanglish when you are talking.)

Questions

✓ Would you like to learn more than one foreign language? If the answer is yes, whatwould be the language or languages?

✓ Which member of this group do you think can learn a new language faster?

✓ Would you like to have children?

✓ If the answer to the previous question was yes, would you like them to learn newlanguages?

✓ If you had female daughters, would you send them to another country alone tolearn a new language?

Answer key

Worksheet 1A.

1. Where are you from?

2. Well, dónde es San Isidro?

3. En qué idioma van a hablar tus kids?

4. Cómo es eso?

B.

1. **E**n qué idioma van a hablar tus kids?

2. Mija

Worksheet 2

Answers may vary

LESSON PLAN 3

Pronunciation

Skills toTeach	Vocabulary is the collection of words you use to construct sentences. Grammar is the set of rules you use to those sentences to ensureproper sentence structure and increased comprehension.
Age	Students of sixth level from 20 to 30 years old.
Objective	Students will develop some pronunciation activities by mixing the language they are learning and their native language adding some ideas about social class and things prices.
Socio linguistic factors	Social class Extra-sentential or tag switching
Oral Production elements	Pronunciation
Materials Needed	• Information • Questions • Worksheets • Videos
Planned Teaching	☐ Ask students questions about social class in our country. In which cities of our country is the difference in social classes more noticeable and why? Do people of upper, middle and lower social class speak differentlyor have different expressions? Share some expressions. ☐ T. shares with students the information found about social class differences in Ecuador.

Practice	☐ **Ask Ss. to watch the video: "500 dolares vs 1750 pesos"** ☐ **https://www.tiktok.com/@loretroncosog/video/71664100229 79702022?_r=1&_t=8ZBqtMamm29** ☐ **Ask questions to some students Which countries did she mention?** **What is the differences in prices that she mentioned?** ☐ **Ask Ss. to watch and listen to the video again and write theshort phrases or words that she mentioned in English (Tag switching-Worksheet #1)** ☐ **Analyze the phrases sound.** ☐ **Ask students to repeat each phrase and check words stress of some expressions with the teacher. (worksheet 1 - pronunciation)** ☐ **Ask students to write 6 sentences using some of the words analyzed and ask some Ss. to read their sentences aloud. (Pronunciation, worksheet 2)** ☐ **T. correct students if they have some pronunciation mistakes.**
Further Learning	• **Make students to get in pairs and write a dialogue similarto the example and add some of the phrases they wrote in worksheet 1. (Worksheet 2 – tag switching/pronunciation)** • **Ss. perform the dialogue in class. (Worksheet 2 – tag switching/pronunciation)** • **Follow the rubric items**

Worksheet #1

Student:_____ **Date:**_____

Instruction:

A.   Watch and listen to the video again and write the short phrases or words that shementioned in English

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

B.   Word stress analysis with the teacher 1._____

_____ 2. 3._____

_____   4._____

5. 6.____

Worksheet #2

Student:_____ **Date:**_____

Instruction:

Write 6 sentences using the words analyzed in worksheet 1/ word stress and tell them in the class.

1._____

2._____

3._____

4._____

5.

Worksheet #3

Student: _____ **Date:** _____

Instructions:

• 　　　　Get in pairs and write a dialogue similar to the example and add some of the phrases or words that you wrote in worksheet 1.

• 　　　　Be ready to perform the conversation in class.

Example:

A: Hello Camilo, what a beautiful watch you haveB: Hi Diana, thank you. I bought it en el mall.

A: Cuántos bucks did it cost you?

B: It cost me about 100 bucks because it's a brand name watch.

A: My cousin Juan has one just like that and it only costs him veinte bucks.B: It may be that the wholesaler sells replicas at a very low price.

A: You are right but remember that not all of us are millionaires como tú.B haha, I'm not a millionaire or I just live in Miraflores.

A: Haha, since you brag so much bro. Why don't you pay me for the manicure? solo cuestaaround 25 bucks.

B: Come on and I'll even pay you for the pedicure, no problem for me.A: Vamos!

Ss. DialogueA:

B:

A:

B:

A:

B:

A:

B:

A:

B:

Answer key

Worksheet 1A.

1. I always say that one of the best things about living
2. Around, like 82 bucks
3. 500 bucks
4. Girl, your ripping me up
5. Manicure
6. Pedicure
7. Around 30 bucks
8. That was really nice
9. bro

B.

1) /ˈped.ɪ.kjʊr/
2) /ˈmæn.ə.kjʊr/
3) /bʌks/
4) /əˈraʊnd/
5) /ˈrɪpɪŋ/
6) /brəʊ/

RUBRIC

Categorie	0– inadequate	1 1- needs improvement	2 – meets expectations	3 3- exceeds expectations
Pronunciation	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	Pronunciation, rhythm and intonation errors sometimes makeit difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear andaccurate, but only occasionallydifficult to understand.	Pronunciation, rhythm and intonation are almost always clearand accurate.

