



**THE IMPACT OF CODESWITCHING IN THE LEARNING PROCESS OF
GRAMMAR AND VOCABULARY IN AN ONLINE EFL STUDENT FROM
COLOMBIA**

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Abstract

This study examines the impact of code-switching (CS) on grammar and vocabulary learning in a 6-year-old online EFL student from Colombia. While CS is widely used in language teaching, opinions on its effectiveness remain divided. This action research case study employed a mixed-methods approach, using observations, pre- and post-tests, and interviews with the student and his mother across two instructional cycles—one incorporating CS and one minimizing it. In Cycle 1, CS was used for explanations, directions, and comprehension, gradually decreasing as the student adapted. In Cycle 2, the student showed improved English and computer skills but still relied on CS for difficult concepts. Interviews revealed that CS reduced anxiety, increased engagement, and supported learning, though both the student and his mother favored gradual reduction as proficiency improved. Pre- and post-tests showed progress beyond scores, including gains in confidence, speaking, listening, and writing. Overall, CS facilitated comprehension and motivation, particularly for beginners, and when used strategically, it can optimize learning while transitioning toward greater English immersion.

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Chapter 1

Introduction

Many EFL classes worldwide use codeswitching even though this topic is very negatively viewed. Codeswitching in classrooms is used in specific situations to benefit the students' attitudes, motivation, and explanation of complex grammatical topics and vocabulary. Nevertheless, since codeswitching has been associated with a lack of language proficiency and blocking L2 fluency, it is still unclear whether using L1 in an EFL classroom benefits or hinders the students' learning process.

Codeswitching is a topic of considerable debate in the field of linguistics and language education, particularly in English as a Foreign Language (EFL) classroom. It is often associated with a lack of proficiency and fluency in a second language. According to Shin (2000, as cited in Sadiq, 2022, p. 220), "teachers' code-switching behavior is unacceptable due to past views that code-switching is a sign of laziness and deficiency." During the 1980s and 1990s, the use of the first language (L1) in language instruction was marginalized as classroom interaction was heavily influenced by research focused on input modification, meaning negotiation, forced output, and oral feedback (Chaudron, 1988; Krashen, 1985; Long, 1981; Lyster, 1998; Swain, 1995, as cited in Macaro, et al., 2018). Moreover, some teachers have been critical of codeswitching, perceiving it as detrimental to student performance (Sadiq, 2022).

Despite these negative perceptions, the role of codeswitching in language education has evolved. Gallagher (2020, p. 2) notes, "long considered a lazy, inferior form of communication, bilingual codeswitching is now understood as a very sophisticated use of language." In practice, codeswitching continues to be utilized in English classrooms worldwide to facilitate comprehension, manage classroom dynamics, and provide instructions. According to De La Fuente and Goldenberg (2020, p. 948), "the most widely reported uses of L1 have to do with L2 forms: teachers and learners use the L1 to convey and check the meaning of new words (translation), and to convey metalinguistic information about the L2 (grammar)."

Research has identified several key functions of codeswitching in EFL classrooms. Jingxia (2010, as cited in Ulfah, et al., 2021) highlights six primary functions: explaining grammar, managing the class, expressing empathy or solidarity toward students, translating unfamiliar vocabulary, assisting students struggling with comprehension, and maintaining the flow of discourse. Nurhayati (2016) further identifies seven specific conditions where codeswitching may be applied: addressing teacher limitations, providing grammatical explanations, clarifying vocabulary, responding to unresponsive students, supporting anxious or hesitant speakers, giving instructions, and addressing classroom disruptions.

Collectively, these studies emphasize that codeswitching should not be dismissed or disregarded. Instead, it can serve as a valuable pedagogical tool for maintaining classroom interaction and fostering students' awareness of the similarities and differences between their mother tongue and the target language (Ulfah, et. al., 2021).

In light of these findings, it is crucial to investigate how the use of L1 in Colombian EFL classrooms impacts students' acquisition of grammar and vocabulary. Such research is essential to inform strategic and rational decisions regarding the implementation of codeswitching, ensuring that its use supports and enhances the learning process.

Justification

Understanding the role and implications of codeswitching in English language instruction is a topic of significant interest to me. As an online English teacher, I have frequently encountered the perception that codeswitching is indicative of a lack of proficiency in a second language. During my tenure teaching at various English language schools, the use of the students' first language (L1) in the classroom was explicitly discouraged, with strict adherence to using only the target language (L2). However, upon transitioning to independent online teaching, I began incorporating the students' L1 to facilitate explanations of complex topics. This pedagogical shift

prompted a critical reflection on the efficacy and appropriateness of using the L1 in EFL instruction.

My goal is to ensure that the integration of the L1 in my lessons contributes positively to the students' learning experience, supports the achievement of English language objectives, and does not impede their progress. Additionally, I aim to explore best practices for utilizing the L1 in EFL classrooms to optimize its benefits and enhance student outcomes. This inquiry seeks to align my instructional strategies with research-based insights to foster effective language learning while addressing the nuanced needs of EFL learners.

This study is relevant for English Language Teaching (ELT) since it provides evidence and clarification about the use of codeswitching in the classroom, elucidating the benefits and nuances of CS in the learning process for the student and the teaching process for the teacher. This valuable information will help ELT teachers understand how and when to use CS. The perceptions of the use of CS are unclear and divided amongst teachers around the world. Some teachers believe that EFL classes should only use the target language, while others use the L1 freely. Although using the L2 as much as possible in English classes is important, it is vital to understand accurately the effects of using and not using CS in order to allow teachers to make a conscious decision about its usage. Furthermore, online teaching brings with it various needs and nuances that are not present in physical classrooms. The use of CS for giving directions, aiding students who are not technologically proficient, explaining how to use various online applications, and being home with their families drives teachers and young, beginner learners to use CS.

Gaining a deeper understanding of the effects of CS will enable me to make conscious decisions about the use of CS and guide my students more accurately in their use of CS. This research is particularly significant for this student, as he is only six years old, is taking online lessons for the first time, has a basic level of English, and lacks computer literacy. In such a context, the use of the L1 becomes inevitable, but I don't want to obstruct his exposure to English and hinder his learning process. However, through a thorough examination of the effects of CS, I will gain insight into its

affective and cognitive impacts, which will allow me to deliver more effective lessons that both support the student's learning and enhance his motivation. As an online English teacher, this research will clarify the benefits and drawbacks of CS, as well as its adequate usage. By understanding these elements, as a researcher, I will be able to obtain accurate data and results in order to understand in depth the effects of CS on the learning process of an online EFL student. As a teacher, I will be able to take these insights and apply them to my lessons, understand the different perceptions on CS, and decide the proper path to take regarding the use of CS.

