Code-Switching in the EFL Classroom: Friend or Foe?

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Abstract

Bilingual speakers tend to switch codes when they communicate due to different reasons such as comfort, negotiation of meaning, mutual adjustment, and better comprehension. It is widely believed that bilingual learners code-switch because they have a poor level of proficiency in the second language. One of the goals of this article is to find out why Costa Rican bilingual students and teachers switch codes and what factors influence this behavior. For this purpose, a survey was carried out among both Costa Rican EFL students and professors. Additionally, the study seeks to identify when code-switching could be helpful for students' learning.

Key words: bilingualism, code-switching, factors and types of code-switching, advantages and disadvantages

Resumen

Al comunicarse, las personas bilingües tienden a ir de un idioma al otro debido a diferentes factores, tales como la comodidad, la negociación de significados, la adaptación mutua y la búsqueda de una mejor comprensión. Se cree que los alumnos bilingües alternan códigos lingüísticos como resultado de un bajo nivel de competencia en la segunda lengua. Uno de los objetivos de esta investigación es averiguar por qué los estudiantes y profesores bilingües en Costa Rica alternan códigos y qué factores influyen en este comportamiento. Para ello, se aplicó una encuesta entre los estudiantes y profesores de la carrera de inglés como lengua extranjera. Además, es importante identificar las ventajas del cambio de código para el aprendizaje de los estudiantes.

Palabras claves: bilingüismo, cambio de códigos, factores y tipos de alternación lingüística, ventajas y desventajas

Introduction

In foreign language teaching there are many linguistic elements that influence the performance of both teachers and learners. This article shows an analysis of the role that code-switching plays in EFL learners and teachers. The main goals of this study are to learn more about the factors that make bilinguals switch codes, and to find if code-switching affects teachers and learners' performance in a positive or negative way.

The study first illustrates the different factors that make bilinguals code-switch, and from the results obtained in some previous research studies and field research, it identifies which of those factors take place in the foreign language classroom. These studies include different examples of learners from Spanish/English, German/English, and African languages/English of different age groups. One of the objectives of these studies was to determine whether or not there is any difference in students' code-switching due to their language background. Then, a survey study was done among Costa Rican EFL learners and professors in an attempt to identify the contexts and the reasons that prompt them to switch codes, and to analyze the advantages and disadvantages of code-switching in the foreign language learning/teaching process.

Professors and intermediate and advanced students from the English program at the Universidad Nacional, Pérez Zeledón Campus, were asked about their code-switching habits to try to establish if there are common factors that trigger the mixing or switching of codes, between English and Spanish. According to Ajmal Gulzar (2010) the use of code-switching in ESL/EFL classrooms has become a special area of interest for investigation since teachers' and learners' code-switching can be useful for many different pedagogical purposes (p. 27). In addition, some other experts mention that there are different factors that motivate both learners and teachers to code-switch in different scenarios. Therefore, one of its final stages, this study will highlight some important differences and similarities among students and teachers when code-switching by analyzing the different contexts and situations or topics that prompt this behavior. Also, the answers given by the teachers will provide good insights and strategies which may be useful information for other foreign language teaching professionals.

Literature Review

Types and factors of code-switching

Code-switching is a particular characteristic of bilinguals and language learners. It has been approached by many investigators, and in general terms it refers to "situations in which bilingual people alternate between languages, either between or within utterance" (Greer, 2007, p. 28). Li maintains that code-switching is by no means a deficiency in either of the languages involved;

it is simply a mere characteristic feature of bilinguals (as cited in Boztepe, 2002, p. 2).

Milroy and Myusken (1995) classify the habit of code-switching into three different types. The first one is known as inter-utterance or (intersentencial) code-switching, and it refers to language switching which occurs between utterances said by the same speaker. Then, there is inter or intra-sentential code-switching, which takes place within a sentence. In this case, embedded words, phrases and even sentences may be found across or within sentences (p. 33). The third type is suprasentencial or unitary code-switching, which occurs when speakers switch either a segment or a single item of the utterance. Poplack (1980) identifies one more type of code-switching—ungrammatical code-switching—which refers to the mixing of the structure of both languages to create new words (as cited in Becker, 1997, p. 11). The following table taken from Greer (2007) illustrates these three types categorized according to Poplack's grammatical typology (1980). Japanese utterances are written in italics and translated in parentheses.

