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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS**

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CODE-SWITCHING AND LANGUAGE LEARNING

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I Ph.D. Chicaiza Redín Verónica Elizabeth, holder of the I.D No. 171510632-2, in my capacity as supervisor of the Research dissertation on the topic: “CODE-SWITCHING AND LANGUAGE LEARNING” investigated by Mss. Chango Mashu Nayely Leonela I.D No. 1600820417, confirms that this research report meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

TO:

To my family of heart, who gave me hope during the storm and have been supporting me at every stage, be it good or bad.

My brothers have motivated me to fight for my dreams and not give up. Thank you because your words strengthened me.

All the people who trusted me when I didn't trust myself.

Nayely.

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First, I want to honor God for all that I have achieved over the years. Without his grace, many of the dreams and plans in mind would only be ideas but now almost all are a reality.

To my family at heart, I am deeply grateful that you have not stopped believing in me. I long to sow on others at least a little of what you have sown in my heart.

To my friends, thank you for allowing me to create memories and experiences with you. Thank you for showing me that life is so much easier if there are people along the way.

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THEME: “CODE-SWITCHING AND LANGUAGE LEARNING”

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ABSTRACT

This descriptive research analyzed the influence of code-switching on language learning in the second and third semesters of Pedagogy of National and Foreign Languages. First, bibliographic research was applied to describe the benefits of code-switching in language learning and to determine the advantages and disadvantages of language learning in students. Second, to identify how code-switching improves students' language learning, a survey with 22 items questionnaire was developed and distributed to sixty-one students. The first eleven questions were related to the independent variable, while the other eleven with the dependent variable. The data from the survey was tabulated by the SPSS program. On the other hand, the results were projected on graphics. Finally, the results display that students consider that code-switching influences language learning because of enhances literacy skills, improves memory and brain function, helps develop critical thinking, and problem-solving skills, promotes respect and understanding of other cultures, and enhances travel experiences.

Keywords: Code-switching, language learning, critical thinking,

RESUMEN

Esta investigación descriptiva analizó la influencia del cambio de código en el aprendizaje de idiomas en el segundo y tercer semestre de Pedagogía de Lenguas Nacionales y Extranjeras. En primer lugar, se aplicó la investigación bibliográfica para describir los beneficios del cambio de código en el aprendizaje de idiomas y para determinar las ventajas y desventajas del aprendizaje de idiomas en los estudiantes. En segundo lugar, para identificar cómo el cambio de código mejora el aprendizaje de idiomas de los estudiantes, se desarrolló y distribuyó a sesenta y un estudiantes una encuesta con 22 cuestionarios. Las primeras once preguntas se relacionaron con la variable independiente, mientras que las otras once con la variable dependiente. Los datos de la encuesta fueron tabulados por el programa SPSS. Por otro lado, los resultados fueron proyectados en gráficos. Por último, los resultados muestran que los estudiantes consideran que el cambio de código influye en el aprendizaje de idiomas porque mejora las habilidades de alfabetización, mejora la memoria y la función cerebral, ayuda a desarrollar el pensamiento crítico y las habilidades para resolver problemas, promueve el respeto y la comprensión de otras culturas, y mejora las experiencias de viaje.

Palabras clave: cambio de código, aprendizaje de idiomas, pensamiento crítico, memoria y función cerebral, habilidades para resolver problemas.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

Several studies regarding code-switching and its impact on language learning are currently being conducted. Since it is essential for understanding a language other than one's native tongue, code-switching has become recognized as a learning method that benefits both teachers and students. Finally, reliable and truthful information from several documents has been gathered to support the proposal.

The article created by Adriosh et al., (2019) looked at how EFL instructors use code-switching to speed up the teaching-learning process. Participants in this study were six EFL professors and their students from three institutions in Libya. A 15-hour classroom observation was conducted, and 24 pupils were questioned. The findings showed that participants in the classroom occasionally employed Arabic as their first language for various educational and social purposes. Regarding the use of code-switching, which teachers use to address educational and societal challenges, both instructors and students have favorable opinions. This study contributes to this research work to have a more profound idea about the favorable perceptions and functions that code-switching has in the teaching-learning process.

The study elaborated by Nurhamidah et al., (2018) aimed to demonstrate how instructors and students view code-switching and the purposes it fulfills in an EFL classroom. Data for this study were collected from informants in the English department of one of Surakarta's universities using a qualitative descriptive technique. According to the present study, code-switching was kept as a positive since it provided various purposes for teachers to transmit information and for

students to receive information and interact in the classroom. The main contribution to the research lies in the understanding of code-switching as a good strategy for students' language learning and interaction in the classroom.

The study by Bhatti et al., (2018) used a qualitative research design to explore code-switching in the context of four teachers who were instructing speaking skills for a diploma at the National University of Modern Languages in Pakistan. Four EFL speaking skill courses were watched, and the study discovered that although English remained the primary language of teaching, there was code-switching from L2 to L1 in the speaking classes. Code-switching is a crucial teaching technique to enhance teaching and learning in EFL classes. The study demonstrated that code-switching in speaking skill courses in the Pakistani setting is unavoidable and required since the students' proficiency in the English language is low. This study was useful for current research because shows the benefits of code-switching as a teaching tool.

The article elaborated by Shafi et al., (2020) underlined the benefits of code-switching in the course of learning. The methodology applied was a descriptive study where the qualitative data were gathered by asking questions to all language teachers in the University of Education's three campuses in the city of Lahore to determine why language teachers tch are a helpful strategy in the complex scenario of L2 learning classrooms. The study results were that the teacher's positive attitudes towards code-switching have been consistently supported through all the data. The majority of the teachers mentioned that L1 smoothens the way of learning L2. This study gave current research a deeper understanding of the advantages that code-switching on language learning.

The study by Zainil (2019) aimed to inquire about code-switching among teachers is presented here, along with their opinions on how well their chosen language facilitates language learning and instruction. In Padang, West Sumatra, Indonesia, where participants were most likely to speak the same first and second languages, two primary EFL classrooms were the subject of the inquiry. In the first phase, conversation analysis was utilized as a method to quantify and identify the teacher's language use in the classroom video recordings; in the second phase, a stimulated recall interview was employed to look at the teacher's code-switching behaviors. The major findings showed how English and Bahasa Indonesia were employed for educational and emotional purposes including motivating students and providing positive. This study helped this research with information about how code-switching motivates students for educational and emotional reasons.

The investigation by Patmasari et al., (2022) looked at students' attitudes and perceptions about the usage of code-switching in EFL classes. Mixed techniques were used in this study. Forty pupils and two professors took part in the study. The questionnaire and semi-structured interview were the instruments used to gather data. The results of the interviews with the instructors revealed that they employ code-switching in particular circumstances and for particular purposes. This research study gave a clear idea about the importance of English as the target language, it is crucial to speak it as often as possible in EFL.

The purpose of this article by Sadiq (2022) was to look at how code-switching affects EFL students. Data on three distinct groups of 25 students were gathered through observation and interviews. For better analysis, the observational result was compared to the interview outcome. Finally, the research presented in this study

demonstrates how lectures transition between a variety of functions, including subject explanation, question posing, comprehension assessment, and classroom management. The information of this research lies to know the various functions of code-switching and how has affected language learning.

The article by Tiegen et al., (2022) aimed to determine the reasons behind the code-switching behaviors of EFL teachers. To this objective, three English instructors from a single elementary school in Ethiopia participated in the study. In contrast to research that exclusively employed self-reported data, the study included audio-assisted observations, field notes, and stimulated recall interviews as data collecting methods. The findings showed that instructors code-switch for administrative, social, and academic purposes. Additionally, this study uncovered the limited English proficiency of the students. The study helped to this research with information about how code-switching is used for different purposes not only in the education system.

This study by Tenés, et al., (2023) set out to determine how much the linguistic skills and age of preschoolers who are learning two languages affect the frequency and motivations of code-switching. 101 German/French/Turkish/Italian dual-language learners between the ages of 32 and 78 months had their parental code-switching ratings examined. Generalized linear mixed models without evidence of age effects showed positive but no negative impacts of societal- and heritage-language abilities on children's code-switching frequency. As a result, code-switching in preschoolers mostly shows strong verbal abilities. The results of this study lie in the language learning process can be supported by code-switching to reinforce verbal abilities.

The purpose of this study by Dawi et al., (2022) aimed to look at the preferred learning methods among Malaysian Primary ESL students. To gather and analyze data, this study used a quantitative survey approach. 54 Level 2 Primary kids from a Malaysian government school made up the responses. According to an analysis result of the score percentages, affective learning techniques were shown to be more popular than cognitive learning strategies. This study was useful for current research because language teachers are crucial in introducing and educating children about a variety of reading techniques.

The paper by Bećirović et al., (2021) aimed to examine whether learning strategies are significant predictors of student's success in learning English as a foreign language among 206 high school students where Stratified random sampling was employed in the process. The findings showed that cognitive techniques are major positive determinants of students' success in learning foreign languages, but memory and emotive strategies are significant negative predictors. This paper gave a deeper understanding about the employment of different strategy subtypes had a considerable impact but a negligible impact on gender and grade level.

The study by Vu et al., (2021) aimed to review terminology used in English language learning, teaching, and testing in Vietnam was the goal of this work. There were 500 grade 12 Vietnamese EFL students there. Despite having studied English for anywhere between 6 and 12 years, only a very tiny percentage of Vietnamese students in the 12th grade were able to master the 2000-word level, and even fewer were able to master the following word levels. Knowing that EFL learners often have limited vocabulary knowledge, that is, an awareness of the meaning of English words

and formulaic sequences as well as an understanding of their form, was a contribution made to this research.

The study by Kacetl et al., (2019) aimed to examine original, peer-reviewed English studies published from 2015 to April 2019 to ascertain their value and/or efficacy as tools for teaching English as a foreign language. The approaches were based on an assessment of previous research on the subject located in two reputable databases. The findings showed that mobile learning is growing in importance in education and offer a chance for language acquisition. The main help for this research was to know the main advantages such as the improvement of the learner's cognitive ability, the learner's drive to study in formal and informal settings, and the learner's autonomy and confidence.

The goal of this review research by Ahmadi, (2018) was to examine original, peer-reviewed English studies published from 2015 to April 2019 to ascertain their value and/or efficacy as tools for teaching English as a foreign language. The approaches were based on an assessment of previous research on the subject located in two reputable databases. The findings showed that mobile learning is growing in importance in education and offer an offer chance for language acquisition. The improvement of the learner's cognitive ability, the learner's drive to study in formal and informal settings, the learner's autonomy and confidence, as well as the promotion of individualized learning, were its main advantages. This study provided for this rich to know that language learning is influenced by technology and has helped low-achieving students achieve their academic objectives.

This research by Rao, (2019) highlighted the collaborative learning paradigm, in which students learn via teamwork or group projects. This study first emphasized the

value of education, particularly in ELL environments. The next section of this paper provided an introduction to collaborative learning and outlines the recommended practices for it. It then went on to highlight the key aspects of collaborative learning. Later, it illustrated how collaborative learning is beneficial in an ELL situation. This research contributed information about how language learning collaboratively with a practical activity can be improving teaching and learning abilities for both, instructors and students.

The research by Alrashidi, (2022) was a study that aimed to investigate the types and frequency of language learning tactics used by college students. It also looked into how the usage of language learning methodologies was affected by skill levels, gender, and year of study. 256 English majors enrolled in three Saudi Arabian colleges made up the study's participants. The Strategy Inventory for Language Learning questionnaire was used in this study to gather data. The findings showed that significant levels of language learning techniques were applied. Memory methods were the least frequently employed, but metacognitive tactics were most frequently used. This study gave current research a deeper understanding of how pupils employed language learning techniques more frequently the higher their competence levels.

1.2 Theoretical Framework

Independent variable and development

Sociolinguistic

Chambers (2003) considers sociolinguistics as the study of language variation. First, it aims to determine what variation reveals about language and speakers'

knowledge of the language. Second, their unconscious understanding of minor linguistic distinctions. Finally, it is the analysis of the language variants.

Sociolinguistics is the branch of linguistics that analyzes just those features of language and languages that require reference to society (Downes, 1998). For example, contextual factors and variables in their explanation. Moreover, sociolinguistics is the study of language about society and a type of linguistics that is socially relevant, although it is most likely much more. In conclusion, it is predicated on the applied concept of the speech community.

The article by Holliday, (2021) explores the sociophonetician literature that has looked at such factors and reviews some of the major approaches that have been used to study prosody in phonological research.

Pitch accents

The most common pitch accent in the phonological and sociophonetician literature is a straightforward rising tone, which is denoted as H in the ToBI system in the majority of forms of American English. Although these disparities have been noted in both read-speech data and casual speech data gathered from sociolinguistic interviews, studies that have looked at the differing employment of these two pitch accents across a variety of types have mostly done so in declarative.

Phrasal and boundary tones

Another area of inquiry in the investigation of intonational variation is phrasal and border tones. According to Pierre et al., (1990) early description, the basic structure

of MAE is composed of five phrasal tones that arise at intermediate or intonational phrase breaks.

Voice quality

Purnell et al., (1999) study, which made an effort to explain the prosodic factors that connected with assessments of a voice as black, Latino, or white, was one of the first and most influential in this field.

Social codes

The term "code" can apply to any system or language used for communication, according to Wardhaugh (1986). Thus, choosing 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 pick a certain language, dialect, style, register, or variety when you open your lips 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 specific code or dialect to communicate at work. In the end, it is not necessary to adhere to it always. People may and should change from one code to another as necessary. When individuals communicate, they always have to select an appropriate code. However, when you open your lips, they must choose a language, dialect, style, register, variant, or code. This is an unavoidable reality.

In addition, there will be a range of possibilities inside each code, which will not have the same relevance since some will be more noticeable than others. Finally, the various situations will generate the transition from one code to another as needed.