Research Question

Is codeswitching detrimental or beneficial to the learning process of grammar and vocabulary of an online EFL student from Colombia?

Objectives

General Objective

To measure the effect of codeswitching on the grammar and vocabulary use of a 6-year-old EFL student from Colombia learning online.

Specific Objectives

1. Identify intra-sentential, inter-sentential, and tag switching in specific situations during an EFL lesson.
2. Describe the impact of codeswitching on student's grammar and vocabulary performance and taking directions.
3. Explore the perceptions and attitudes of the student and his mother towards the use of codeswitching during language learning activities.

Chapter 2: Literature Review

A very controversial topic in English teaching is the use of codeswitching in EFL classrooms. Many say that using the L1 in EFL classrooms can benefit students, while others believe it may cause complications in students' learning process. Although many teachers around the world use codeswitching, many believe that using codeswitching to teach English will only hold back the student's progress. This literature review aims to showcase how codeswitching has been affecting English students' learning of grammar and vocabulary and prove if it has a positive or negative effect. These are relevant topics for this action research case study because they provide background information about previous research done on codeswitching with both positive and negative results.

This review of the literature covers three topics. First, the different types and uses of the L1 in English classrooms; there are 3 types of codeswitching used during English lessons, Intra-sentential, inter-sentential, and tag switching. These types of code switching have been mainly used for giving directions, teaching grammar, and teaching vocabulary words. The second topic is the effects of using codeswitching in EFL classes on students' learning process since using codeswitching in EFL classes can affect students differently. It can be beneficial for learning new vocabulary words, grammar, managing classrooms, and listening comprehension, but it can also have long-term learning limitations. The third topic is the teachers' and students' perspectives on using codeswitching in EFL classrooms. This is important to understand because the perception of code-switching can also affect the motivation and learning process of the students.

Types and uses of code-switching

Poplack (1980, as cited in Jingxia, 2010) identifies three primary types of codeswitching: intra-sentential, which occurs within a sentence or clause; inter-sentential, which takes place between sentences; and tag switching, characterized by the insertion of a tag phrase from another language. These types of codeswitching have

been observed in grammar explanations, vocabulary teaching, and providing directions. However, the proportion of L1 use in EFL classrooms remains relatively low compared to the use of L2. Teachers generally decide when to implement codeswitching, often employing it to address instances where students struggle to understand a topic, to manage classroom attention, or for general classroom management purposes. De la Fuente and Goldenberg (2020) note that L1 use in EFL settings predominantly serves two purposes: verifying word meanings and conveying metalinguistic information about the L2. These uses facilitate students' comprehension and enable more efficient acquisition of challenging grammar structures.

Similarly, Nurhayati (2016) identifies six distinct functions of codeswitching in EFL classrooms: grammar teaching, classroom management, expressing empathy toward students, translating vocabulary, providing explanations, and maintaining the flow of discourse. Among these, grammar teaching accounts for the highest percentage of codeswitching, at 66.67%. Furthermore, the study revealed that inter-sentential codeswitching was the most frequently employed type, followed by intra-sentential and tag switching.

Effective use of codeswitching requires careful consideration of its timing, purpose, and quantity. According to Macaro (2001), research on student teachers demonstrates that their use of L1 often stems from intuition, unconscious decisions, or their awareness of students' needs. While the overarching goal is to maximize L2 use, certain scenarios demand L1 use. For instance, teachers often resort to L1 when students fail to understand instructions for tasks, ensuring clarity for all participants. Similarly, reprimanding students effectively requires that they fully comprehend the nature of their behavior and its consequences, making the use of L1 a pragmatic choice.

In EFL classrooms in Indonesia, Ulfah, et al., (2021) observed that teachers frequently alternated between English and Bahasa Indonesia for two main reasons. First, student proficiency levels varied, and conducting lessons entirely in English posed challenges for some learners. Second, codeswitching facilitated students' opinions and ideas, particularly for those hesitant to participate due to limited L2 proficiency. The study also employed Poplack's (1980) three types of codeswitching—inter-sentential,

intra-sentential, and tag switching—while focusing on functions categorized by Sert (2005, as cited in Ulfah, et al., 2021): topic switch, affective function, and repetitive function. These functions align with those identified by other researchers, encompassing classroom management (e.g., scolding inattentive students), relationship building, and clarification or reinforcement of knowledge.

Codeswitching has also been examined in English-Medium Instruction (EMI) classrooms. Macaro, et al. (2018) studied its use in content-specific classes in China, observing similarities with EFL contexts, particularly for lexical explanations, classroom management, and feedback. However, in EMI classrooms, the technical nature of vocabulary requires additional explanation, even in students' L1. Research by Qian, et al. (2009) on two primary teachers involved in the Primary English Curriculum Innovation in Beijing found that inter-sentential switching was most prevalent, comprising 82% of observed cases, compared to 16% for intra-sentential and 2% for tag switching. As Simon (2001, cited in Qian, et al., 2009) explains, teachers frequently use codeswitching as both a methodological and social strategy, employing it for translation, clarification, emphasis, and efficiency, as well as for praising, encouraging, and disciplining students.

Further insights into codeswitching are provided by Sadiq (2022), whose research on Turkish EFL lecturers revealed that codeswitching was primarily used for clarification and explanation (42%), classroom management (22%), and checking student comprehension (17%). Notably, the study found no use of codeswitching for grammar teaching, as students were able to follow instructions in the L2—a finding that contrasts with much of the existing literature on the subject.

Historically, codeswitching has carried negative connotations. As noted by Ataş and Sağın-Şimşek (2021), researchers and educators have criticized it as indicative of a failure to learn the target language. Nonetheless, Eldridge (1996, cited in Ataş & Sağın-Şimşek, 2021) identifies specific functions of codeswitching that serve pedagogical and discourse purposes, such as equivalence, floor-holding, meta-language, reiteration, group membership, conflict control, and alignment. These functions are instrumental for participants in learning negotiation strategies, assessing information, reinforcing, emphasizing, and clarifying messages.