Table 1
Some examples of code-switching

Type	Example
Intersentential	I know. Sore wa iya da ne ('I hate that, don't you?').
Intrasentential	When I was in the Japanese school and we were learning English, when you read, I was better than anyone else and it was like 'gaijin dakara.' ('That's because you're foreign').
Suprasentential	Sore ne, ('That's…') That's not because, nan dakke ('what would you say'), you look like an American or anything.

Taken from Greer (2007, p. 28)

There are several factors that make bilingual speakers code-switch. Becker (1997) divides them in three different dimensions: structural linguistic factors, internal psycholinguistic factors, and external social factors. The structural linguistic factors imply a cooperation of two distinct grammars, general syntactic constraints and language structural conflicts. According to Zentella (as cited in Becker, 1997) structural linguistic factors are anchored in the structure of the languages and in the individual's knowledge of the languages (p. 3). This means that bilinguals are able to keep the grammatical integrity of the two languages at the same time. This fact is supported by Becker (1997) in her study where she found that Spanish/English learners were subject to some syntactic constraints in which the Spanish and the English grammars could interact to generate syntactic realizations that do not violate the grammatical structure of either language.

The internal psycholinguistic factors are subdivided into two types: a) *unconscious factors*, which include a momentary inclination, frequency of exposure,

and cultural untranslatability; and b) *conscious factors*, which comprise basically an intention for emphasis and/or contrast, mode or topic shift, controlling the addressee, personalization and/or objectification. The third factor is of an external and social nature and they include the participants, setting, and topic of the conversation.

Code-Switching in the Classroom: Studies Done

There is evidence that most of the factors that cause code-switching take place in the classroom. For this reason, some studies have attempted to find and explain the factors and reasons why bilingual learners code-switch in the classroom and other contexts. Code-switching performs several functions, among which is the need to hide fluency or memory problems in the second language. Code-switching is also used to mark switching from informal (using native language) to formal situations (using second language). Code-switching may be employed to "announce specific identities, create certain meanings, and facilitate particular interpersonal relationships (Johnson, 2000, p. 184, as cited in Gudykunst, 2004).

This research concentrates on some studies related to this field, such as S*panish-English Code Switching in a Bilingual Academic Context* by Ruth Becker, *Code-Switching Among Multilingual Learners in Primary Schools in South Africa: An Explanatory Study* by Ncoko, Osman and Cockcroft, *Learner Code-Switching in the Content Based Foreign Language Classroom* by Grit Liebscher and Jennifer Dailey, *Code-Switching in a Bilingual History Lesson: The Mother Tongue as a Conversational Lubricant* by Wolfgang Butzkamm and *Code-Switching and Learning in the Classroom* by Daniele Moore.

Beckers' study (2001) states that classroom code-switching is influenced by linguistic, psycholinguistic and social-situational dimensions. Some psycholinguistic factors found in a reading class for Spanish/English speakers were frequency of exposure, cultural untranslatability, speakers' emphasis, mode/topic shift and personalization/objectification. In the same class Becker found some external social factors from students' code-switching like the characteristics from the setting and from the participants, language proficiency and addressee's preferences (p. 106).

Becker also mentions that the use of code-switching for Korean/English learners "appeared to be an additional resource to achieve personal linguistic goals: to accommodate other participants' language competencies and preferences, for example, or to organize personal conversational tasks such as turn-taking, emphasis marking and clarification" (Shin and Milroy, 2000, as cited in Becker, 2001, p. 103). Moreover, Becker (2001) found that Spanish/English students gained lexicon proficiency when they code-switched due to lack of vocabulary knowledge; this improvement happens when someone tells the student the meaning of the word code-switched in the other language (p. 103).