Code mixing

Code-mixing is defined as "Using two languages such a third, new code emerges, in which elements from the two languages are incorporated into a structural definable pattern" by Maschler in Wibowo (2017). According to the code-mixing hypothesis, a third code appears when two code-switching languages combine, and the resultant code has unique structural traits. The term "code-mixing" refers to the partial transfer of linguistic components from one language to another so that they can combine for communicational purposes.

The informal setting is the key characteristic of code-mixing. In formal settings, code-mixing is uncommon; when it does occur, it is typically because the speaker needs to use the word to demonstrate his or her proficiency with the English language for some other reason. After all, there aren't any equivalent words in the native tongue.

Code-switching

Jendra (2013) defines code-switching as the alteration of a code or a language changeover. There are instances where speakers willfully alter the code being used, typically by switching between them. Code-switching is the change's official name.

Code-switching has been investigated from several angles. According to Blom and Gumperz in Webster (1972), code-switching occurs when speakers transition from one language to another and either never or just seldom switch back. It implies that code-switching is the switching of languages with the potential for a subsequent switch.

Gumperz (1999) continued by stating that situational code flipping may be seen as differences in language choices depending on the environment in which the speakers are speaking. Situational switching can take place in settings like work, school, or public gatherings where using formal language is required. According to Myers and Scotton (1995), coding flipping can be either intrasentential or intersentential. Since that time, code-switching has taken two forms: intrasentential and intersentential. Intrasentential code-switching occurs within the same phrase, from a single morpheme to a clause level.

Concern over code-switching's relationship to bilingual or multilingual discourse networks has grown significantly since the 1950s. Some experts frequently define code-switching as the alternate use of two or more languages in a single statement or discourse. The most significant code-switching influencer, the matrix language, will always take priority over embedded languages. Code-switching, for instance, happens when two native Spanish speakers are speaking in Spanish when they suddenly switch to English in the middle of their conversation. The matrix language in this situation is Spanish, while the embedded language is English.

Dependent variable and development

English language

Over 2 billion people, or one-third of the world's population, speak English as a main or secondary language. "There are presently estimated to be 1.5 billion English speakers globally," according to Tony Reilly, "with 375 million speaking English as their first language, 375 million as a second language, and 750 million as a foreign language."

In addition, Harmer (2007) states that the English Language can be taught through many perspectives with a variety of reasons, and uses for a social moment of the language, inside and outside the school environment. Furthermore, the level of English in each person will depend on their discipline to learn or acquire the language, also in their knowledge about sociocultural academic settings, and their sophisticated vocabulary in the language. All of this is to keep conversation with native speakers or at least speak with someone that knows English. Remember that being exposed to the language will be a grateful opportunity to develop your skills and handle it in the best way possible.

The end of the 19th century saw the introduction of English as a subject in schools, and in the first half of the 20th century, grammar translation dominated L2 instruction, with elements of the direct method being introduced in the 1920s and 1930s.

Currently, studying English has become a need for many different activities in people's life in Latin American countries, particularly for those seeking to further their professional and personal status. As a result, Ecuador's government has revised rules and legislation to boost English language instruction, as well as investing in resources, training, and educational programs for instructors, as well as student scholarships.

Benefits of code-switching

In the bilingual classroom, code-switching can encourage pupils to correctly communicate meaning and be understood by the listener. When addressing the students who could code-swap swap classrooms fewer classrooms. As a result of the

verbal flexibility code flipping offers, kids were better able to communicate what they had learned to teachers or classmates. Students who were not permitted to code-switch or who code-switched ineffectively frequently had choppy conversations that ended abruptly.

The use of code-switching by teachers

The use of code-switching by instructors does not always occur consciously, which implies that the teacher is sometimes unaware of the purposes and results of the procedure. As a result, it may occasionally be thought of as an automatic and unconscious activity. Nevertheless, whether intentional or not, it must perform a few fundamental tasks that could be useful in contexts where language acquisition is taking place. According to Mattson and Burenhult (1999), these functions include subject transition, emotive functions, and repetitive functions.

Along with the code-switching or "topic switch" function, the phenomena have affective functions that allow for emotional expression. In this way, the instructor uses code-switching to foster a sense of community and closeness among the pupils. In this way, code flipping may be credited with helping to foster a positive linguistic environment in the classroom. As previously indicated, the instructor may not always be doing this consciously.

This is frequently seen in grammar lessons where the teacher switches to the student's native tongue while discussing specific grammatical topics that are being taught at the time. In these situations, the use of code-switching and appropriately using the pupils' native tongue helps draw their attention to the new information. To convey the new content and make its meaning clear, it may be suggested at this point

to build a bridge from the familiar to the unfamiliar, as suggested by Cole (1998): "A teacher can exploit students' prior L1 learning experience to increase their understanding of L2."

Ferguson (2009) has outlined the three primary purposes of code-switching in schools on a more general level. It involves knowledge transmission to the learners, therefore in this case, code-switching acts as a pedagogical support structure. Additionally, it is utilized to control classroom conduct, proving that it is used to control student behavior. Thirdly, code-switching is used to forge interpersonal bonds. Indicating that it is advantageous to negotiate different identities in the classroom.

Communicative functions and reasons for code-switching perform several functions (Zentella, 1985). First, people may use code-switching to hide fluency or memory problems in the second language (but this accounts for about only 10 percent of code switches). Second, code-switching is used to mark switching from informal situations (using native languages) to formal situations (using a second language). Third, code-switching is used to exert control, especially between parents and children. Fourth, code-switching is used to align speakers with others in specific situations (e.g., defining oneself as a member of an ethnic group). Code-switching also 'functions to announce specific identities, create certain meanings, and facilitate particular interpersonal relationships

Code-switching factors among bilingual or multilingual students It has been established that poor proficiency in the second language is the main cause of code-switching. To protect privacy, communicate in their native tongue rather than English, prevent misunderstandings, and lack of familiarity with English terms that

are comparable to their native tongue were stated reasons. Code swapping, however, may be a helpful technique in classroom engagement if the goal is to make meaning obvious and effectively impart knowledge to pupils.

Code-switching factors to use code-switching are that there are no comparable terms in English, the speaker was unfamiliar with the English word, it is simpler to communicate in one's language, and misunderstandings are avoided.

Advantages of code-Switching

- Code-switching allows people to have a little more privacy, especially during group conversations. Consider the following scenario: two French are hanging out with a group of Chinese businessmen. Let's say they want to keep a surprise party for these new French employees a secret. They can keep the French businessmen in the dark about their plans by switching from their shared native tongue to Chinese.
- Code-switching contributes to the student's comprehension of their education. In terms of education, students are found to be more direct in conveying their subject knowledge to their classmates and teachers. In the classroom, code-switching was not generally practiced or allowed, which resulted in students frequently stopping themselves mid-sentence or admitting that they did not know the answers to the questions (when perhaps they did know the answer but lacked the vocabulary in English).
- Code-switching gives people the chance to find the right words. Sometimes, second-language learners also have their own 'lag moment' during speaking due to their limited vocabulary in the second language. This would force

them to code-switch from a second language into their primary language where they have greater vocabulary to use in communicating with other people. When a French speaker begins to learn English, they may struggle to find the appropriate word or phrase to express what they mean in English. In this case, they may begin speaking in English and then switch to French as they try to express themselves.

Disadvantages of code-switching

- When done at the wrong time and in the wrong situation, code-switching can be a little offensive. For example, if Japanese workers only speak in their mother tongue around an American colleague during lunch, the American may feel offended, excluded, and overthink that the workers are gossiping about him or her.
- Too much code-switching can be detrimental to one's mental health because, while people may feel the need to code-switch, they may also become exhausted as a result of code-switching. People who code-switch are sometimes labeled as 'acting white' (Trying to be Western by societies, which can cause psychological implications and demotivate a person from learning more than one language.
- Code-switching could lead to language loss when practiced a lot. For instance, when a Japanese uses English for most purposes, it would lead the person to lose fluency and competency in the native language gradually. Consider this, if this happens to almost every Japanese generation, it is

possible that when this generation dies, their native language will perish with them.

English as a foreign language

Non-native speakers who learn English in countries where it is not the first language are referred to as EFLs. This should not be confused with the practice of studying English in a country where English is the official language, sometimes referred to as English as an Additional Language or ESL.

English is taught in schools even if it is not utilized as the primary language of instruction in EFL countries. There are many different ways and techniques used to teach English as a second or foreign language (Fernandez, 2012).

The line between a second language and a foreign language is not always clear. However, the study of English by non-native speakers in nations where it is not the primary language is known as English as a Foreign Language (Barber, 2000).

All the nations where English is taught in schools as a foreign language and where it is recognized as essential for things like tourism, business, and international communication may be found in the expanding circle. Due to a lengthy history of intra-national English language use, the nations in the outer circle have created their patterns of pronunciation. English has been impacted by one or more local languages in these nations, and historical remnants of these local languages may be heard in the English that is spoken there, leading to ideas like Indian English and Nigerian English, for example, being recognizable.

Countries in the expanding circle, however, have typically looked to the inner circle for models; learners in the expanding circle have frequently found success by closely copying native speakers.

Language learning

All parties involved in language learning: students, parents, instructors, and the community share responsibility for it. Students must always have the chance to utilize language in all of its forms. Opportunities for language learning start at home and grow as kids enter bigger communities. Schools offer settings where children can continue to acquire language knowledge, abilities, and methods for achieving their scholastic, social, and personal objectives.

Because views about language affect both the subject of study and the subject of teaching and learning, anyone involved in language education must have a thorough understanding of what language is in diverse situations. Being aware of how language beliefs affect curriculum design and interpretation is especially important for those who create curricula because people with divergent views on language frequently hold divergent views on which aspects of language are crucial to teaching and learning.

All instructors have a responsibility to promote language development. Teachers of certain subject areas, for instance, impart the particular terminology and forms of each discipline. However, because they concentrate on language, its forms, and functions, language arts teachers have a unique position. They assist students in creating and putting into practice comprehension, writing, and response skills in a range of contexts.

Benefits

According to the Department of Education of Western Australia (2023) language learning is fun and exciting. It also has wonderful benefits for children at school and in life.

Improves literacy abilities

When children learn a foreign language, they gain a greater knowledge of English. They learn more about sentence patterns, verb tenses, and grammar. This improves their understanding, speeds up their reading and writing, and helps them comprehend how English works.

Enhances brain and memory function

The part of the brain responsible for memory, speech, and sensory perception is strengthened by language learning. Bilingual people are better at remembering names, lists, and directions. They also have more creativity, perception, and longer periods of sustained focus.

Improves the ability to think critically and solve problems

Children who can pick up important information and disregard irrelevant or false information can better analyze information and solve difficulties. Bilingual people are better at remembering names, lists, and directions. They also have more creativity, perception, and longer periods of sustained focus.

Encourages respect for and knowledge of various cultures

Children who learn a new language develop their openness and curiosity. They learn about other cultures and grow to appreciate and respect those who live according to different customs than they do. Their capacity to associate favorably with individuals from various nations and communicate across cultures grows as they become more fluent in their language.

Enhances overall academic performance

Youngsters who speak more than one language do better than monolingual youngsters, according to studies. According to academic outcomes, this is particularly true for arithmetic, reading, and language.

Creates prospects for work and a career

More and more employers are looking for employees who can speak many languages. Bilingual employees are recognized for their capacity to communicate across significant cultural divides and in the languages of their business partners.

Travel experiences are improved

One gets more opportunity to experience the local culture if they can communicate in the language of the place they are visiting. They are better able to communicate with locals, decipher written instructions, and move around with ease.

DEWA (2023) mentions some advantages and disadvantages that language learning has on new learners. These are some of them:

Advantages

Making connections

A notable benefit of language learning is making new connections. The more languages you know, the more people you can communicate with, whether you're moving to a new country, attending an international school, or using social media. Knowing another language will let you make new friends and share ideas and viewpoints with people you may have never met if you'd only stuck with your mother tongue. Gaining different perspectives and learning new ways of thinking from people of other cultures is an incredibly valuable part of knowing multiple languages.

Earning money

There's nothing more disappointing than finding an advert for a job that would be perfect for you, only to realize you don't meet the language requirements. By simply knowing a second language, you'll open the door to new job opportunities. On top of that, some studies have shown that bilingual employees are more likely to be promoted, and often earn more money than staff who only know one language.

Boosting your creativity

Learning a new language involves a lot of creative thinking. If you don't know how to say something in your target language, you'll have to think of another way to get your idea across – by using actions or imaginative descriptions, for example. In addition, people who know a second language are often better at coming up with creative solutions to problems.

Supercharging your brain

Did you know that learning a new language improves your brain function? There's powerful evidence that language learning actually, improves your ability to remember, reason, and solve problems. Learning a language also helps preserve your brain's white matter, meaning you can process information faster. And guess what? By learning a new language, you can even help slow down dementia as you age.

Disadvantages

Losing your cultural identity

What are the disadvantages of learning a foreign language? In some cases, especially for younger people, learning a second language comes at the cost of ignoring your first which can be considered a negative of learning a second language. For example, if you've moved to a new place and you have to communicate in a different language most of the time, you might end up neglecting your first language. Since language is strongly connected to your cultural identity, this might result in feeling as though you don't have as much of a connection to your culture anymore.

Not quite being yourself

You know you've gotten to another stage when learning a new language when you find it difficult to let your true personality shine through. This is especially hard when your skills are still developing because you don't have the vocabulary to express yourself as you would in your first language. This means you might not be able to show how truly clever, funny, or caring you are.

Even advanced speakers can face this personality challenge. Why? Because languages are all so unique. For instance, your first language might have expressions or ideas that have developed from your country's history and shared culture. Those concepts and phrases may not exist in your second language, making it hard to say what you mean when you're speaking to people who come from different backgrounds.

Taking up your time

Have you ever heard of "opportunity cost"? It refers to the *cost* of doing something you want to do. For example, the opportunity cost of enjoying an amazing concert is paying the price of the ticket. But the cost isn't always measured in money. When it comes to learning a new language, one of the main costs is time. In other words, becoming bilingual takes a time commitment. Everything has a price!