Moreover, a study done in Yemen with 45 University English students, by Bhooth, et al. (2014), showed that the use of Arabic (L1) was a handy tool for them to learn English as a Foreign Language. The research showed that 89.1% of the students agreed that the L1 helped them when explaining grammar points, 40.89% agreed that it helped them when asking a friend for clarification, 96.2% for explanations of difficult concepts, 91.1% enabled them to understand the meanings in English, 36.80% said it helped them to learn new vocabulary words and 39.86% said it was advantageous when they wanted to express themselves but didn't know how to do it in English. Although the students agreed that using the L1 was very beneficial when learning English, they also agreed that it should be used only when it was necessary, especially with lower-level students. Furthermore, a study by Zainil and Arsyad (2021) in Indonesia on different Junior High students studying EFL found the use of code-switching for pedagogical and affective functions. For pedagogical functions, they used code-switching to introduce new vocabulary, explain grammar rules, comprehension checks, explaining lesson goals, and give instructions. For the affective functions, code-switching was used to accommodate limited English, save time, give feedback, and maintain the class flow. The research was done using CA (Conversation analysis) and SRI (stimulated recall interview) in order to understand the teachers' language use and code-switching use in the classrooms.

Understanding the different types of codeswitching and the reasons why many teachers use it during English lessons in specific situations, gives an ample view of why code-switching exists and how it affects students' learning process.

There are 3 different types of codeswitching used in EFL classrooms, and they are used for specific situations. Many teachers use it as a tool during their lessons to provide more accurate information to the students. Nevertheless, it is also important to understand that this can have positive and negative effects on the learning process of the students. Also, how much and when to use codeswitching has a great influence on the students. Now that the basics of codeswitching have been covered, it is time to take a look at how this influences the learning process of the students.

The effects of using code-switching

Codeswitching is being used worldwide, and there are many opinions about the topic, therefore, proper understanding of the effects of codeswitching on the students is important. Some cases have proven that it has positive effects on students' learning process, but other cases have proven that it may have some long-term limitations.

De la Fuente and Goldenberg (2020) said, there are very few empirical studies done to prove the exact effects of the use of L1 in L2 learning. Nevertheless, there has been evidence of how, during the process of learning an L2, the L1 provides some benefits. For example, L1 governs language processing (Grosjean, 2001, cited in De la Fuente & Goldenberg, 2020), which helps the students analyze, synthesize, create, etc., allowing them to control their own thinking and learning process. L1 is also linked to the awareness of language (Widdowson, 2003, cited in De la Fuente & Goldenberg, 2020), which helps students be more aware of language challenges and understand cultural differences. An important concept that has been trending lately is translanguaging. Translanguaging is the mixture of transculturation (the merging of cultures) and languaging, which allows for effective communication and meaning-making between people from diverse cultures. (Garcia & Sylvan, 2011 cited in Axelrod & Cole, 2018). This challenges the monolingual perspective behind terms like code-switching, which views languages as separate systems rather than a unified linguistic resource used by bilinguals for communication. Additionally, it questions teaching methods that strictly separate languages, advocating instead for the natural fluidity with which multilingual individuals use them. (Axelrod & Cole, 2018). Pontier and Gort (2016 cited in Axelrod & Cole, 2018) identify three main goals of translanguaging pedagogy: enhancing content learning, developing language skills, and fostering sociocultural integration. Effective instruction helps students recognize connections and differences between their languages, transfer knowledge across them, and engage with diverse speech communities. Translanguaging is an approach that integrates learners' full linguistic repertoire, including their L1, into foreign language classrooms. It promotes a fluid use of multiple languages to support meaning-making, learning, and identity development. (Wei, 2018a; García, 2009; Creese & Blackledge, 2015 cited in Ataş & Sağın-Şimşek,

2021). By challenging hierarchical language ideologies, translanguaging empowers both students and teachers, fostering a more inclusive and dynamic educational environment. (Goodman & Tastanbek, 2020 cited in Ataş & Sağın-Şimşek, 2021). On the other hand, code-switching involves the structured alternation between languages, following grammatical and interactional rules. It has been analyzed from a structural perspective and serves non-linguistic functions, such as signaling identity, marking discourse shifts, and managing social interactions (Ataş & Sağın-Şimşek, 2021). While both translanguaging and code-switching involve the use of multiple languages in communication, translanguaging goes beyond a linguistic perspective to focus on pedagogical and ideological implications, reshaping language learning as a meaning-making process rather than simply alternating between distinct linguistic systems. The debate continues over whether translanguaging fully replaces code-switching or whether the two concepts should be seen as complementary perspectives in multilingual education.

A study conducted by Lee and Levine (2018) with Korean EFL students focused on comparing the effects of code-switching (CS) and English-only instruction on students' vocabulary acquisition and listening comprehension. For vocabulary teaching, different phrasal verbs were taught by the instructors. In the CS classroom, the teacher utilized intra-sentential code-switching to explain the meanings of target vocabulary words before transitioning back to English. In contrast, the English-only instruction involved providing explanations of the words entirely in English. For the listening component, texts containing phrasal verbs were selected, and the explanations of these terms were delivered either through CS (in Korean) or solely in English. The results revealed significant findings. For the listening comprehension portion, intermediate-level learners showed substantial benefits from CS compared to advanced-level learners, who exhibited no discernible differences in performance regardless of whether CS or English-only instruction was employed. The Lee and Levine (2018) study attributed the advantage of CS in L2 vocabulary acquisition to previous research by Jiang (2004) and Macaro (2009), which suggests that learners acquire new vocabulary by translating it into their L1 and associating it with the L1 word and its underlying concepts. This process indicates that CS reduces students' cognitive load by facilitating the connection

and registration of the target lexical item. Specifically, CS alleviates the limitations of working memory by freeing cognitive capacity, thereby allowing learners to process and store input more efficiently as an L1/L2 equivalent (Macaro, 2005). The same thing was said by Kern (1994, cited in De la Fuente & Goldenberg, 2020), L1 helps to take the cognitive load off the student's memory by helping them process easier and faster. However, this does not imply that L2 vocabulary should be exclusively taught in the L1; rather, it suggests that CS can support word recall (Hennebry, et al., 2017, p. 295, cited in Lee & Levine, 2018). It is noteworthy that the authors emphasized the need for careful and judicious use of CS, as prior studies (Lee & Macaro, 2013; Tian & Macaro, 2012, cited in Lee & Levine, 2018) have shown that its long-term benefits diminish over time (Macaro, 2009, cited in Lee & Levine, 2018). Similarly, Cancino and Díaz (2020) highlighted that looking at research done in the past, the amount of code-switching used by teachers depends on pedagogical and contextual factors, it can differ between teachers from the same institution and in the same teacher teaching different classes. Furthermore, it is also related to the level of English of the student, most often code-switching is used in low-level classes and public schools. It is important to understand that even if CS has been useful for learning different linguistic features and structures, such as vocabulary and grammar, it is not the case for acquiring oral skills. Schweers (1999 cited in Bhooth, et al., 2014) found that integrating Spanish (L1) in an English classroom not only encouraged positive attitudes toward learning English but also motivated students to enhance their proficiency. She suggests that using L1 at the beginning of L2 instruction provides a sense of security, validates students' experiences, and promotes self-expression. Furthermore, she advocates for the strategic use of L1 to improve classroom dynamics and engagement.