Ncoko's, Osman's, Cockcroft's (2000) study shows different reasons that make bilingual South African children code-switch in the classroom. The first thing found is that learners often switch codes in informal contexts such as playing games around the playground and in friends' conversations during breaks. In the classroom, pupils basically switch languages because they have vocabulary limitations, and they do it as a way to avoid looking for the word in English. They also code-switch to fill the gaps of the target language. Other reasons why students alternate languages are to express defiance and solidarity. "Defiance occurs when a pupil uses an impermissible language with the aim of defying the regulations" (Ncoko, Osman and Cockcroft, 2000, p. 232). It is important to know that in South Africa school children are not allowed to use African languages at school. In some cases students use them to borrow things from a classmate as a way to defy the English only school's policy.

In this study, it was also found that code-switching occurs when one of the speakers tries to change the tone of the conversation to show solidarity towards the other speaker(s) (p. 232). In informal situations Ncoko, Osman and Cockcroft (2000) affirmed that learners code-switch for different reasons, which include conscious and unconscious switches used for different purposes like to address a specific addressee or to exclude a monolingual addressee, to explain specific terms, to negotiate meaning, to reiterate or emphasize important points of the talk and sometimes to hide identity. This happened with children who used English most of the time because they did not want others to know what African language they spoke as a mother tongue, believing that their language is not considered to be prestigious in some cases (p.238).

Liebscher and Dailey's (2005) research mentions the importance of the classroom as a community of practice. This study examined twelve English/German bilingual adult students between 20 and 30 years old. In this research, learners switched languages in class for different reasons related to the participant, such as negotiation of meaning, conversational repair, vocabulary research and relationship to the addressee.

In addition, Liebscher and Dailey (2005) stated the importance of the classroom as a community of practice for code-switchers and this is very important for bilinguals because they can develop different learning strategies to communicate (pp. 234-236). In the communities of practice English/ German learners code-switch due to different factors such as topic shift, identity, mutual adjustment, negotiation of meaning and to express feelings like excitement, agreement, disagreement, anxiety, rejection, solidarity, and others.

Butzkamm (1998) mentions the importance of teacher code-switching as a way of clarifying abstract concepts. This is useful for many students because it facilitates the learning process. One of the findings of classroom code-switching is that students improve their language proficiency since they develop a higher level of confidence when they code-switch and this improves students' competence in communication and linguistics. Finally, Butzkamm concludes that good foreign language instruction should follow a dual focus on content as well on language (p. 81).

Moore's study about code-switching and learning in the classroom emphasizes the importance of code-switching as a marked choice that carries extra-social meaning depending on the norms of the conversation. Moore (2002) sees code-switching as an accommodation strategy that students use to satisfy their main needs. The use of code-switching is subject to the topic, the speakers and the situation (formal or informal). For this reason, classroom code-switching has a lot of benefits for second language learners, as it provides a natural short-cut to content and knowledge acquisition. Moore mentions that code-switching can be related to the learners' learning styles. For this reason, bilingual speakers' code-switching is based on background, identity, social motivation and preferences (p. 286).
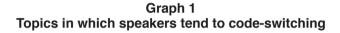
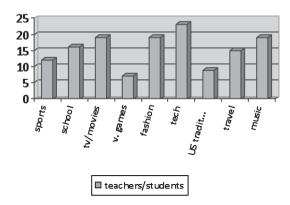## Code-Switching in the ESL Classroom: A Survey Study at UNA

A number of students, ten from the advanced level and ten from the intermediate level, plus ten professors, all from the English program at the Universidad Nacional, Pérez Zeledón campus, were surveyed regarding their code-switching habits. One of the results obtained from this examination reveals that out of the different types of code-switching outlined by Milroy and Myusken (1995) and Boztepe (2000), there is a general tendency among both students and teachers to introduce isolated words from another language into a sentence. The insertion of lexical items from Spanish to English, or vice versa, is preferred over the alternation of codes between several utterances, or code-switching within the same utterance.

The fields or topics in which students tend to switch codes more often are fashion and technology with equal rate of recurrence and teachers also code-switch with more frequency when they talk about technology. However, instructors selected music, television and movies as the second and third topics in which they more often alternate languages. This matches what Huerta (1980) stated that Spanish bilinguals prefer to use English to refer to items related to modern technology "because they most likely learned such vocabulary outside the home from speakers of English or books written in English" (as cited in Becker, 1997, p. 15).