1.2 Objectives

1.2.1 General objective

To analyze the influence of Code-switching on language learning.

1.2.2 Specific objectives

- To describe the benefits of Code-switching in language learning.
- To determine the advantages and disadvantages of language learning in students.
- To identify how Code-switching improves students' language learning.

1.3 Objective fulfillment process

- First, to describe the benefits of Code-switching in language learning and to determine the advantages and disadvantages of language learning in students was necessary to examine some articles and academic journals. Subsequently, the theoretical framework information emphasized the Code-switching benefits and advantages nonengaged of learning.
- Second, to identify how Code-switching improves students' language learning. A validated survey was applied through Google Forms. In the first part of the survey, eleven questions were based on the benefits of Code-switching language learning, while the last eleven questions were on the advantages of language learning in students. Following that, a pilot survey was already applied to 15 students. Consequently, sixty-one students from the Pedagogy of National and Foreign Language in the second and third semesters answered the survey
- Finally, Cronbach's Alpha measured its reliability and validated the survey results. All the collected data were analyzed and interpreted using the Statistical Package for Social Science. Therefore, the results showed that students consider there are more benefits than difficulties when they use Code-Switching to improve their language learning.

CHAPTER II

METHODOLOGY

2.1. Materials

The resources for this research were as follows. First, the human resources were the research tutor, researcher, and, the students from the second and third semesters from Pedagogía de los Idiomas Nacionales y Extranjeros. Secondly, the institutional resources were provided by the Universidad Técnica de Ambato, Facultad de Ciencias Humanas y de la Educación and the Pedagogía de los Idiomas Nacionales y Extranjeros Career. Finally, the physical materials were technological tools such as phones which the students have, and the digital survey that the researcher provided to gather information more effectively.

2.2 Methods

2.2.1 Research Approach

Descriptive research

The description is the process where the researcher must write everything about an existing phenomenon as accurately as possible (Atmowardoyo, 2010). The study was descriptive in nature because described the benefits, advantages, and how the use of Code-switching helps students in the language learning process through a survey. In this way, the survey helped to determine if really students' language learning is affected by the use of Code-Switching in the English classroom. Thus, the information collected and examples provided from the survey helped to determine if the variables were related or not. Furthermore, using a validated survey helped collect data available at Pedagogía de los Idiomas Nacionales y Extranjeros at the Universidad Técnica de Ambato.

2.3 Research modality

Field research

Field research is a way to learn and observe the situation that a specific group of people is doing, their actions, activities, and their behavior in certain situations. The following analysis was classified as a field survey because it collects data from a real context where events occur without modifying or influencing the acts. For this reason, the analysis was done in person through Google Forms because the information is received through technological sources such as the Internet, magazines, and scientific articles.

Bibliographic research

This research was bibliographic because it was based on works that other people made to have a better idea about what is known and unknown. Thus, the use of academic papers was needed, to have a background about previous studies. The investigative activity is supported in the bibliographic-documental modality because this is supported by different authors who have an objective to find, develop and explore a plurality of thoughts, conceptions, and judgments about the relationship to be discovered.

2.4 Level or types of research

Descriptive research

The study was descriptive in nature because tried to describe how the use of Code-Switching helps students to face language barriers through a survey. In this way, the survey applied helped to determine if students' language learning is affected by the use of Code-Switching in English classrooms.

2.6 Population and sample

The study population for this research project was sixty-one students from the Pedagogía de los Idiomas Nacionales y Extranjeros program in the second and third semesters. This population was chosen because there is a greater application and use of Code-switching like other majors.

2.7 Instruments

- First, to develop this research was necessary to examine some articles and academic journals in other information that help to answer the first and second objectives. Subsequently, the theoretical framework information emphasized the Code-switching benefits and advantages of language learning.
- Second, a pilot survey was applied to 15 students to validate, it was applied through Google Forms. In the first part of the survey, eleven questions were based on the benefits of Code-switching on language learning, while the last eleven questions were on the advantages of language learning in students. Consequently, sixty-one students from the Pedagogy of National and Foreign Language Program in the second and third semesters answered the survey.
- Finally, Cronbach's Alpha validated the survey results. All the collected data were analyzed and interpreted using the Statistical Package for Social Science. Therefore, the results showed that students consider there are more benefits than difficulties when they use Code-Switching to improve their language learning.

2.8 Procedure

- First, to describe the benefits of Code-switching in language learning and to determine the advantages and disadvantages of language learning in students was necessary to examine some articles and academic journals. Subsequently, the theoretical framework information emphasized the Code-switching benefits and advantages of language learning.
- Second, it was necessary to create a Google Form survey where the questionnaire was introduced. The pilot survey was applied to 15 students and the researcher explains and introduces the topic and some information about the survey. Then, students answered the survey, sent it, and if there were any questions, they could ask the researcher. Continuing with that, the data from the validated survey, helped to apply the survey to the sixty-one students. In the first part of the survey, eleven questions were based on the benefits of code-switching and language learning, while the last eleven questions were on the advantages of language learning in students. here was necessary to download the information analysis of the data.
- Finally, Cronbach's Alpha measured its reliability and validated the survey results. All the collected data were analyzed and interpreted using the Statistical Package for Social Science. Therefore, the results showed that students consider there are more benefits than difficulties when they use code-Switching to improve their language learning.

- **2.9 Hypothesis verification**

Hypothesis

Null hypothesis

Code-switching does not improve language learning.

Alternative hypothesis

Code-switching improves language learning.

Variable identification

Code-switching (Independent variable)

Language learning (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter contains all the data collected through the validated survey with 22 questions, which was applied to the students of the second and third semester from the "Pedagogía de los Idiomas Nacionales y Extranjeros" at the Technical University of Ambato.

This chapter has two aspects. First, the pilot survey was applied and the validation of the Cronbach's alpha showed that the survey was great to apply. Then, the researcher went to every classroom to specify every aspect of the questions and the topic. Finally, sixty-one students complete the survey and with the result, the researcher creates graphics that showed the significance of each question.

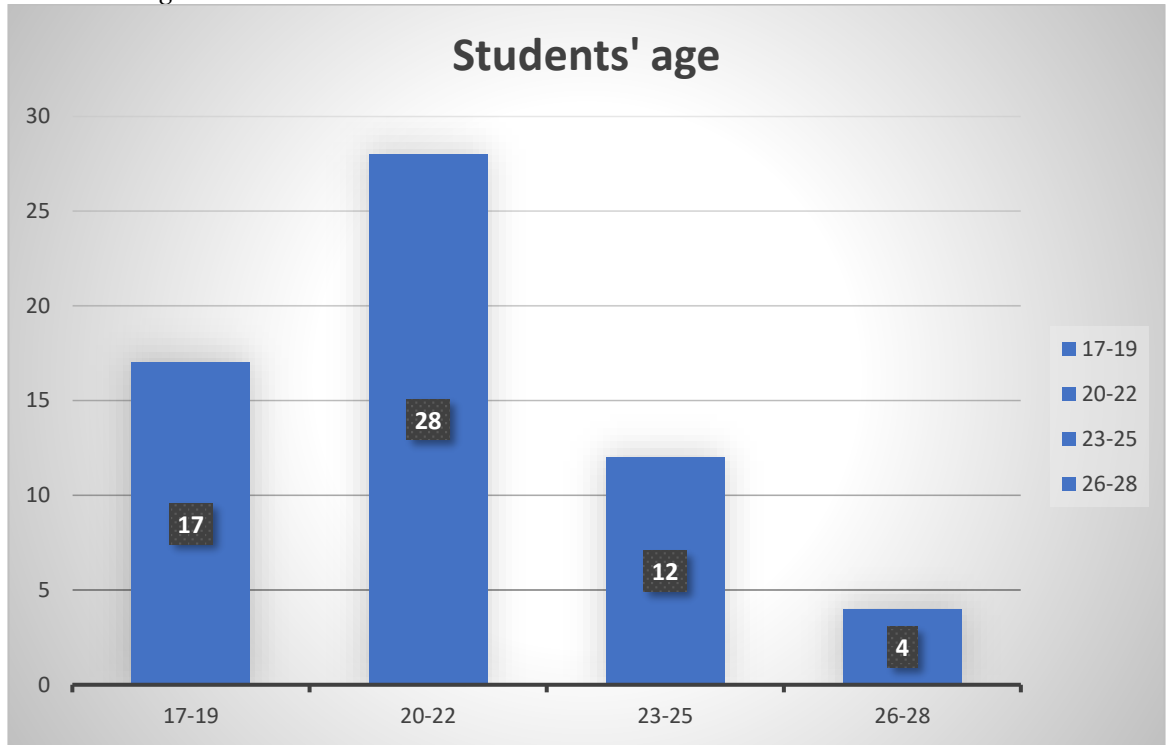
Secondly, this chapter has the acceptance of the hypothesis where all of the data collected was introduced into the SPSS program, the chi-square test reflects which of the hypothesis is accepted. The alternative hypothesis said "Code-Switching improves language learning." and the null hypothesis said, "Code-Switching does not improve language learning". Finally, to verify this information the P value needs to be under 0,05. If this value is over 0,05 the null hypothesis is retained.

Finally, the discussion of what was found and what authors about this topic said, with true information to decide the problem proposed by the investigator and the positive or negative impact according to two variables written before.

1. Student's age

GRAPHIC 1

Student's age



Note. The graphic shows the students' age in Linguistic I and Linguistic II subject. Taken from a validated survey by N. Chango, 2023

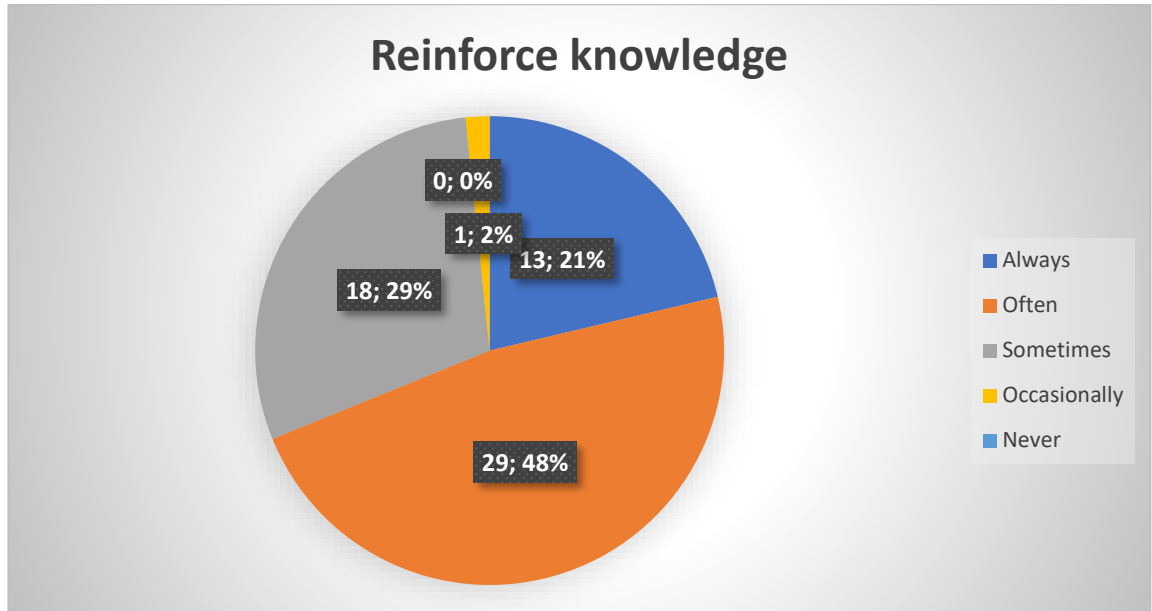
Graph 1 shows students' age in Linguistic I and Linguistic II subjects. There are twenty-eight students between 20 and 22 years old. Second, there are 17 students between 17 and 19 years old. Third, twelve students between 23 and 25 years old. Finally, there are four students between 26 and 28 years old.

The students are young and young adults who frequently use code-switching during their classes. For this reason, this is beneficial for the research project because this allows us to have reliable data from real contexts.

2. Is Code-switching useful for reinforcing knowledge?

GRAPHIC 2

Reinforce Knowledge



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider Code-switching useful to reinforce knowledge. Taken from a validated survey by N. Chango, 2023.

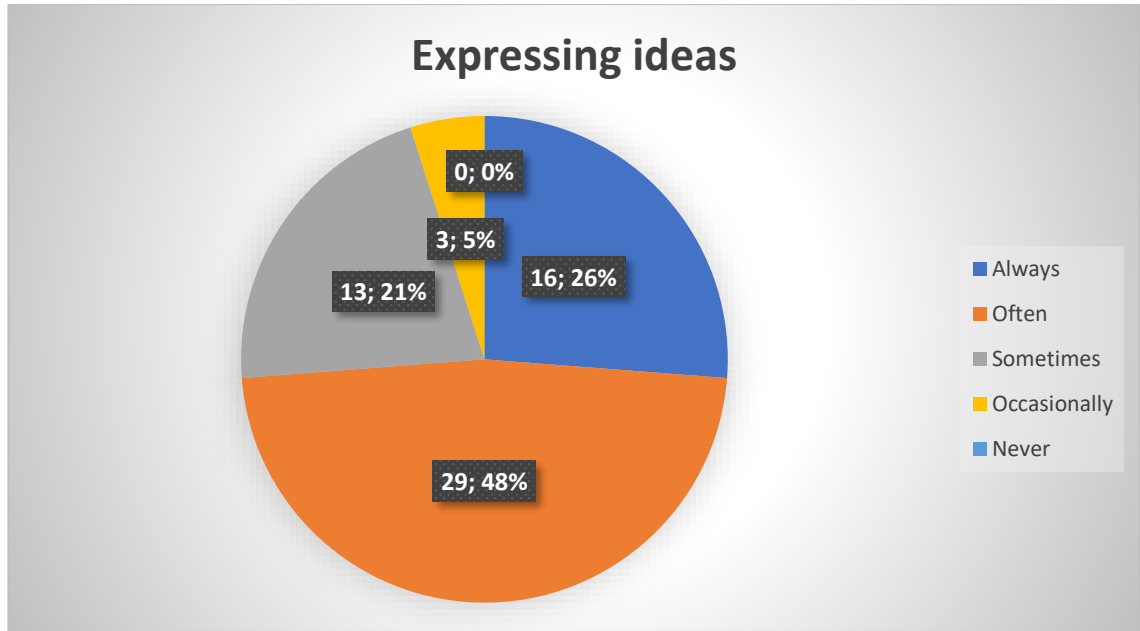
As shown by graphic 2, the majority of the population, which represents 48% of all pupils, often employ code-switching to reinforce information following a lesson. The minority, or 2%, on the other hand, mentioned that it was only occasionally or never effective.