Zhang and Graham (2019) conducted a study in China with high school students to examine the impact of CS on vocabulary learning and listening comprehension. Participants, whose English proficiency levels ranged from A2 to B1, were divided into three groups: one receiving English-only instruction (L2), another using CS (L1), and a third employing Contrastive Focus-on-Form. After two weeks, the L2 group retained 36% of the acquired vocabulary, while the CS group retained only 15%. These findings suggest that English-only instruction had greater long-term benefits than CS in terms of

vocabulary retention. Moreover, it is suggested that teacher-led CS may hinder progress due to lexical fossilization, as learners become reliant on L1 interventions and fail to transition to L2 integration, as theorized by Jiang (2000, cited in Zhang & Graham, 2019). According to Jiang (2000, cited in Zhang & Graham, 2019), the presence of L1 lemma within the L2 lexical entry can obstruct the integration of L2 lemma information. (According to the Cambridge dictionary, lemma is a form of a word that appears as an entry in a dictionary and represents other possible forms.) Cancino and Díaz (2020) also emphasize that constant use of the L1 is time-consuming, discourages talented students, does not provide a TL environment, and does not encourage students to use the TL.

Despite the evidence favoring English-only instruction, Macaro (2005) also highlighted the nuanced benefits and limitations of CS in EFL classrooms. Earlier studies (Macaro, 2001b; Macaro & Mutton, 2002 cited in Macaro, 2005) revealed that when CS usage remained below 10%, it did not lead to an increased reliance on L1 among students. There was no significant correlation between the teacher's use of L1 and the students' L1 usage, nor did a higher frequency of L2 use by the teacher result in increased L2 use by students. Quantitative and qualitative data indicated that "expert code-switching" had no adverse effect on students' L2 output and could, in fact, enhance their L2 production. Similarly, the research done by De la Fuente and Goldenberg (2020) showed that no matter if the L1 was used to teach an L2, it did not affect the ultimate proficiency of the students. On the contrary, the students showed great improvement despite using the L1. Furthermore, Macaro (2005) argued that the complete exclusion of CS in classrooms might lead to excessive teacher control over discourse, which could negatively affect students' participation. A study done by Muñoz and Mora (cited in Cancino & Díaz, 2020) revealed that using CS accomplished different discourse functions, such as affective, interjection, repetition, and topic switch. This created a comfortable environment which allowed for clarifications. Furthermore, Macaro (2005) states that the absence of CS often results in increased input modifications, including repetition, slower speech, longer pauses, and exaggerated stress on words, creating an unnatural discourse. Modifications such as paraphrasing, syntactic simplification, and word substitution may reduce lexical diversity, hinder

effective textual decoding strategies, and limit opportunities for discourse elaboration. The author also observed that the lack of CS could restrict classroom activities. Previous studies (Prabhu, 1987; Di Pietro, 1987; Skehan, 1998; Macaro, 1997; Macaro, 2001b, cited in Macaro, 2005) demonstrated that teachers often avoided task-based activities due to the challenges of conducting them entirely in L2, opting instead for lower-cognitive-demand activities within the Presentation, Practice, Production (PPP) framework. In contrast, collaborative activities facilitated by CS, coupled with dictionary use and prior English knowledge, enabled learners to produce higher-order content.

I believe that using codeswitching is a great tool for all English teachers, but it should be used wisely and only to enhance the understanding and the learning process of students. I believe it is more useful for beginners or early-stage English students because it will help them advance faster, get a better understanding of all topics, and motivate them to continue learning English.

Using codeswitching in English classrooms by teachers and students has had an impact on the learning process of the students. Although many believe that codeswitching is detrimental to the learning process, studies have shown both benefits and disadvantages to different aspects of English, such as listening, learning new vocabulary, and grammar. With new concepts and teaching approaches such as translanguaging, and understanding multilingualism as one language system, it has changed the way people see the use of various languages simultaneously in communication. Let's talk about the perspectives that English students and teachers have about this matter.

Teachers and Students Perspectives on Code-switching

Due to its controversial nature, code-switching in the classroom elicits diverse perspectives from both teachers and students. Research and case studies have demonstrated positive and negative attitudes toward its use in educational settings worldwide. Code-switching is generally accepted within specific boundaries and for particular contexts. Given the uniqueness of each educational environment, its

application must be carefully examined and adapted to the specific needs of the learners and instructional goals.

Yavuz (2012) reminds us of the history of the role of L1 in language teaching and learning. The Grammar Translation Method (GTM) heavily relies on the first language (L1) when teaching the target language (L2), as translation plays a central role. However, methods influenced by behaviorism, such as the Oral Approach, Situational Language Teaching, and the Audio-lingual Method, strictly reject L1 use, arguing that exclusive exposure to L2 prevents interference and bad habits. Later traditional methods vary in their stance on L1 use, The Silent Way allows L1 to give instructions, Suggestopedia uses it to explain dialogues, Community Language Learning sees L1 as a tool for security, and Communicative Language Teaching (CLT) permits reasonable L1 use. While early methods were either overly dependent on or completely against L1, humanistic and cognitive approaches advocate for a balanced use of L1 in L2 learning. Although the use of codeswitching in EFL classrooms has changed, its use is still debatable, since, according to Nurhayati (2016), many teachers overuse the implementations of codeswitching in EFL classes, which research has demonstrated, will demotivate the students. On the other hand, Hisham, (2009 cited in Nurhayati, 2016), found a correlation between the codeswitching used by teachers and the students' learning success.