Source: TFU Foreign Language Assessment Rubrics.Author: Josué A. (2023)

LESSON PLAN 4

Discourse Management

Skill toTeach	The capacity to steer a written or verbal dialogue in a particular direction is known as discourse management. It describes the amount of words used as well as how coherent and pertinent the language is.
Age	Students of sixth level from 20 to 30 years old.
Objective	Students will develop some activities by analyzing the language they are learning and their native language by taking into accountpeoples' age and speaking expressions.
Socio linguistic factors	Age Inter-sentential
Oral Productio n elements	Discourse Management
Materials Needed	• Information • Questions • Worksheets • Videos
Planned Teaching	• Ask students some ideas about activities they liked to do when they were kids. (AGE) What was your favorite leisure activity when you were a child?What do you think kids like to do now? • T. share more activities with students and compare them with nowadays activities. (Age)

Practice	☐ **Ask Ss. to watch the video: "NIÑA BILINGÜE DE 4 AÑOS HABLANDO INGLES Y ESPAÑOL A LA MISMA VEZ"** **https://www.youtube.com/watch?v=ih2DrMBX7c8** ☐ **Ask questions to some studentsWhat languages does she speak? What is the activity that she is doing? Does she enjoy doing that activity?** ☐ **Ask Ss. to watch and listen to the video again and write the sentences that she says that start in English and continue or end in Spanish or vice versa. (Inter-sentential: Worksheet #1)** • **Analyze the phrases with students (inter-sentential)**
Further Learning	• **Ask students to record an audio explaining what was the activity the like the most when they were kids. They have tosay why did they like that activity, what was it about and why did they stop doing that activity. Ss. have to use the inter-sentential codeswitching (Spanish and English) (discourse management)** • **Send the audios to the following link** **https://drive.google.com/drive/folders/1wABw2FWtvYfE03ZMEdv Sb_Fo7x3XuYFq?usp=share_link**

Worksheet #1

Student:_____ **Date:**_____

Instruction:

Watch and listen to the video https://www.youtube.com/watch?v=ih2DrMBX7c8 and watch and listen to the video again and write the sentences that she says that start in English and continue or end in Spanish or vice versa.

1._____

2._____

3._____

4._____

5._____

6._____

7._____

LESSON PLAN 5

Vocabulary

Skill toTeach	Vocabulary is a collection or stock of words used by a language, organization, person, work, or field of expertise.
Age	Students of sixth level from 20 to 30 years old.
Objective	Students will develop some activities by analyzing the vocabulary used in a video and apply it in different speaking activities using the correct vocabulary.
Socio linguistic factors	Gender Tag-Switching
Oral Production elements	Vocabulary
Materials Needed	• Information • Questions • Worksheets • Videos
Planned Teaching	☐ Ask students some ideas about voice in men and women. For you, what is the difference between the male and female voice? Do women have a high or deep voice?Do all men have a deep voice? ☐ T. shares information with students about the vocal and tone differences between the genders

Practice	☐ **Ask Ss. to listen to the song: "We don't talk aboutbruno"** https://www.youtube.com/watch?v=- **IFD4ozm1DA (gender)** ☐ **Ask questions to some students about the song.How many singers could you hear in the song?** **How many men or women?** **Is there a difference between women voice or men voice?** ☐ **Ask Ss. to listen to the song again and write in the worksheet the words or short phrases in Spanish (Tagswitching: Worksheet #1)** ☐ **Analyze the words and write the meaning and translationin English of each word or phrase. (Vocabulary – tag switching) (worksheet 1)**
Further Learning	☐ **Ask students to choose a song in English that includes phrases in Spanish.** ☐ **Analyze the phrases or words in Spanish, meaning, translation. (Worksheet #2/ vocabulary)** ☐ **Record an audio explaining what is the song about and telling the words or phrases you found include what youwrote in worksheet #2. (tag switching/ vocabulary)** ☐ **Follow the rubric items**

Worksheet #1

Student:＿＿＿＿＿＿＿＿＿＿＿＿ **Date:**＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Instruction:

A.　　Listen to the song again and write in the worksheet the words or short phrases in Spanish

1.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

2.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

3.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

4.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

5.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

B.　　Write the translation and meaning of each word1.

2.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

3.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

4.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

5.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Worksheet #2

Student:＿＿＿＿＿＿＿＿＿＿＿＿ **Date:**＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Instruction:

A.　　Choose a song in English that includes phrases in Spanish and write in the worksheet the words or short phrases in Spanish.

1.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

2.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

3.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

4.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

5.＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

6._____

7._____

B.   Write the translation and meaning of each word1.

2._____

3._____

4._____

5._____

6._____

7._____

Answer key

Worksheet 1A.

1.   Bruno

2.   Oye

3.   Abuela

4.   Mi vida

5.   No

B.

1)   Bruno: It is a man name

2)   Oye/ listen: Hear someone or something with attention

3)   Abuela/ grandma: The mom of your father or mother.

4)   Mi vida/My life: My love, my heart.

5)   No/ No: Negative expresion

	Rubric			
Categories	0– inadequate	1 – needs improvement	2 – meets expectations	3 – exceeds expectations
Vocabulary	Uses only simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice.	Uses appropriate expressions and a wide range of vocabulary learned in and out class.

Source: TFU Foreign Language Assessment Rubrics. Author: Josué A. (2023)