The information gathered shows that code-switching is a good strategy for reinforcing information in English courses, which helps students to expand their vocabulary since they search for similar terms to refer to something they might not be able to recall in a particular context.

3. Is Code-switching helpful in expressing your ideas?

GRAPHIC 3

Expressing ideas



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider Code-switching helpful in expressing ideas. Taken from a validated survey by N. Chango, 2023.

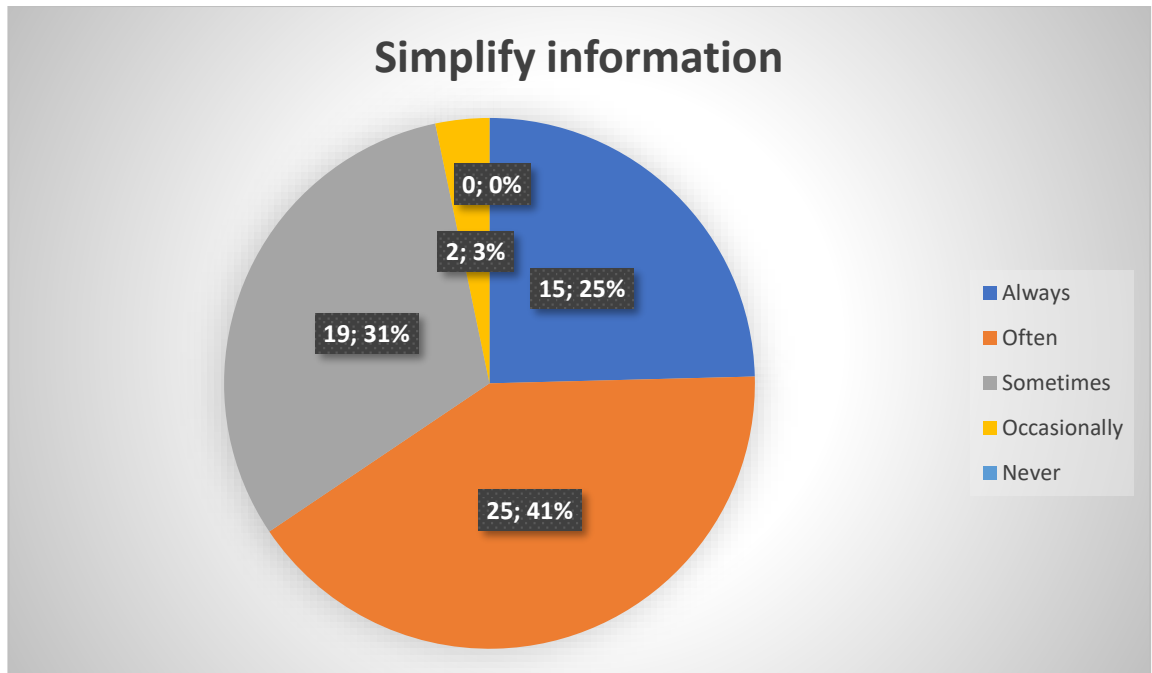
As shown by graphic 3, the majority of the population, which represents 29% of all pupils, often employ Code-switching to express their ideas. The minority, or 5%, on the other hand, mentioned that it was only occasionally or never helpful.

The data demonstrate that code-switching is helpful to express ideas in English classes, which may help students to be more confident when they talk about a specific topic or something that they do not know.

4. Is Code-switching practical to simplify information?

GRAPHIC 4

Simplify information



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider code-switching practical to simplify information. Taken from a validated survey by N. Chango, 2023.

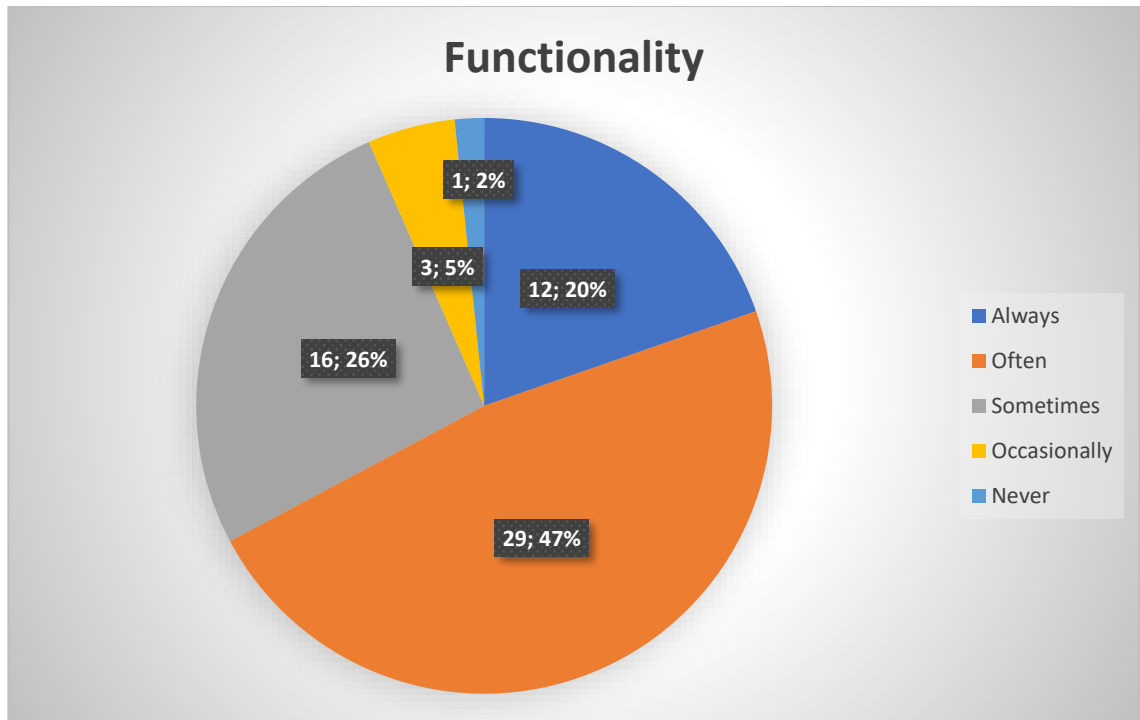
As shown by graphic 4, the majority of the population, which represents 25% of all pupils, often use code-switching to simplify information. The minority, or 3%, on the other hand, mentioned that it was only occasionally or never practical.

The results show that code-switching is practical to simplify information when the messages or the information are not clear, this may help students to learn more vocabulary to reinforce their knowledge.

5. Is Code-switching functional at the moment of sharing information?

GRAPHIC 5

Functionality



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider Code-switching functional at the moment of sharing information. Taken from a validated survey by N. Chango, 2023.

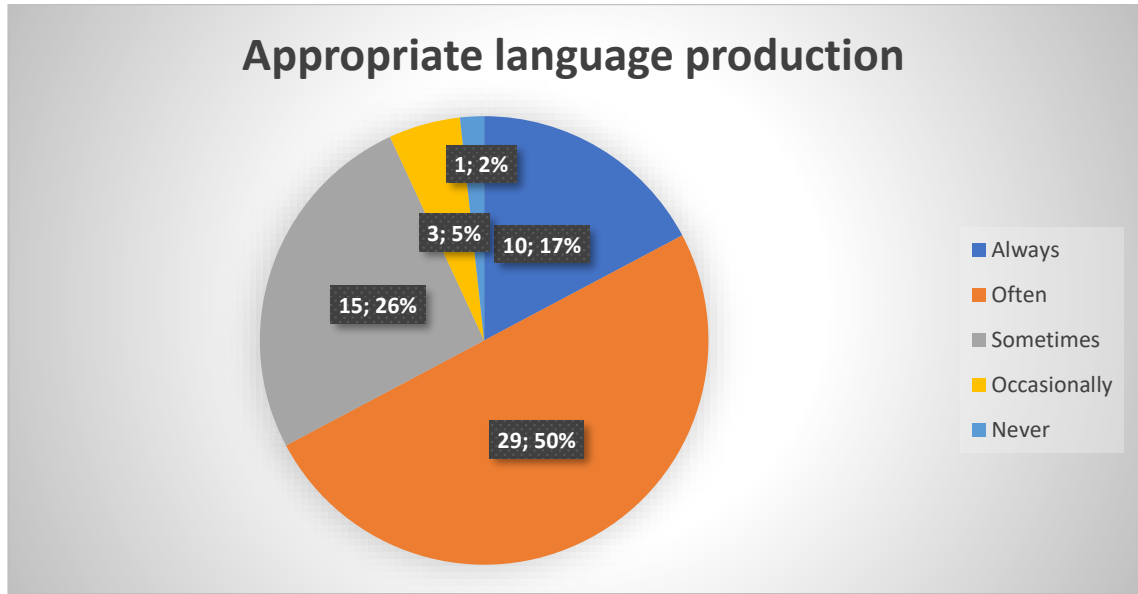
As shown by graphic 5, the majority of the population, which represents 47% of all pupils, often consider Code-switching functional at the moment of sharing information. The minority, or 2%, on the other hand, mentioned that it was undereffective.

The data present that Code-switching is functional at the moment of sharing information because they can select the correct word if they do not remember the correct vocabulary in English. This may help students to work consciously to learn the vocabulary or the words that they do not use frequently.

6. Do you consider that using Code-switching allows you to produce an appropriate language?

GRAPHIC 6

Appropriate language production



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider Code-switching to produce an appropriate language. Taken from a validated survey by N. Chango, 2023.

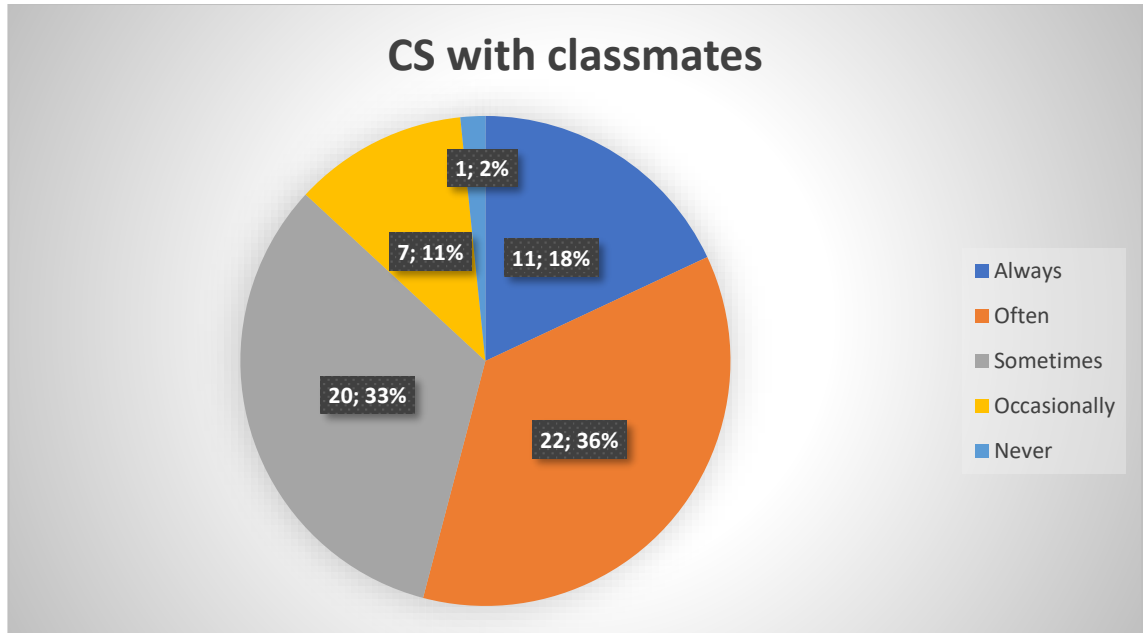
As shown by graphic 6, the majority of the population, which represents 50% of all pupils, often consider Code-switching allows them to produce an appropriate language. The minority, or 2%, on the other hand, mentioned that it was never effective.

The results demonstrate that Code-switching allows appropriate language production in English classes, which may help students to be more familiar with the context and the classroom environment.

7. How often do you use Code-switching when you talk with your classmates?

GRAPHIC 7

CS with classmates



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that use Code-switching to talk with their classmates. Taken from a validated survey by N. Chango, 2023.