Studies on students' attitudes toward target language (TL) use and code-switching (CS) show that while some CS is generally appreciated, students also recognize the importance of TL exposure. Research indicates that CS helps learners understand lesson content, complex grammar, and vocabulary and follow instructions (Brooks-Lewis, 2009; Mora Pablo, et al., 2011; Rolin-lanziti & Varshney, 2008, cited in Lee & Lo, 2017). However, many students also desire greater TL immersion, especially for improving pronunciation and speaking skills (Brooks-Lewis, 2009; Rolin-lanziti & Varshney, 2008, cited in Lee & Lo, 2017). While proficiency levels may influence students' CS preferences, research findings remain inconsistent. Some studies suggest that lower-proficiency learners benefit more from CS, whereas more advanced students prefer greater TL use. Research on code-switching (CS) preferences among language learners shows mixed findings. Some studies indicate that lower-proficiency students

favor CS for better comprehension, especially when dealing with complex concepts (Carson & Kahihara, 2012; Tian & Hennebry, 2016, cited in Lee & Lo, 2017), however, other studies suggest varied trends. For instance, higher-proficiency students tend to receive more TL instruction (Levine, 2003, cited in Lee & Lo, 2017), while some research finds no clear correlation

A survey conducted on university students in Tokyo, Japan, by Van Benthuisen (2007) showed interesting perspectives from students about CS. There were 319 surveys completed, 269 were from students majoring in English Communication and 50 were studying International Studies. The results of the survey showed that using Japanese (L1) by native-speaking Japanese teachers was more acceptable to students than the use of Japanese by native-speaking English teachers. The students accepted the use of L1 for the explanation of linguistic features of the target language, but they preferred the L2 for classroom management. Similarly, a study done in Korea by Lee and Lo (2017) attempted to understand students' attitudes towards the use of codeswitching in class. A questionnaire was given to undergraduate students where they were asked different questions regarding their opinions and attitudes towards the use of codeswitching during their English classes. The results showed that the students had more of an inclination towards the use of CS in the classroom, and they preferred a judicious use of CS in the class for content explanations and classroom interactions. Lee and Lo (2017) highlight the importance of the teacher's role when it comes to using CS in classrooms. Students' beliefs are not related to the actual learning outcomes, they are dependent on how the teacher uses CS and the TL, understanding how CS helps the learning process of the students. Nevertheless, Temesgen and Hailu (2022) assert that it is important to consider the students' beliefs and attitudes towards CS. Although many studies show students' positive perceptions of CS, there have been studies showing students' negative perceptions of the use of the L1. Teachers should avoid excessive use of the student's mother tongue, as some learners generally prefer engaging with the foreign language. Educators should rely on their pedagogical principles, professional knowledge, and the specific classroom context to make informed and practical decisions regarding when and how to incorporate the mother tongue. Temesgen and Hailu (2022) indicate that

some students prefer the use of CS in classrooms but understand that it might be detrimental to learning English. Furthermore, in their research, Lee and Lo (2017) showed a correlation between motivation and the students' connection with English. The more connected or closer the students are to English, the higher their motivation.

Another study was conducted with different secondary students in Ethiopia by Temesgen and Hailu (2022), to understand students' attitudes toward teacher CS in English classes. A total of 256 students participated in the research. The results showed that students favored the use of CS in English classes. 62.5% supported the use of L1 in English classes, but 59.4% did not accept codemixing. This meant that the students preferred if the teacher used English and Amharic alternatively rather than mixing both languages. Overall, the students showed a good and positive attitude to the use of CS for academic purposes, such as grammar and vocabulary explanation. Contrary to the results obtained by Van Benthuyzen (2007) with Japanese students, Temesgen and Hailu (2022) found most students agreed that teachers should use Amharic for classroom management, particularly for handling discipline, directing students' attention to activities and providing task instructions. However, some students held differing opinions on this matter. In Mahmud's (2018) research, students agreed that L1 should be used when explaining complex topics, grammar, and vocabulary, but at the same time, they were aware that excessive use of the L1 will hinder their learning. The same results were obtained by Bhooth, et al. (2014), "Although students perceived the use of Arabic as useful and of great help in the reading classroom, they were aware of the fact that the overuse of Arabic was harmful and might impede their English language development. They believe that Arabic should only be used, especially by the teacher, when they had difficulty in understanding in English. Students were in favour of limited and purposeful use of L1". (p. 82).

Many studies have been done on students' perspectives on CS, in the same way, studies have been done to analyze teachers' perspectives as well. A study conducted by Yavuz (2012) showed that 12 English teachers in Turkey asserted that more communicative activities required minimal use of L1, while both students and teachers relied on the target language (L2) in interaction-based tasks. However, they identified several reasons for using L1. First, classroom conditions play a role.

Overcrowded classrooms make it necessary for teachers to use L1 for instructions and classroom management. Second, exam-oriented education, since exams focus on results rather than language use, both students and parents request instruction in L1. Third, teaching method dependency, teachers noted that when using the Grammar Translation Method (GTM), avoiding L1 is unrealistic. These factors highlight how practical constraints influence L1 use in language teaching despite communicative preferences. Another study was done on EFL teachers' perspective on CS by Kumar, et al. (2021) with primary teachers in India. The results of the attitudinal questions given to the teachers show that they have a negative perception of CS and believe it should not be used in English classes. Nevertheless, the results showed that teachers agreed they had to use CS for lower-level classes to explain difficult concepts, build relationships, and seek confirmation and translation. Moreover, a study done in Bangladesh by Mahmud (2018), where students and teachers were asked about their perceptions of CS, showed similar results. The participants were teachers and students in the first year of their undergraduate program from public and private universities in Bangladesh. They were given a questionnaire regarding the use of languages in the classroom. Teachers had a more negative perspective on CS, they believe that L1 should not be used in classrooms and only English should be used to expose and enrich the students with the target language. Nevertheless, they asserted that judicious CS was acceptable in exceptional situations, such as explaining complex ideas, grammar, or genre writing. On the other hand, a study done by Sastra and Adriyanti (2022) in Indonesia showed the teachers had a very positive attitude towards the use of CS in their classrooms. 50% had a positive perception in relation to the teacher's persona, 70% in relation to subject access, 84% concerning classroom management, and 80% in relation to interpersonal relationships.

I think that the attitude and perception of codeswitching depends on the teacher, the culture, the English level, age, approach, and methodology. This is a very subjective matter, and relatively new, so for many people to accept it in their classrooms, more research is needed. Code-switching is becoming more and more popular in EFL classes, but there is still a lot to learn on this topic. Recently, teachers have discovered that it can be used as a tool to help students learn faster and more effectively. It is still

difficult to overcome the perception that codeswitching will hinder the learning process of students and is used only by people who are not proficient in a language, but slowly students and teachers are becoming more open to the idea of using it wisely during English lessons.