Code-switching appears least frequently among students when discussing the subjects of video games and American traditions. For teachers, the topics of school and American traditions prompt the least necessity for code-switching. These results reveal a coincidence that neither students nor teachers feel like code-switching when talking about holidays or traditions in the United States. This finding is also mentioned by McClure (1981) who found that Spanish bilinguals prefer to use English to talk about sports, school, television, and American holidays such as Halloween and Thanksgiving (as cited in Becker, 1997, p. 28).

Graph 1
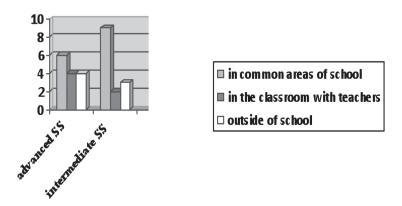**Topics in which speakers tend to code-switching**

Question B of the questionnaire for teachers asked for the specific contexts—time and place—where they usually tend to switch codes if they do so. Out of the ten teachers who participated, five said they usually code-switch outside of school but mainly with peers (colleagues or other bilinguals). The remaining half answered that they engage in code-switching during breaks at school with colleagues and sometimes with students, coinciding with Ncoko, Osman and Cockcroft (2000), who affirmed that bilingual scholars from different languages usually code-switch in informal contexts like breaks or other peer activities (p. 234). Other contexts for code-switching mentioned were at church (one respondent), and on Facebook® (two respondents).

As for the students, most of them—60% of the advanced and 90% of the intermediate—answered that they switch codes at school but mainly in places other than the classroom, such as the halls, the cafeteria, and other common areas. A smaller percentage—40% of the advanced and 30% of the intermediate—replied that they code-switch outside the school grounds with bilingual friends or classmates. Some contexts mentioned were at friends' or classmates' houses, on social networks, or, in general, any other place. In their interaction with teachers, 40% of the advanced and 20% of the intermediate students admitted to code-switching in class. The reasons given for this behavior were the difficulty in finding the right word to express an idea, ignorance of the pronunciation of a word, or because they were aware that both parties in the conversation understand the two languages involved.

All these findings coincide somehow with what is mentioned by Liebscher and Dailey (2005), who describe the classroom as community of practice where both teachers and learners switch codes. Baker (2000) explains that the motivations behind why bilingual people code-switch are many and varied; however, at its most basic level, code-switching can be understood as either a tool for maintaining the flow of conversation, or as a means of expressing something about the speaker's identity (p. 29). Students' interaction is described as "an attempt to override communicative stumbling blocks by falling back on the L1" (Liebscher

and Dailey, 2005, p. 235). In addition, teachers use code-switching anticipating that the students are not going to understand the next utterance if they say it in the target language or for discourse related functions (p. 235).

Graph 2
Contexts for code-switching among students

The results from question B reveal a small difference between the frequency of students and teachers' code-switching habits. This fact may be explained by the greater pressure put on teachers to encourage the use of the second language among students, and for that reason, more teachers than students avoid code-switching in school to set an example for their pupils.

In question D, students and teachers were asked about the reasons that could explain their code-switching habits. They were given a list of ten different factors (listed below), and Table 1 shows the results obtained from the participants. The more significant figures have been boldfaced.

1. To express some notion that you feel is better expressed in the other language.
2. Frequent exposure to given items in one language.
3. Cultural untranslatability (cannot find a word with the same cultural meaning in the other language that represents what they really mean).
4. Items are more commonly used in either language A or B, but not in both (laptop, mouse, etc.).
5. For emphasis or contrast.
6. As a mechanism to control addressees by code-switching to exclude them from the conversation.
7. The participants in the conversation are bilingual.
8. To fill in the gaps when you have a vocabulary limitation.
9. To explain specific terms or to negotiate meaning.
10. To express feelings like excitement, agreement, disagreement, fear, anger, solidarity.