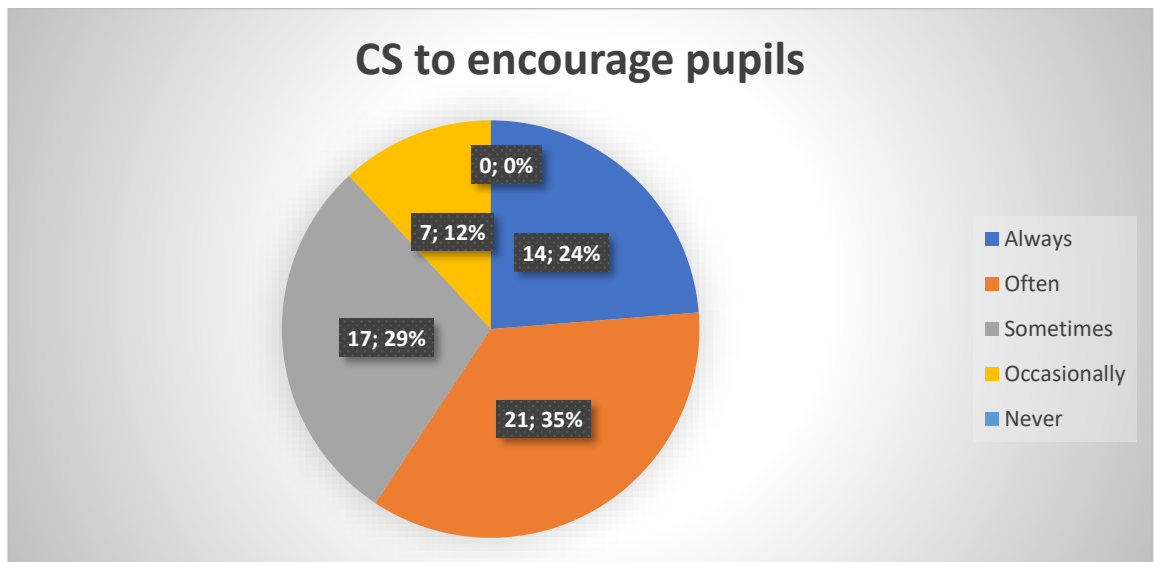
As shown by graphic 7, the majority of the population, which is 36% of all pupils, often employ code-switching to express their ideas. The minority, or 2%, on the other hand, mentioned that it was never helpful.

According to the data, students often use Code-switching when they talk with their classmates, which may help students to be more confident because they are their safe place where one can make mistakes and learn from them.

8. Is Code-switching useful to encourage pupils to communicate meaning correctly?

GRAPHIC 8

CS to encourage pupils



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider Code-switching useful to encourage pupils. Taken from a validated survey by N. Chango, 2023.

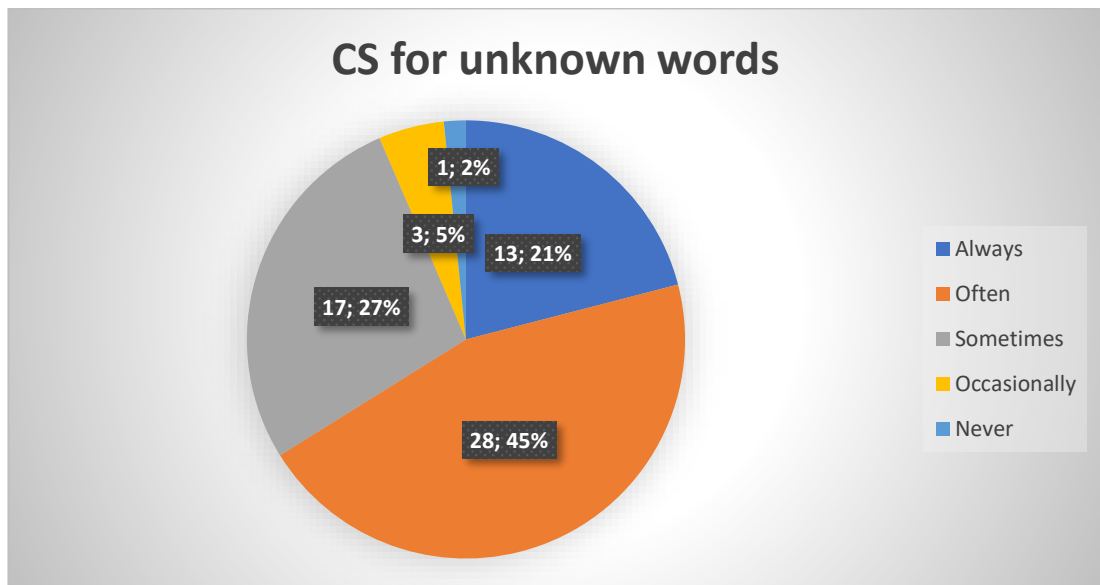
As shown by graphic 8, most of the population, representing 35% of all pupils, often employ Code-switching to express their ideas. The minority, or 12%, on the other hand, mentioned that it was only occasionally or never useful.

The data analysis demonstrates that Code-switching is helpful to encourage students to communicate meaning correctly in a conversation, this may help students to be more confident when they talk about themselves or the people around them.

9. When you talk with your teacher, do you use Code-switching if you do not know the appropriate word?

GRAPHIC 9

CS for unknown words



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that use Code-switching when they unknown words. Taken from a validated survey by N. Chango, 2023.

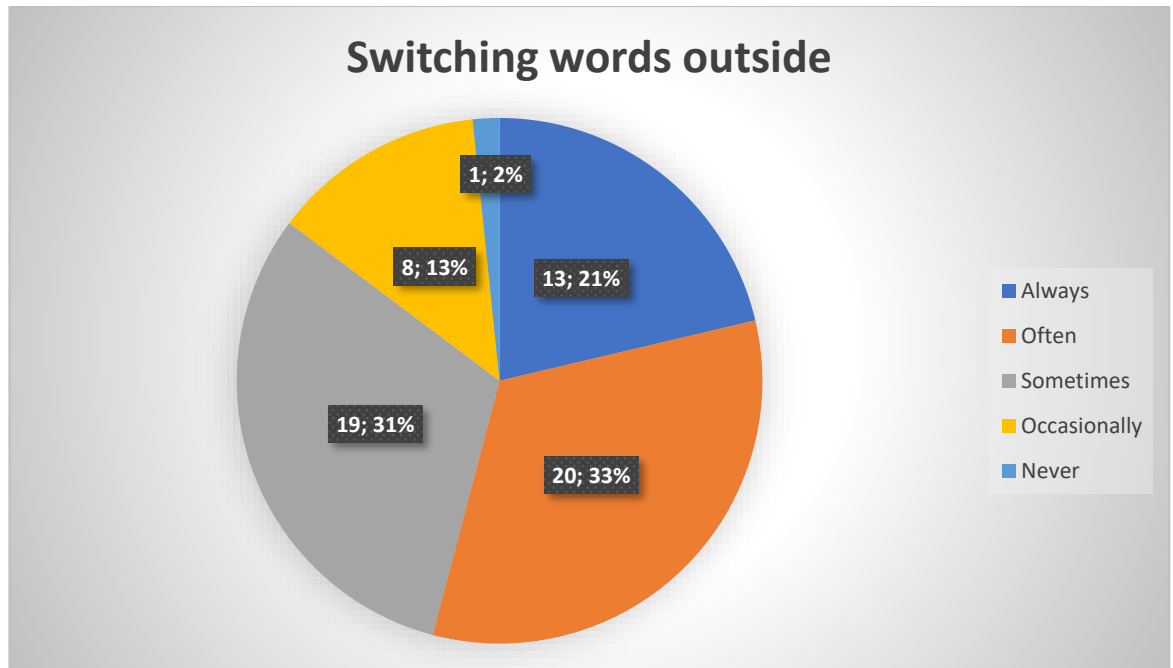
As shown by graphic 9, the majority of the population, which represents 45% of all pupils, often use Code-switching when they do not know the appropriate word. The minority, or 2%, on the other hand, mentioned that it was never effective.

The information gathered shows that when the students talk with the teacher, they use Code-switching because they forgot the word or do not remember the appropriate word, this may motivate students to work more on their confidence when they talk about unknown topics which they are not familiar

10. How often do you switch words outside the classroom?

GRAPHIC 10

Switching words outside



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that switch words outside. Taken from a validated survey by N. Chango, 2023.

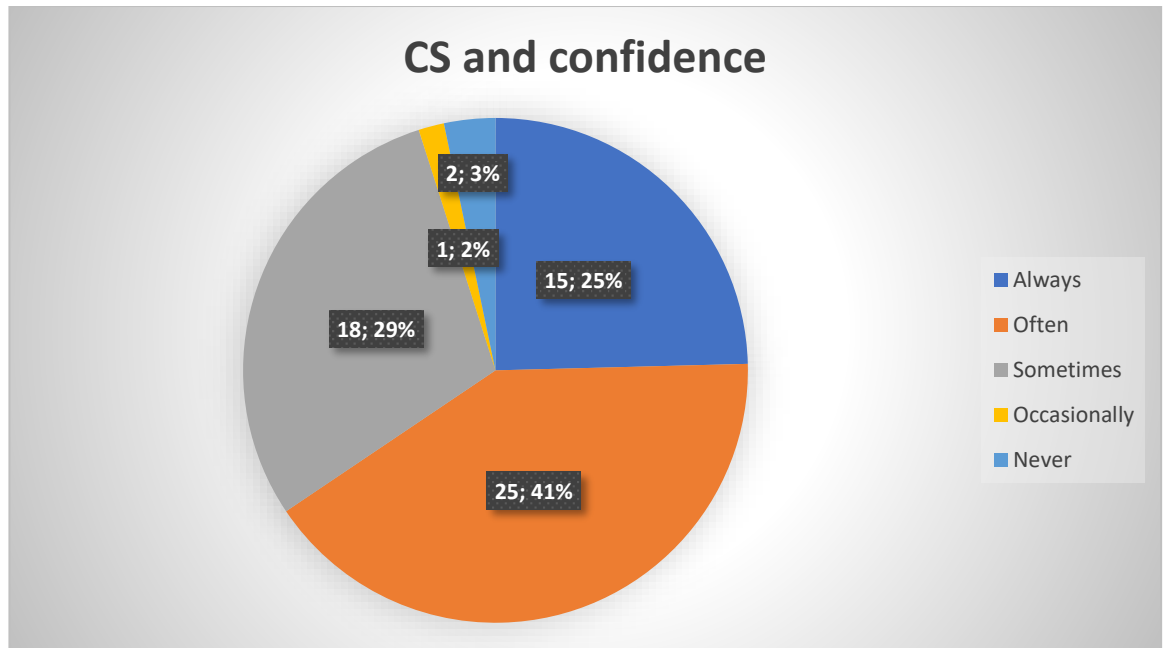
As shown by graphic 10, the majority of the population, which represents 33% of all pupils, often use switch words outside the classroom. The minority, or 2%, on the other hand, mentioned that it was never successful.

The data demonstrate that students often switch words outside the classroom because there are some words and terms which have adapted to the youth context and vocabulary, this may motivate students to use those terms more frequently.

11. Do you consider Code-switching a helpful strategy to have more confidence?

GRAPHIC 11

CS and confidence



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider Code-switching a helpful strategy to have more confidence. Taken from a validated survey by N. Chango, 2023.

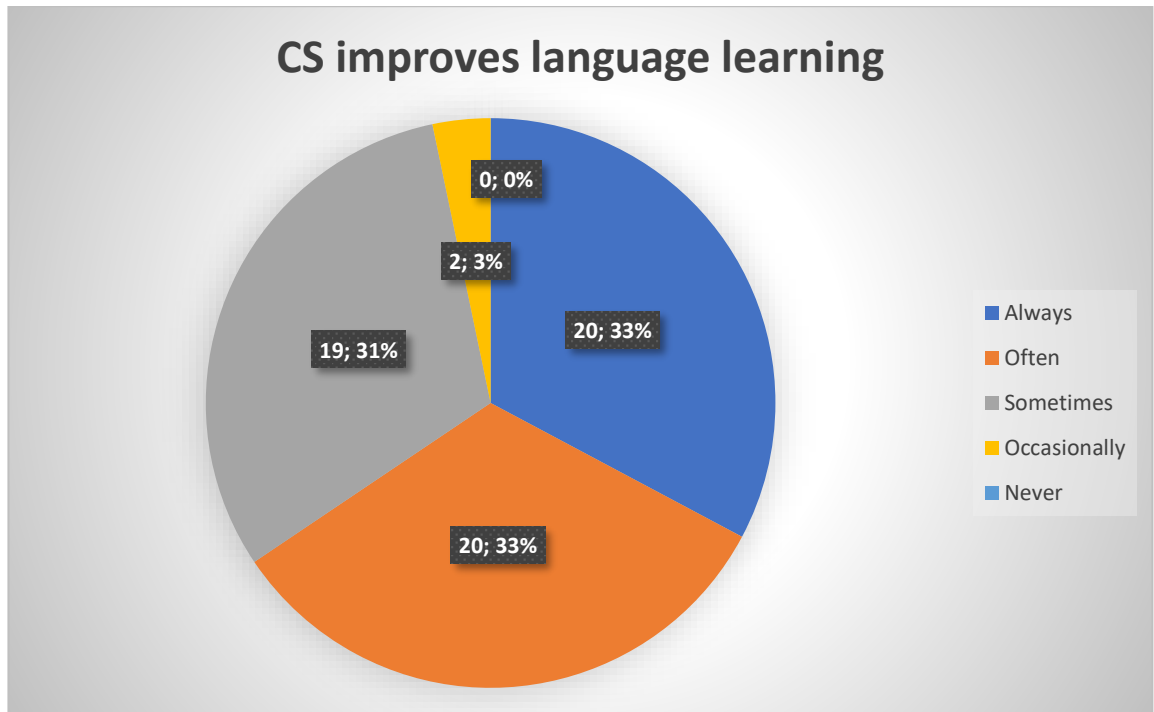
As shown by graphic 11, the majority of the population, which represents 41% of all pupils, often consider code-switching a powerful strategy to have more confidence. The minority, or 2%, on the other hand, mentioned that it was only occasionally effective.

According to the results, code-switching is a powerful strategy that motivates students to trust themselves and their knowledge or skills. This may motivate students to improve their abilities and skills.

12. Do you consider that using Code-switching helps you to improve your language learning?

GRAPHIC 12

CS improves language learning



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider Code-switching helpful to improve language learning. Taken from a validated survey by N. Chango, 2023.