To conclude, these topics regarding code-switching are important in order to answer the research question. There are 3 types of code-switching used in classrooms and these are used in different situations as well as in different ways. How and when code-switching is used depends on the teacher and the context of the English class. The most common use for code-switching is for teaching new vocabulary words, grammar, class management and communication. Using code-switching in young and beginner English students helps their learning process by not only creating a safer environment, but also by using their previous knowledge of linguistics from their L1 to help them understand different English concepts. Although it might be helpful for beginner students, code-switching all the time for all students is not effective. For more advanced students, this will seem like a step back from their progress due to the lack of exposure and practice of the TL. Furthermore, understanding how students and teachers feel about code-switching is also important, having negative feelings towards this matter affects motivation and the learning process. Although many students and teachers from different parts of the world have a positive perception of using code-switching in EFL classes, they understand that it should be used carefully and that an assessment of the context and needs of the students is crucial before deciding when and how much code-switching the teacher is going to use. Understanding better the types of code-switching used in classrooms, the situations in which they are used, the effects it has on the learning process, and how teachers and students feel about using code-switching will help answer the initial question. By understanding all these different aspects of code-switching, it is possible to draw conclusions and understand how beneficial or detrimental code-switching is in the learning process of vocabulary and grammar.

Chapter 3: Methodology

Introduction

The objective of this research project is to understand and demonstrate if code-switching used by teachers and students in EFL classrooms helps or hinders the student's learning of new vocabulary and grammar.

This chapter will discuss the research design and the limitations of the study. Research design talks about the research philosophy, approach, and strategy. The research philosophy is the guiding principle of this research, the approach is the research method used for data collection and the strategy is the data collection techniques described in the approach. Furthermore, it also includes the time horizon, which will explain how the samples are going to be collected throughout the research, the sampling strategies, the data collection methods, and the data analysis techniques. Lastly, the limitations will describe the restrictions that were faced during the research and finally, a synthesis of the information will be provided in the summary.

3.1 Research Design

The research philosophy used for this project is interpretivism. This philosophy was chosen in order to understand how code-switching affects vocabulary and grammar learning in EFL classrooms and identify if code-switching is beneficial or detrimental for EFL learners. The research approach for this project was mixed methods. There were some qualitative and quantitative research techniques used in order to obtain both types of results. This was both a deductive and inductive research because the objective was to either prove that code-switching is detrimental for vocabulary and grammar learning in EFL students, or to have a new understanding or perspective about code-switching based on the results. This was an action research case study. It consisted of observing and analyzing a 6-year-old private English student who studies online while doing in-depth analysis and observation of the student in 2 stages, one using code-switching and one without it.

This action research case study had a longitudinal time horizon. Due to the type of project, the student was observed in 2 different periods, and different samples were collected at multiple points in time.

3.2. Sampling Strategy

3.2.1. Participants

The research involved two participants, a 6-year-old EFL student who studies online and a bilingual online English teacher. The student's native language is Spanish and even though he had studied some English at school, his level was still basic. His parents also know English, so they were involved in the student's learning process by guiding him through and after the lessons. His mother, specifically, was more involved during the lesson in order to aid him through the process. The mother is fully bilingual and speaks English well. Both parents are half Japanese; therefore, at home the kids are listening to 3 languages (Spanish, English, and Japanese), but they mostly listen to Spanish since they were born in Colombia. Both the student and his younger sister are learning different words, but they still don't understand that English, Spanish, and Japanese are different languages. The student is in the first grade and is not proficient in reading and is just starting to recognize the sounds of the letters and how to read them together. This is the first time the student will be taking online lessons, and it is his first time using the computer. The online English teacher has 6 years of experience teaching in Japan and recently started teaching English to Spanish speakers online.

3.2.2. Setting

Since the student is taking online English classes, the setting is usually at home, and the synchronous virtual class is done by Zoom or Google Meet. The parents provide the student with the perfect setting at home where he can be alone and have a good internet connection in order for the student to be focused in class. It is also a great way for the student to not only practice English but to develop his technological skills in both languages. Furthermore, they decided to take online lessons because they moved overseas, and this was the easiest and most convenient modality. The student's family come from a high socio-economic stratum and the student goes to a good school.

3.2.3. Ethical Considerations

All the ethical measures and procedures were done with the parents of the student. They signed a consent form and agreed to participate in this research. (See Appendix 1)

3.3. Data Collection Methods

The data was gathered using the following techniques:

- A pre-test of vocabulary and grammar. - Stage 1: Not using codeswitching.
- A post-test of vocabulary and grammar. - Stage 1: Not using codeswitching.
- A pre-test of vocabulary and grammar. - Stage 2: Using codeswitching.
- A post-test of vocabulary and grammar. - Stage 2: Using codeswitching.
- Phase 1 – Using codeswitching: Teach 10 adjectives, personal pronouns, and the verb TO BE. Use online tools to teach each topic and do reviews, exercises, and quizzes (Flashcards, games, presentations, tasks)
- Phase 2 – Not using codeswitching: Teach 10 adjectives and the verb TO BE in negative. Use online tools to teach each topic and do reviews, exercises, and quizzes (Flashcards, games, presentations, tasks)
- An observation sheet to detect when and how many times codeswitching is used.
- Action plan for cycle 1 and cycle 2.
- A 30-minute interview with the student.
- A 30-minute interview with the mother.

3.3.1. Pre-Tests

Two different pre-tests were designed, one for each cycle of the action research. The pre-tests diagnosed and evaluated the level of knowledge and comprehension of basic vocabulary words, such as adjectives, grammar rules, personal pronouns, and the verb to be. These results were used as a baseline in order to compare them with the results after the lesson. The pre-tests were previously designed in a Word document and then transferred into the online application “Liveworksheets” in order for the online student to be able to take the test virtually. These tests were taken on the first lesson of

each cycle. Each lesson was 40 minutes long, and the student had 30 minutes to finish the test. Since the test was done online and during the lesson, the student was supervised by the teacher and the mother in case he did not know what to do or how to do it on the computer. Since he is only 6 years old and it was his first time taking online lessons, he needed extra help navigating the tests using the computer (See Appendices 2 & 3).