Table 2
Reasons for code-switching

	Factor	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	TOTAL
INTERMEDIATE LEVEL	1	X	X		X		X		X	X	X	7
	2											0
	3	X	X	X	X	X	X	X	X	X	X	10
	4		X	X	X	X	X	X				6
	5	X					X	X				3
	6					X						1
	7		X	X	X	X		X		X		6
	8	X	X	X	X	X	X		X	X	X	9
	9		X			X	X		X			4
	10	X	X		X					X		4
ADVANCED LEVEL	1	X	X	X	X		X	X	X	X	X	9
	2						X			X	X	3
	3	X	X	X	X	X	X	X	X		X	9
	4				X		X		X	X		4
	5		X		X			X			X	4
	6			X								1
	7			X	X	X	X	X	X	X	X	8
	8	X		X	X	X		X	X		X	7
	9					X		X	X		X	4
	10		X	X				X	X		X	5
TEACHERS	1	X		X		X	X			X	X	6
	2			X			X			X	X	4
	3	X	X	X		X	X	X	X	X	X	9
	4	X		X	X		X			X	X	6
	5	X		X				X		X	X	5
	6						X				X	2
	7	X	X	X		X	X	X		X	X	8
	8	X	X	X	X	X	X			X	X	8
	9	X	X	X	X		X		X		X	7
	10						X				X	2

The most common reason for the code-switching habits among students and teachers is cultural untranslatability (factor 3). This happens when the speaker cannot find a word with the same cultural meaning in the other language that

represents what they really mean. Another common reason mentioned is to fill in the gaps when they have a vocabulary limitation (factor 8). Other frequent reasons are to express some notion that they feel is better expressed in the other language (factor 1), and the bilingualism of the participants in a conversation (factor 7). Titone (1988) provides an explanation why bilinguals experience cultural untranslatability. According to him "There are deep roots seated in the hidden core of the bilingual personality.... Code-switching is the outcome of a strong impulse from within which is almost compulsory... because different images or different memories and concepts need the sound and rhythm and connotations belonging to different cultures" (as cited in Becker, 1997, p. 16).

In general, the smallest amount of teachers and students resort to code-switching as a way to control the addressees in a conversation or to exclude them from interaction. Becker (1997) explains that manipulating a conversation in such manner may happen only "when a communicative exchange involves more than two participants, including at least one monolingual addressee" (p. 20).

A second least frequent cause is factor 2. A small number of students and teachers feel that exposure to given items in one language might result in code switching. The answers from the teachers' instrument also reveal that code-switching is neither used to express feelings of excitement, agreement, or disagreement, fear, anger, etc, which does not completely match the students' answers in this area, seeing that 40% of the intermediate and 50% of the advanced students answered yes to this factor.
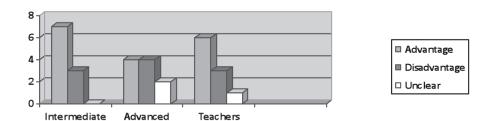
Question C of the questionnaire asked students whether or not they thought that code-switching affected their second language learning. Thirty percent of the intermediate students and 40% of the advanced believe that switching codes can bring about inappropriate mixing of structures, and learners run the risk of getting accustomed to these wrong forms. Students who see code-switching as an obstacle for L2 learning think that learners become used to resorting to L1 (Spanish) for unknown words or words they do not know how to pronounce in the L2 instead of making an effort to paraphrase or look for synonyms or consult a dictionary for the right pronunciation. In other words, they say that code-switching propitiates linguistic laziness.

In contrast, 70% of the intermediate students strongly believe that code-switching positively influences their second language learning. In their opinion, when code-switching occurs unintentionally or unconsciously, it helps the learner to find out that there are words or expressions they ignore in the target language. Thus, the responsible and active learner will look that word up, increasing their vocabulary. Students argue that when code-switching occurs in informal contexts, other participants in the conversation will usually provide the unknown word or correct the code-switcher, and that helps the speaker to remember the forgotten words.

The advanced students are divided on the value of code-switching. Only 40% of them think that this practice or habit helps them to transmit a message when the words in the L2 are not readily available. However, 20% of this group of participants do not have a clear opinion on the issue. They think that depending on

the learner's intention, code-switching could be a strategy to ease communication if it is done with isolated words or phrases. However, if the alternation is overused, it might affect the learner´s performance as well as his/her linguistic knowledge.

Graph 3
How does code-switching affect your L2 learning/teaching?