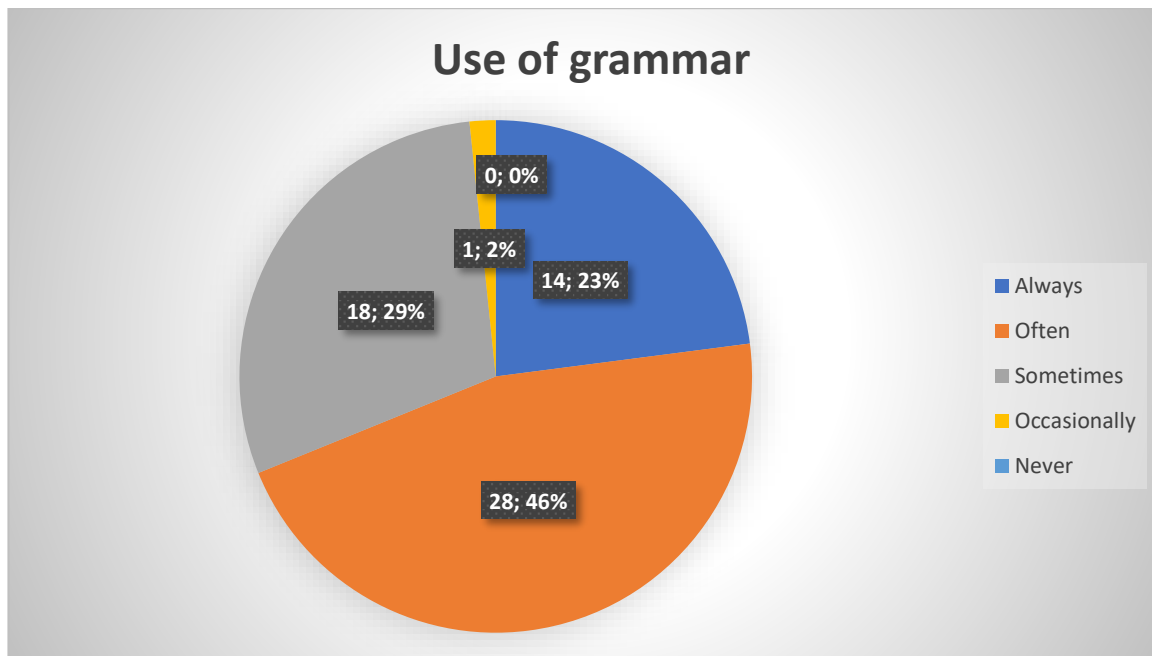
As shown by graphic 12, the majority of the population, which represents 33% of all pupils, consider that always Code-switching helps them to improve their language learning. The minority, or 3%, on the other hand, mentioned that it was not helpful.

The data analysis mention Code-switching helps students to improve their language learning because this improves their understanding, and helps them comprehend how English works.

13. Do you consider that you became more aware of the use of grammar during the language learning process?

GRAPHIC 13

Use of grammar



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that became more aware of the use of grammar during the language learning process. Taken from a validated survey by N. Chango, 2023.

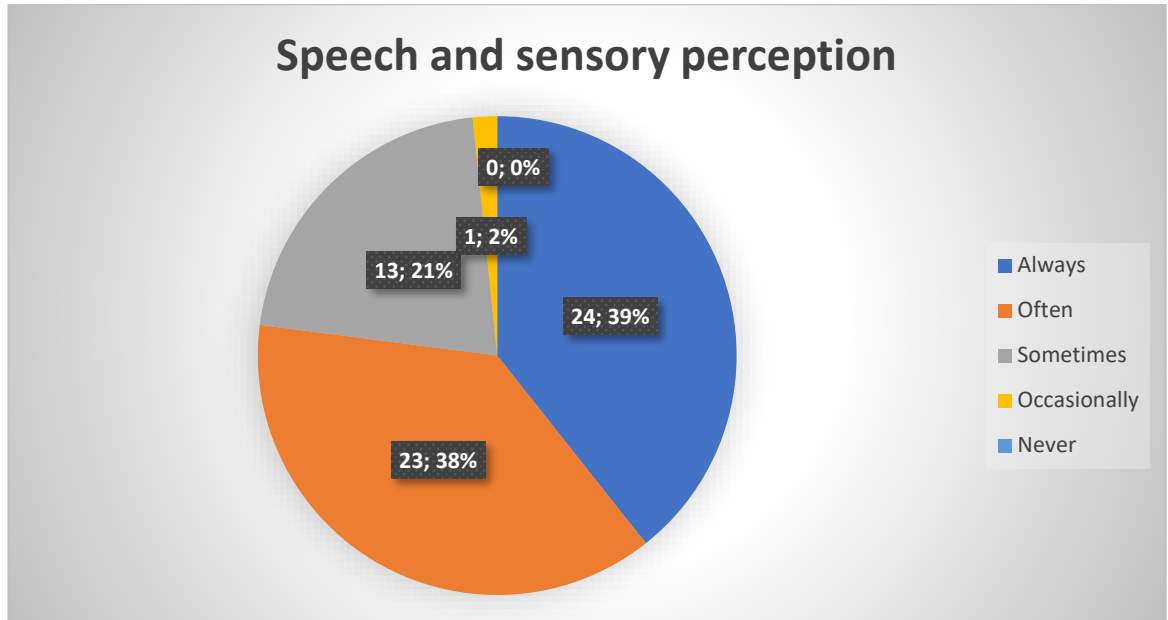
As shown by graphic 13, the majority of the population, which represents 46% of all students, consider that they became more aware of the use of grammar during the language learning process. The minority, or 2%, on the other hand, mentioned that it was not helpful.

The information shows that Code-switching helps students to become more aware of the use of grammar because they learn more about sentence patterns, verb tenses, and grammar, this develops comprehension skills.

14. Is language learning good activity to improve your speech and sensory perception?

GRAPHIC 14

Speech and sensory perception



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider language learning a good activity to improve speech and sensory perception. Taken from a validated survey by N. Chango, 2023.

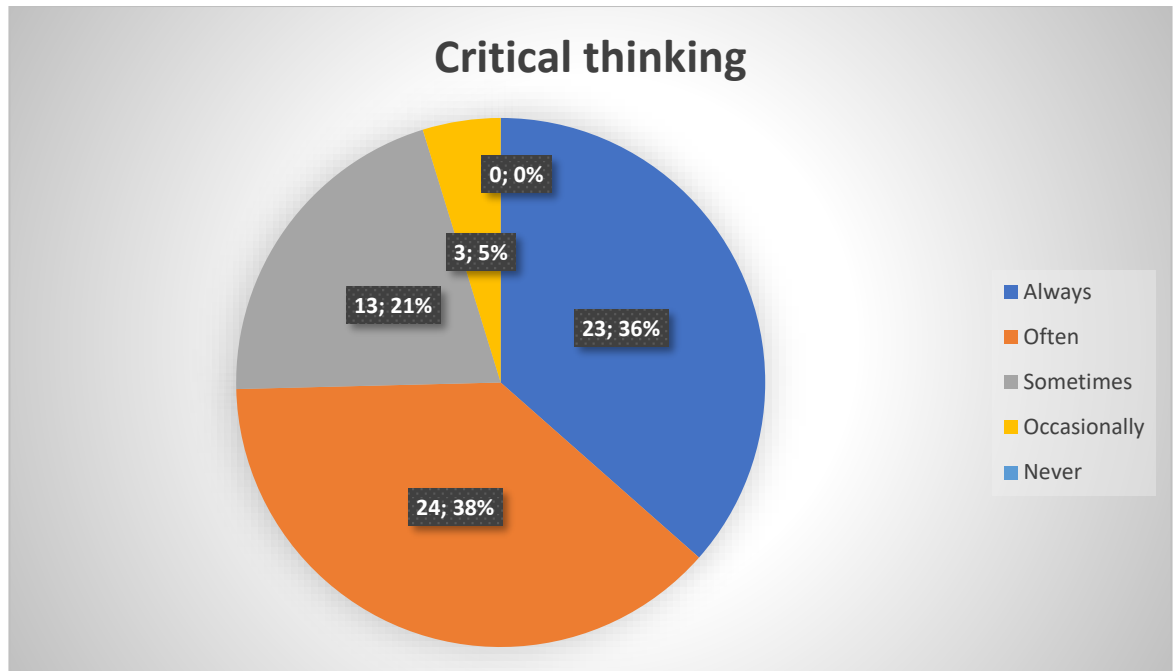
As shown by graphic 14, the majority of the population, which represents 39% of all students, consider language learning good activity that always improves speech and sensory perception. The minority, or 2%, on the other hand, mentioned that it was occasionally effective.

The data demonstrate that language learning improves speech because one of the most fundamental abilities that they develop is how to communicate their thoughts through language. This may motivate them to produce simple and halting sentences.

15. Do you consider that language learning helps to develop critical thinking?

GRAPHIC 15

Critical thinking



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider Language Learning developed critical thinking. Taken from a validated survey by N. Chango, 2023.

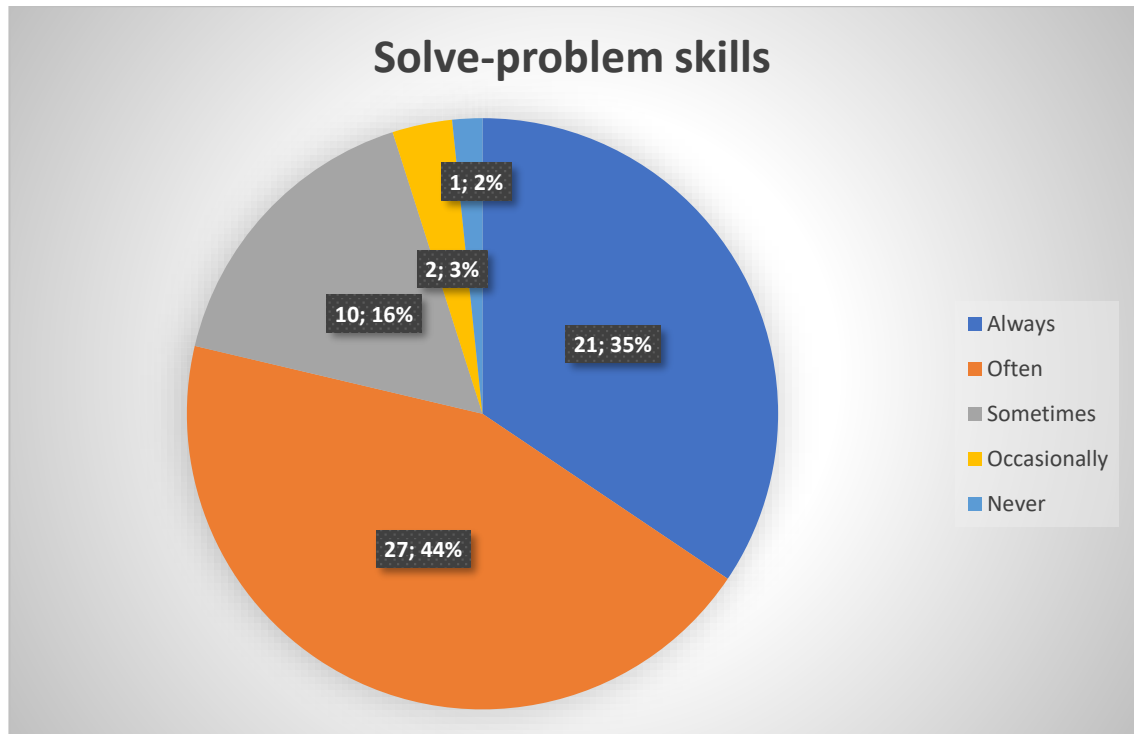
As shown by graphic 15, the majority of the population, which represents 38% of all students, considers that language learning often helps to develop critical thinking. The minority, or 5%, on the other hand, mentioned that it is not useful.

The data demonstrate that language learning develops critical thinking because people who study languages also have more creativity, perception, and longer periods of sustained focus. This may motivate them to produce consciously the language.

16. Do you believe language learning enables one to develop solve-problem skills?

GRAPHIC 16

Solve-problem skills



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider language learning enables them to develop solve-problem skills. Taken from a validated survey by N. Chango, 2023.

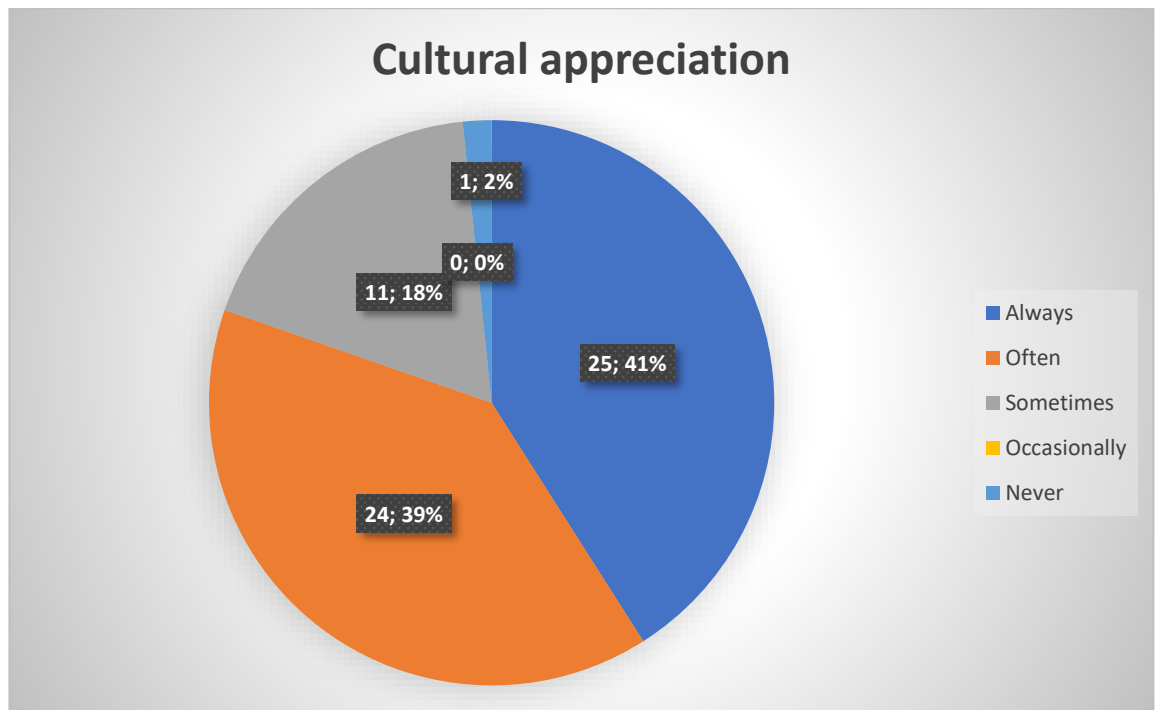
As shown by graphic 16, the majority of the population, which represents 44% of all students, considers language learning often enables students to develop solve-problem skills. The minority, or 3%, on the other hand, mentioned that it is not helpful.