3.3.2 Post-Tests

There were two different post-tests designed, one for each cycle. Once the 4 lessons of each cycle culminated and the set of vocabulary words and grammar rules were taught, the student was evaluated on what he learned in each cycle with and without codeswitching. The results of these tests determine how much he learned during each cycle. The post-tests results were compared with the pre-tests results to understand the different effects that codeswitching had on the student's vocabulary and grammar learning process. The post-tests were previously designed in a Word document and then transferred to a website called "Liveworksheets" in order for the student to take the test virtually. The student had 30 minutes to complete the test under the supervision of the teacher and the mother, in case he needed extra help using the computer and completing the different sections of the test (See Appendices 4 & 5).

3.3.3. Action Plan

Cycle 1: Using Codeswitching

In this first cycle, the teacher used codeswitching with the student. The structure of the cycle included 6 sessions. It included the pre-test and post-test, plus 4 sessions which covered adjectives, the verb *to be*, opposites, personal pronouns, and basic sentence structures.

Less on	Activities	Objective	Strategy	Time	Resources	Participants
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1	Pre-Test	To create an online test that includes all the topics that will be taught in the next 4 lessons to measure the student's knowledge of these topics and assess his English level.	1. Create a lesson plan for the next 4 lessons. 2. Design the online test which includes all the topics in the lesson plan. 3. Use an online platform to create the test.	Greeting and Explanation: 10 min. Test: 30 min.	1. Computer 2. WhatsApp 3. Liveworksheets 4. Zoom	1. Student's mother 2. Student 3. Teacher
2	Introduction of new vocabulary words (Adjectives) Drilling, Confirmation, and Practice	To guarantee the student understands the meanings of the adjectives, the correct pronunciation and spelling.	1. Identify the 10 adjectives that are going to be taught. 2. Design and create Flashcards using <i>Quizlet</i> . 3. The flashcards must have pictures and words for each adjective.	Warm-up: 5 min. FC Drill: 5 min. Confirmation: 5 min. Practice: 15 min. Game: 10 min	1. Computer 2. WhatsApp 3. Liveworksheets 4. Genially 5. Quizlet 6. Zoom	1. Student's mother 2. Student 3. Teacher
3	Review of adjectives Introduction of opposites. Spelling. Introduction of Personal Pronouns. (I, You, He, She, IT, We, They)	To ensure the student is able to identify, recognize and understand all the adjectives and to introduce personal pronouns.	1. Use the previously created flashcards for the drilling exercise. 2. Create different online activities for the student to practice the adjectives learned. 3. To introduce the different personal pronouns using Powerpoint.	Warm-up: 5 min. PowerPoint Pictures: 5 min. Opposites – Kahoot: 10 min Spelling: 10 min. Pronouns Introduction: 5 min. Pronoun memory game:	1. Computer 2. WhatsApp 3. Zoom 4. Powerpoint 5. Kahoot 6. Wordwall	1. Student's mother 2. Student 3. Teacher

				5 min.		
4	Review of Pronouns. Introduction of the verb To Be. Introduce the sentence structure with the verb to be + pronouns + adjectives .	To review and practice the correct pronunciation, spelling and meaning of the pronouns and how to combine pronouns, adjectives and the verb <i>to be</i> to make sentences.	1.Create a PowerPoint presentation using pictures that represent each pronoun and their corresponding pronoun. 2. Use PowerPoint to introduce the verb <i>To Be</i> . 3. Use PowerPoint to teach proper sentences structure.	Warm-up: 5 min. Pronoun + Adjective: 5 min Verb To Be: 5 min. Review/Quiz: 5 min. Game: 5 min. Sentence Creation: 5 min. Bamboozle: 5 min.	1. Computer 2. WhatsApp 3. Zoom 4. Powerpoint 5. Bamboozle 6. Wordwall	1. Student's mother 2. Student 3. Teacher

5	Review making full sentences using verb To Be, Pronouns and Adjectives (Reading, Speaking and Understanding) Introduction of Questions and Answers with the verb To Be.	Ensure the student has learned all the pronouns, adjectives, and the verb <i>to be</i> to make full sentences.	1. Create slides on PowerPoint to show pictures while a square covers up the word. Let the student identify each pronoun, then show him the answer. 2. Create and design a memory game.	Warm-Up: 5 min. Review Fill in the blanks Wordwall: 10 min. Review & Confirmation Kahoot: 10 min Speaking: 5 min Introduction of Questions & Answer: 10	1. Computer 2. WhatsApp 3. Zoom 4. Powerpoint 6. Kahoot 7. Wordwall	1. Student's mother 2. Student 3. Teacher
6	Post-Test	To assess if the student learned all the topics and compare the results with the pre-test.	1. Create an online test that includes all the topics learned in the previous lessons.	Greeting and Explanation: 10 min. Test: 30 min.	1. Computer 2. WhatsApp 3. Zoom 4. Liveworksheet	1. Student's mother 2. Student 3. Teacher

Cycle 1: Implementation and Description of Action Plan

The following table outlines the activities in the 6 lessons of the first implementation cycle using code-switching.

Lesson	Activities	Implementation
1	Pre-Test	• The zoom link was sent by WhatsApp to the mother of the student. • Once the participant was in the zoom meeting, greetings were exchanged and a brief explanation of what was going to happen during the lesson was given. • The teacher explained to the student and the mother that they were going to be doing a 30 min. online test in order to assess the student's English level and knowledge of adjectives and grammar. • The link to the online test was sent to the mother. (Liveworksheets) • The mother opened the link, and both the mother and teacher helped and guided the student through the test.
2	Introduction of new vocabulary words (Adjectives) Drilling, Confirmation, and Practice	• Once the participant was in the room, greetings in English were exchanged and the lesson started with a warm-up activity. • The warm-up consisted of simple questions to the student about how he is, what he did that week, how was school, etc. This is a way for the student to get into the English zone and encourage him to speak more English and practice what he has already learned. • Using the website Quizlet, the flashcards (FCs) created were shown to the student so he could repeat each word after the teacher while looking at pictures. • Confirmation: The FCs are used to show the pictures to the student so he can say each adjective on his own. • Practice: Online activities, using Quizlet. Such as, matching the correct word with the right adjective, memory game and a quiz • Game: A Spaceship game created on Genially is played, where the student had multiple choice questions to find the correct adjective.
3	Review of adjectives. Introduction of opposites. Spelling. Introduction of Personal Pronouns. (I, You, He, She, IT, We, They)	• The mother, the teacher and the student connect to a zoom meeting. • Greetings in English are exchanged. • Warm up Exercise: Basic questions such as, "How are you?", "What did you eat for lunch?", "How was school?". Additionally, using pictures on PowerPoint of the adjectives learned in the previous lesson were shown to the student to confirm he remembered them and to practice. • Activity: Using a Kahoot the student practices the meanings of the adjectives and learns about opposite words. • Spelling: The game Hangman was played in order to practice the spelling and reading of the adjectives. • Pronouns: Using a PowerPoint Presentation to teach him personal pronouns. • Pronoun Confirmation: Play a memory game with pictures and pronouns.