In question C teachers were asked if they thought that code-switching affected their second language teaching. Sixty percent responded that by code-switching, teachers are able to help students with unknown utterances. It is their opinion that language alternation is actually an advantage for bilinguals because it gives them more options for communication. It is part of language learning or bilingualism and another resource for communication. Students just have to learn how to control it and when to use it.

However, 30% of the surveyed teachers shared the idea that switching codes might hinder fluency and promote some sort of mental laziness or limit their students' vocabulary range. It is their belief that these linguistic alternations affect the learner's use of a second language because ESL speakers do not resort to other strategies in order to express their thoughts. Students will tend to use the easiest way out instead of looking for equivalents within just one code. Twenty percent of the professors are not clear on this issue; they see in code-switching both a useful tool and an obstacle for L2 learning. In their opinion not all words that code-switchers use from L2 into L1 and vice versa provide the exact nuances of meaning; consequently, the context or other pragmatic uses have to be taken into account. However, it does not hurt to code-switch now and then.

Conclusion

There are different explanations and interpretations for the phenomenon known as code-switching. In the eyes of some of the actors in the language scene, code-switching is a negative influence for second or foreign language learning, and it seems to suggest linguistic deficiencies. However, a significant percentage seems to disagree and believe it to be useful by making communication easier

and enhancing learning of the target language. Resorting to code-switching at key moments during a conversation may help students to continue participating and interacting, and in the end might lead them to regain confidence and learn more and faster. Among the findings obtained through the survey administered to the intermediate and advanced students and professors of the English teaching major at Universidad Nacional, Pérez Zeledón campus, it may be concluded that the main factors that cause code-switching in Costa Rican bilinguals are cultural untranslatability, vocabulary limitations in L1 or L2, and bilingualism among the participants in the conversation. Regarding this last factor, Poplack (1980) found that Spanish/ English bilinguals switch at junctures that are mutually mappable in English and Spanish, despite the large number of permissible switching points within the sentence, which indicates that code-switching requires knowledge of two grammatical systems (Poplack, 1980, as cited in Becker, 1997, p. 5).

Technology is the field or topic that prompts the most occurrences of linguistic alternations between English and Spanish among the surveyed groups. Fashion, music, television and movies are also major language switching triggers. This seems to justify code-switchers up to a certain extent. For example, in the field of technology the amount of new gadgets launched in the market everyday may overwhelm the nonnative speaker, who usually finds himself at a linguistic disadvantage, not knowing how to name an object or process in his own mother tongue or vice versa. Fashion, music, television and the movie industry are constantly setting new trends and coining new terms, or showing unknown scenarios for the learner, causing linguistic gaps as well.

In addition, both students and teachers feel more comfortable engaging in code-switching in informal contexts with peers. This indicates that the alternation of codes is a conscious habit among Costa Rican bilinguals, and only on a few occasions does it seem to occur unintentionally or unconsciously. Switching from L2 to L1 or vice versa seems to entail a purpose; it is a conversation keeper, a tool that allows the learner to cope with the difficulty of expressing one's thoughts in a foreign language.

Finally, the use of code-switching definitely influences language use among bilinguals who speak the same languages, sometimes for better, sometimes for worse. However, the general thought among the surveyed population is that alternations between two languages, such as Spanish and English, do not necessarily affect the speakers' performance as long as learners do not resort to it as their only learning strategy. Moore (2002) sees code-switching as an accommodation strategy that students use to satisfy their main needs. For this reason, classroom code-switching has a lot of benefits for second language learners, as it provides a natural short-cut to content and knowledge acquisition; their bilingualism is integral to the process of accomplishing their discourse (Zimmerman, 1998, as cited in Greer, 2007, p.5).

Code-switching should not be encouraged by teachers, but it should not be harshly punished in initial stages of the learning process. The learners themselves will realize in time their own deficiencies and limitations, and it is through

positive reinforcement that the need to switching codes will eventually diminish or disappear altogether.

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Annex 1
Questionnaire for Students

The following questionnaire is part of a study being conducted by two professors of the English Department at Universidad Nacional. It is aimed at gathering data to identify the use of code-switching in the EFL classroom. Any information you provide will be used for academic purposes only. Thank you for your cooperation.