The data present that language learning develops solve-problems skills because people can pick up important information and disregard irrelevant or false information can better analyze information and solve difficulties.

17. Is language learning a process that motivates understanding and new cultural appreciation?

GRAPHIC 17

Cultural appreciation



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider Language Learning motivates cultural appreciation. Taken from a validated survey by N. Chango, 2023.

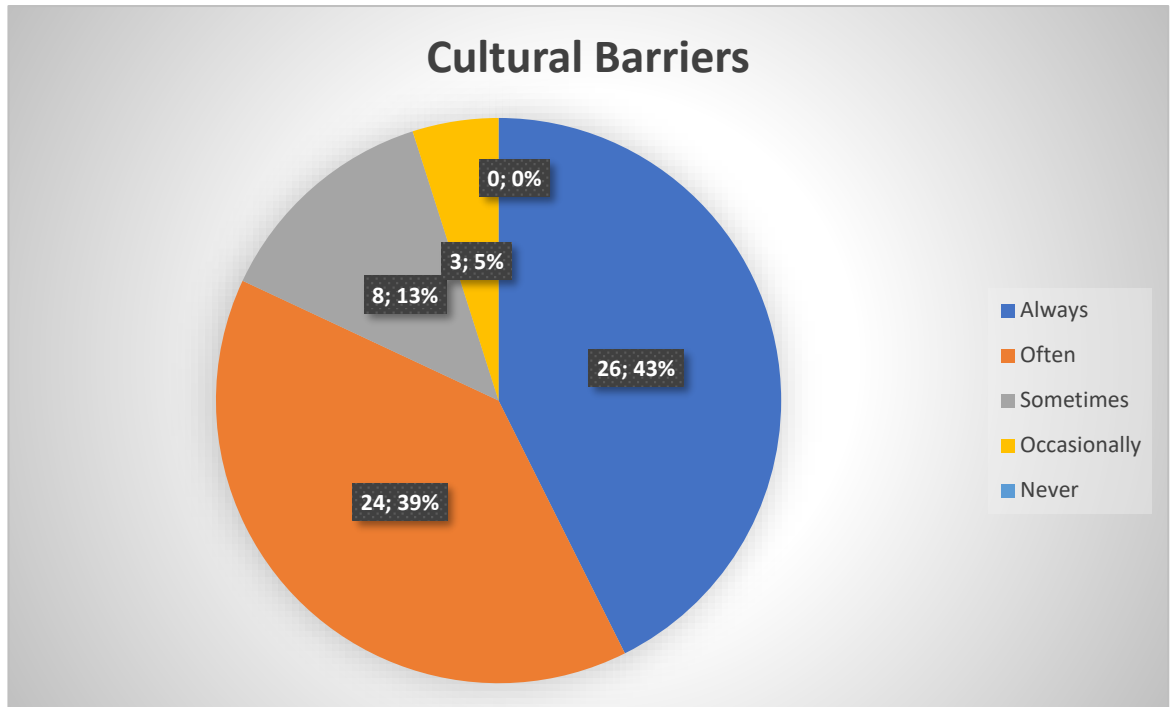
As shown by graphic 17, the majority of the population, which represents 41% of all students, consider language learning a process that motivates understanding and new cultural appreciation. The minority, or 2%, on the other hand, mentioned that it is not effective.

The results mention that language learning is a process that motivates understanding and new cultural appreciation because one learns about other cultures and grows to appreciate and respect those who live according to different customs than they do.

18. Is language learning an opportunity to cross cultural barriers?

GRAPHIC 18

Cultural Barriers



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider Language Learning an opportunity to cross-cultural barriers. Taken from a validated survey by N. Chango, 2023.

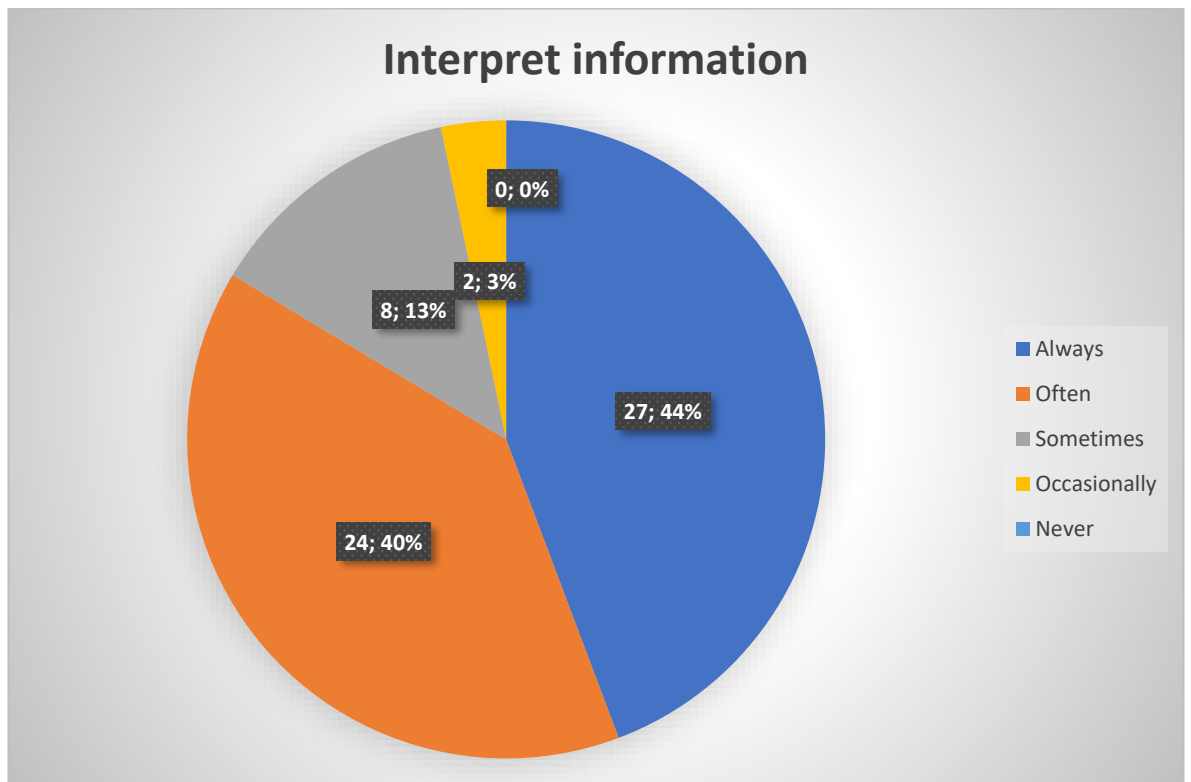
As shown by graphic 18, the majority of the population, which represents 43% of all students, consider language learning as an opportunity to cross-cultural barriers. The minority, or 5%, on the other hand, mentioned that it is not successful.

The data demonstrate that language learning is a process that motivates students to develop their capacity to associate with individuals from different countries and communicate across cultures grows.

19. Is language learning a tool that allows one to interpret information from other communities?

GRAPHIC 19

Interpret information



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider language learning a tool to interpret information. Taken from a validated survey by N. Chango, 2023.

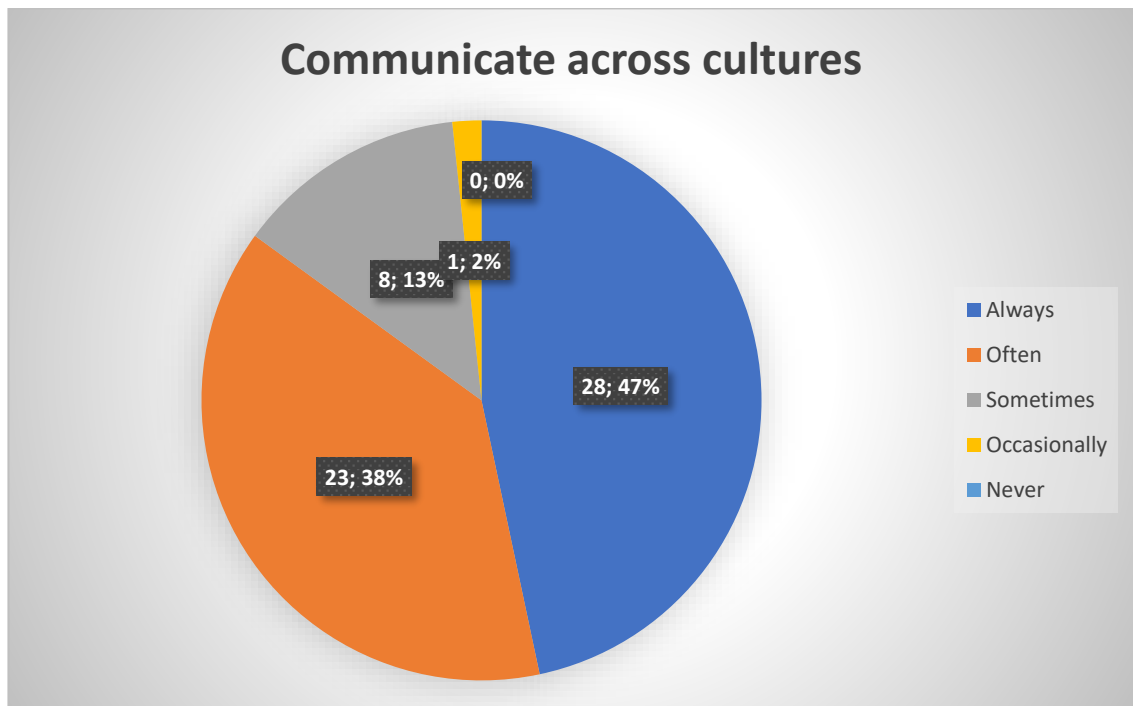
As shown by graphic 19, the majority of the population, which represents 44% of all students, consider language learning always a tool that allows one to interpret information from other communities. The minority, or 3%, on the other hand, mentioned that it is not effective.

The data demonstrate that language learning is a strategy that allows one to interpret information from other communities because according to some studies youngsters who speak more than one language are better than monolingual youngsters. This helps students to become more fluent in their language.

20. Is language learning the process that increases your ability to communicate across cultures?

GRAPHIC 20

Communicate across cultures



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider language learning a tool to communicate across cultures. Taken from a validated survey by N. Chango, 2023.

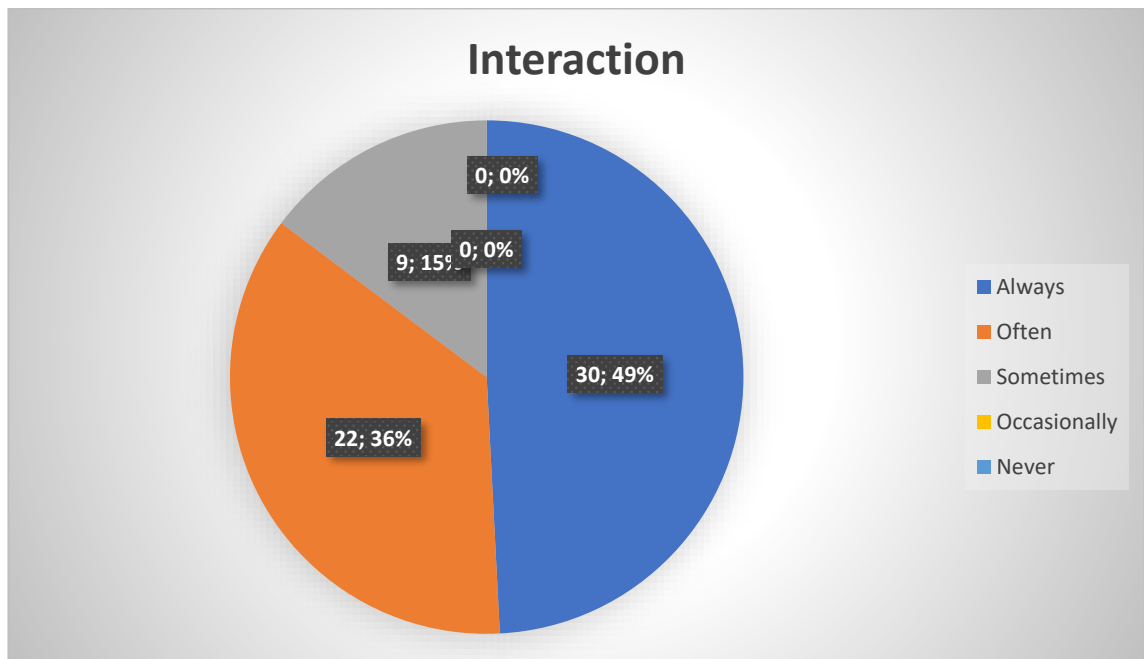
As shown by graphic 20, the majority of the population, which represents 47% of all students, consider language learning always the process that increases your ability to communicate across cultures. The minority, or 2%, on the other hand, mentioned that it is not real.

The information shows that language learning is a process that increases your ability to communicate across cultures because if the students know more languages there are more people they can communicate with, whether they are moving to a new country, attending an international school, or using social media.

21. Is language learning allowing interaction positively with people from different countries?

GRAPHIC 21

Interaction



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider language learning allows interaction. Taken from a validated survey by N. Chango, 2023.