Part I: Personal information
1. Gender: Male ___   Female ___   2. Level: _____

Part II: Questions
Code-switching is "the alternative use of bilinguals of two or more languages in the same conversation" (Milroy and Myusken, 1995, p. 7). Switching usually takes place between the turns of different speakers in the conversation, sometimes within utterances within a single a term or even within a single utterance (Milroy and Myusken, 1995).

A. Check the spaces indicating your code-switching habits (You may check one, two or all the choices.):

1. You code switch alternating in between several utterances: __
2. You code switch within the same utterance: __
3. You introduce isolated words from another language into a sentence: __

B. Specify the context (time and place) where most of your code-switching takes place, for instance, at school during your lessons, or in the hall, cafeteria or library during your breaks or free time. Is code-switching something you resort to only with your peers, or does it involve your teachers as well? Do you code switch in places other than school? Where?

_____
_____

C. Do you think code-switching affects your second-language learning, yes or no? Explain.

_____
_____

D. Which of the following reasons explain your code-switching habits? Circle them on the number.

1. To express some notion that you feel is better expressed in the other language
2. Frequent exposure to given items in one language
3. Cultural untranslatability (cannot find a word with the same cultural meaning in the other language that represents what they really mean)
4. Items are more commonly used in either language A or B, but not in both (laptop, mouse, etc.)
5. For emphasis or contrast
6. As a mechanism to control addressees by code-switching to exclude them from the conversation
7. The participants in the conversation are bilingual
8. To fill in the gaps when you have a vocabulary limitation

9. To explain specific terms or to negotiate meaning
10. To express feelings like excitement, agreement, disagreement, fear, anger, solidarity

Others:

_____

_____

E. Check the fields or topics in you tend to code-switch.

When talking about….
1. Sports
2. School
3. Television and/or movies
4. Video games
5. Fashion
6. Technology
7. American traditions like Halloween and Thanksgiving
8. Traveling
9. Music

Annex 2

Questionnaire for Teachers

The following questionnaire is part of a study being conducted by two professors of the English Department at Universidad Nacional. It is aimed at gathering data to identify the use of code-switching in the EFL classroom. Any information you provide will be used for academic purposes only. Thank you for your cooperation.

Part I: Personal information
1. Gender: Male ___   Female ___   2. Years of experience: ___

Part II: Questions
Code-switching is "the alternative use of bilinguals of two or more languages in the same conversation" (Milroy and Myusken, 1995, p. 7). Switching usually takes place between the turns of different speakers in the conversation, sometimes within utterances within a single a term or even within a single utterance (Milroy and Myusken, 1995).

A. Check the spaces indicating your code-switching habits (You may check one, two or all the choices.):

1. You code switch alternating in between several utterances: __
2. You code switch within the same utterance: __
3. You introduce isolated words from another language into a sentence: __

B. Specify the context (time and place) where most of your code-switching takes place, for instance, at school during your lessons, or in the hall, cafeteria or library during your breaks or free time. Is code-switching something you resort to only with your peers, or does it involve your students as well? Do you code switch in places other than school? Where?

_____
_____

C. Do you think code-switching affects your foreign-language learning, yes or no? Explain.

_____
_____

D. Which of the following reasons explain your code-switching habits? Circle them on the number

1. To express some notion that you feel is better expressed in the other language
2. Frequent exposure to given items in one language
3. Cultural untranslatability (cannot find a word with the same cultural meaning in the other language that represents what they really mean)
4. Items are more commonly used in either language A or B, but not in both (laptop, mouse, etc.)
5. For emphasis or contrast
6. As a mechanism to control addressees by code-switching to exclude them from the conversation
7. The participants in the conversation are bilingual
8. To fill in the gaps when you have a vocabulary limitation
9. To explain specific terms or to negotiate meaning
10. To express feelings like excitement, agreement, disagreement, fear, anger, solidarity

Others:

_____
_____

E. Check the fields or topics in you tend to code-switch.
When talking about….
1. Sports
2. School
3. Television and/or movies

4. Video games
5. Fashion
6. Technology
7. American traditions like Halloween and Thanksgiving
8. Traveling
9. Music