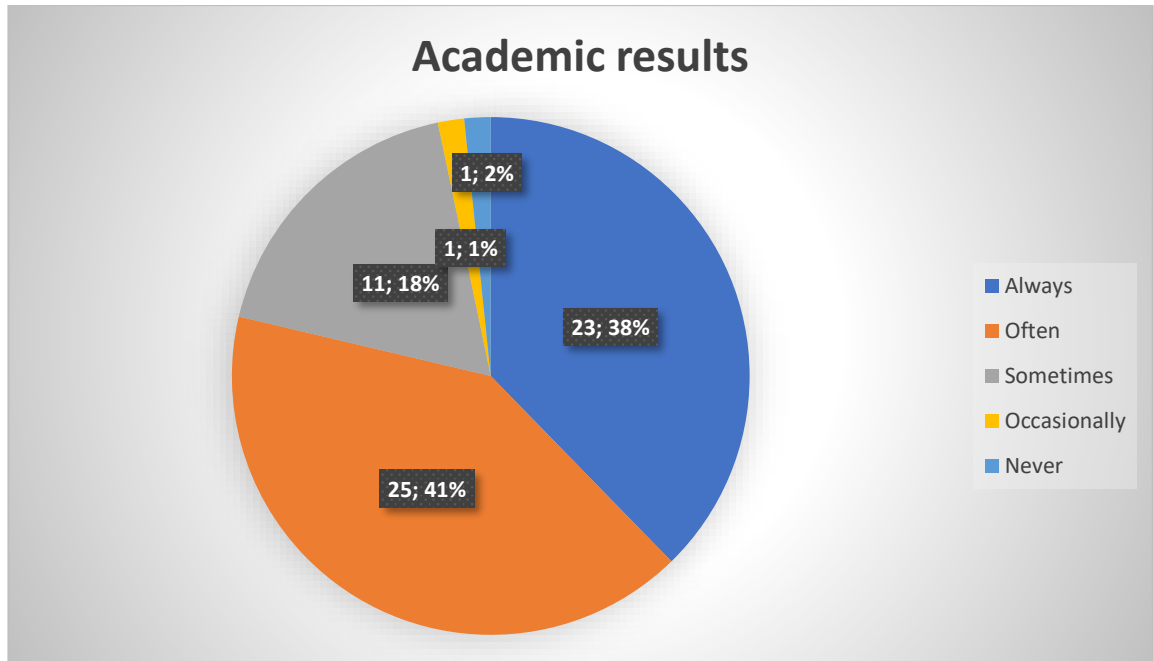
As shown by graphic 21, the majority of the population, which represents 49% of all students, considers language learning allows interacting positively with people from different countries. The minority, or 15%, on the other hand, mentioned that it is not useful.

The data demonstrate that language learning allows interacting positively with people from different countries because they have more opportunities to experience the local culture if they can communicate in the language of the place they are visiting.

22. Do you consider that language learning helps to improve your academic results?

GRAPHIC 22

Academic Results



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider language learning improves academic results. Taken from a validated survey by N. Chango, 2023.

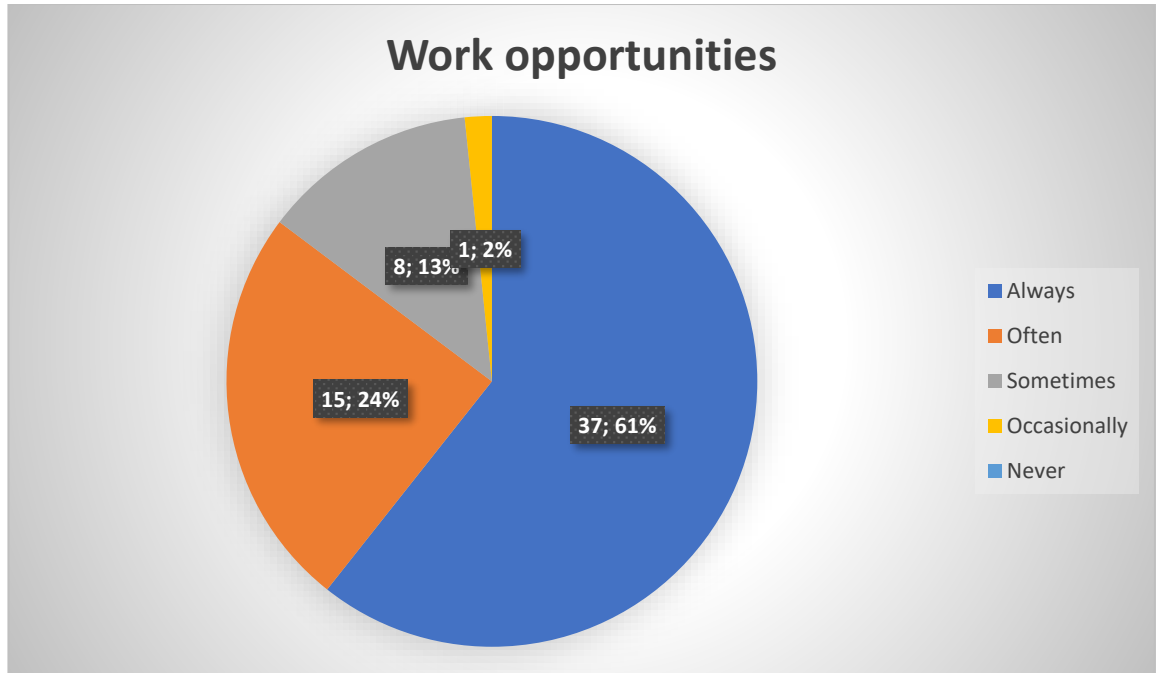
As shown by the graphic 22%, the majority of the population which represents 41% of all students, consider often language learning helps to improve academic results. The minority, or 1%, on the other hand, mentioned that it occasionally is not helpful.

The results language learning helps to improve academic results because bilingual people are recognized for their capacity to communicate across significant cultural divides and in the languages of their states code-switching performs in several functions such as the use of code-switching to hide fluency or memory problems in the second language, and to mark switching from informal situations to formal situations.

23. Do you believe that language learning provides more work opportunities?

GRAPHIC 23

Work opportunities



Note. The graphic represents the percentage of students from Linguistic I and Linguistic II subjects that consider language learning provides more work opportunities. Taken from a validated survey by N. Chango, 2023.

As shown by the graphic 23%, the majority of the population, which represents 61% of all students, consider language learning always provides more work opportunities. The minority, or 2%, on the other hand, mentioned that it occasionally is not real.

The data demonstrate that language learning provides more work opportunities because more and more employers are looking for employees who can speak many languages. They are better able to communicate with locals, written instructions, and move around with ease.

3.2 Verification of the hypothesis

Table 1

Hypothesis Test Summary

	Null-Hypotheses	Test	Sig.	Decision
1.	Is code-switching useful to reinforce knowledge after a lesson? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
2.	Is Code-switching helpful in expressing your ideas? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
3.	Is Code-switching practical to simplify information? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
4.	Is Code-switching functional at the moment of sharing information? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
5.	Do you consider that using Code-switching allows you to produce an appropriate language? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
6.	How often do you use Code-switching when you talk with your classmates?	One simple Chi-Square Test	,000	Reject the null hypothesis
7.	Is code switching useful to encourage pupils to communicate meaning correctly? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
8.	When you talk with your teacher, do you use Code-switching if you do not know the appropriate word? Occur with equal probabilities	One simple Chi-Square Test	,001	Reject the null hypothesis
9.	How often do you switch words outside the classroom? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis

10.	Do you consider Code-switching a helpful strategy to have more confidence? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
11.	Do you consider that using Code-switching helps you to improve your language learning? Occur with equal probabilities	One simple Chi-Square Test	,002	Reject the null hypothesis
12.	Do you consider that you became more aware of the use of grammar during the language learning process? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
13.	Is language learning good activity to improve your speech and sensory perception? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
14.	Do you consider that language learning helps to develop critical thinking?	One simple Chi-Square Test	,000	Reject the null hypothesis
15.	Do you believe language learning enables one to develop solve-problem skills? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
16.	Is language learning a process that motivates understanding and new cultural appreciation? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
17.	Is language learning an opportunity to cross cultural barriers? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
18.	Is language learning a tool that allows one to interpret information from other communities? Occur with	One simple Chi-Square Test	,000	Reject the null hypothesis

	equal probabilities			
19.	Is language learning the process that increases your ability to communicate across cultures? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
20.	Is language learning allowing interaction positively with people from different countries? Occur with equal probabilities	One simple Chi-Square Test	,004	Reject the null hypothesis
21.	Do you consider that language learning helps to improve your academic results? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis
22.	Do you believe that language learning provides more work opportunities? Occur with equal probabilities	One simple Chi-Square Test	,000	Reject the null hypothesis

Note: Asymptotic significances are displayed. The significance level is less than 0,05. Elaborated by N, Chango, 2023.

As Table 1 presents, the P value shows the significant asymptotic level where the null hypothesis will be rejected or accepted. All the questions present a P value equal to or less than 0,005 which means that those questions accept the alternative hypothesis that refers to that Code-switching improves Language Learning.

According to the table of the hypothesis verification, all the questions reject the null hypothesis that refers to that Code-switching does not improve Language Learning. This means that students have already noticed a relationship between Code-switching and Language Learning process. They admit that the benefits of Code-switching in language learning are effective. Second, there are more advantages than disadvantages about the language learning process. Finally, Code-Switching improves students' language learning.

Discussion

The purpose of this research was to analyze the influence of Code-Switching on language learning. The results from the survey show that there is a relationship between these two variables. Code-switching performs several functions such as the use of code-switching to hide fluency or memory problems in the second language and to mark switching from informal situations to formal situations.

Following that, he mentions that code-switching contributes to the student's comprehension of their education. That means students are found to be more direct in conveying their subject knowledge to their classmates and teachers. Moreover, Code-switching allows students to find the right words. Sometimes, second-language learners also have their own 'lag moment' during speaking due to their limited vocabulary in the second language. This would force them to code-switch from a second language into their primary language where they have greater vocabulary to use in communicating with other people.

Finally, Nurhamidah et al., (2018) in their study intend to demonstrate how teachers and students view code-switching and the purposes it fulfills in an EFL classroom. Based on the information from the study. Code-switching showed a positive aspect since it provided various reasons for teachers to transmit information and for students to receive information and interact in the classroom. The main contribution to the research was to state that code-switching is a good strategy for students' language learning.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- The theoretical framework described the benefits of Code-switching in language learning. According to that information, code-switching can encourage pupils to communicate meaningfully, reinforce knowledge, emphasizes understanding of the linguistic context, clarify transmitted messages, encourages proficiency in the second language, promotes the production of an appropriate language, motivates maintenance of communication, and promotes flexibility in understanding.
- Second, the information gathered from some studies and research determined the advantages and disadvantages of language learning in students. Based on this information, language learning improves memory and brain function, helps develop critical thinking and problem-solving skills, fosters respect and understanding of other cultures, enhances travel experiences, improves overall performance at school, and creates employment and career opportunities.
- Finally, according to Cronbach's Alpha results. All the collected data were analyzed and interpreted using the Statistical Package for Social Science. Therefore, the results showed that Code-Switching improves students' language learning because it promotes their confidence to use grammar and develop communication skills which help them to improve their speech, critical thinking, and solve-problems skills.

4.2 Recommendations

- First, to encourage subsequent studies to address this issue more broadly, both in the study population and in the research methodology, which could be exploratory because although some investigations and articles support this topic, these still constitute less than the amount of current research.
- Secondly, to invite the educational community and colleagues to continue researching the influence of Code-switching on language learning since although this topic has articles that support it, this is still a topic of discussion and arguably controversial at an educational level.
- Finally, to promote the student's participation and honesty with the development of the research activities applied by higher grades because, without their commitment to each of these, many of the research would not have results to support the research projects.

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ANNEXES

ANNEX 1

Cronbach's alpha validation

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
48,53	137,981	11,747	22

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Is code-switching useful to reinforce knowledge after a lesson?	46,00	128,143	,434	,912
Is Code-switching helpful to express your ideas?	46,07	125,924	,427	,913
Is Code-switching practical to simplify information?	46,00	119,857	,732	,905
Is Code-switching functional at the moment of sharing information?	46,13	126,981	,744	,907
Do you consider that using code-switching allows to produce of appropriate language?	45,67	132,810	,233	,916

How often do you use Code-switching when you communicate with your classmates?	45,93	134,924	,105	,919
Is code switching useful to encourage pupils to correctly communicate meaning?	45,87	131,410	,279	,915
When you have a conversation with your teacher, do you use Code-switching if you do not know the appropriate word?	45,80	129,029	,368	,914
How often do you switch words outside the classroom?	46,20	125,314	,656	,908
Do you consider that Code-switching is a helpful strategy to have more confidence?	46,07	124,210	,579	,909
Do you consider that using Code-switching helps you to improve your language learning?	46,20	129,457	,746	,909
Do you consider that you became more aware of the use of grammar during the language learning process?	46,07	123,352	,534	,910
Is language learning a good activity to improve your speech and sensory perception?	46,33	119,810	,839	,903
Do you consider that language learning helps to develop critical thinking?	46,67	122,952	,591	,909

Do you believe that language learning enables one to develop solve problems skills?	46,33	126,952	,597	,909
Is language learning a process that motivates understanding and appreciation of new culture?	46,80	125,314	,773	,906
Is language learning an opportunity to cross cultural barriers?	46,87	124,695	,621	,908
Is language learning a tool that allows one to interpret information from other communities?	46,73	126,924	,599	,909
Is language learning the process that increases your ability to communicate across cultures?	46,87	125,838	,511	,911
Is language learning that allows interacting positively with people from different countries?	46,93	123,638	,610	,908
Do you consider that language learning helps to improve your academic results?	46,60	124,114	,743	,906
Do you believe that language learning provides more work opportunities?	47,07	125,638	,708	,907

ANNEXE 2

Urkund report



Document Information

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