4	Review of Pronouns. Introduction of the verb <i>To Be</i>. Introduce the sentence structure with the verb <i>to be</i> + pronouns + adjectives.	• The student, the teacher and the mother connect on a Zoom meeting. • Greetings are exchanged. • Warm-up Exercise: The usual basic questions were asked to the student about his daily life. Additionally, a short review of the adjectives and pronouns was done orally. • Using a PowerPoint presentation, pictures were shown to the student which reflected the adjectives learned as well as the pronouns. He had to use the correct pronoun + the adjective. The purpose was to make the student get used to using these words together, so that later he can construct full sentences. • Introduction of the verb <i>to be</i>: Using the PowerPoint Presentation, explain the verb <i>to be</i> and how to construct it with the pronouns. • Review/Quiz of Verb <i>to be</i>: In the PowerPoint presentation, an activity where the student saw the pronouns, and beside it, a box that revealed the correct verb <i>to be</i>. The student had to give the right answer before the box was revealed. • Game: A balloon-popping game was played on Wordwall, where he had to pop balloons with pronouns so it would fall on the right verb <i>to be</i>. • Creating sentences: Using the PowerPoint presentation, going back to the slides where the student had to use the pronoun + adjective, it is explained to the student the plus sign will be replaced with the verb <i>to be</i>. • Game: Using the game Bamboozle, the student had the chance to practice filling in the blanks to complete sentences with the verb <i>to be</i>.
5	Review making full sentences using verb <i>To Be</i> , Pronouns and Adjectives.	• Once the participant was in the room, greetings in English were exchanged and the lesson started with a warm-up activity. • The warm-up activity started with basic questions but then moved on to an activity on Wordwall, where the student had to fill in the blanks using the verb <i>to be</i>. It was a good review for pronouns, adjectives, and verb <i>to be</i>. • Confirmation & Review: To confirm the student had completely understood how to create full sentences and properly use the topics seen in class, an activity on Kahoot where the student had to read sentences in Spanish and find the sentences in English with the same meaning was played. • Practice Speaking: Using a PowerPoint presentation with a list of Spanish sentences using pronouns, adjectives, and the verb <i>To be</i>, ask the student to say them in English.

6	Post-Test	• An assessment was conducted to see if the student learned all the topics taught in the lessons of cycle 1 using codeswitching, and then the results were compared to the pre-test results. • Once all the participants were in the Zoom meeting, greetings were exchanged and a brief explanation of what was going to happen during the lesson was given. • A short oral review of the topics was done before the test. • The link to the online test was sent to the mother. (Liveworksheets) • The mother opened the link, and both the mother and teacher helped and guided the student through the test.
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Cycle 2: Not using codeswitching

In this second cycle, the teacher planned to not use code-switching with the student. The cycle's structure included six sessions, which included the pre-test and post-test, plus four sessions covering a new set of adjectives, spelling, review of the verb to be and pronouns, and basic sentence structures.

Lesson	Activities	Objective	Strategy	Time	Resources	Participants
1	Pre-Test	To create an online test that includes all the topics that will be taught in the next 4 lessons to measure the student's knowledge of these topics.	1. Create a lesson plan for the next 4 lessons. 2. Design the online test which includes all the topics in the lesson plan. 3. Use an online platform to create the test.	Greeting and Explanation: 10 min. Test: 30 min.	1. Computer 2. WhatsApp 3. Liveworksheets 4. Zoom	1. Student's mother 2. Student 3. Teacher

2	Introduction of new vocabulary words (Adjectives) Drilling, Confirmation, and Practice	To guarantee the student understands the meanings of the adjectives, the correct pronunciation and spelling.	1. Identify the 10 adjectives that are going to be taught. 2. Use Quizziz to create slides with pictures and words to introduce them to the student. 3. Use Quizlet flashcards to show the pictures of the adjectives to the student to confirm he learned them. 4. Quiz: Quiz the student on Quizlet. 5. Kahoot: Game to practice the adjectives.	Warm-up: 5 min. Quizziz: 5 min. Confirmation: 5 min. Quiz: 15 min. Game: 10 min	1. Computer 2. WhatsApp 3. Quizziz 4. Kahoot 5. Quizlet 6. Zoom 7. Interacty	1. Student's mother 2. Student 3. Teacher
3	Review of adjectives. Practice Adjectives Review the verb <i>to be</i>. Introduction of the negative form of the verb <i>to be</i>.	To ensure the student is able to identify, recognize and understand all the adjectives and the verb <i>to be</i> in the positive form, and introduce the negative form of the verb <i>to be</i> .	1. Use the previously created slides for the review. 2. Create different online activities for the student to practice the adjectives learned. 3. Use Quizziz to review the verb <i>to be</i> and play a matching game. 4. Introduce the negative form of the verb <i>to be</i> using slides on Quizziz.	Warm-up: 5 min. Review Adjectives: 5 min. Adjective games: 10 min Review verb <i>to be</i> : 5 min. Game verb <i>to be</i> : 5 min. Introduction Negative form of Verb To be: 10 min.	1. Computer 2. WhatsApp 3. Zoom 4. Quizziz 5. Kahoot	1. Student's mother 2. Student 3. Teacher

4	Review of Adjectives. Review of Spelling. Watch a video of the negative form of the verb To be. Practice.	To review and practice the correct pronunciation and spelling of the adjectives and to ensure the student understood and is able to construct the negative form of the verb <i>to be</i>.	1. Use Quizziz to review Adjectives. 2. Play Hangman to review the spelling of the adjectives. 3. Watch a Youtube video on how to use the negative form of the verb <i>To be</i>, and practice by asking questions to the student. 4. Play a game to practice the negative and positive verb <i>to be</i>.	Warm-up: 5 min. Adjective: 10 min Spelling - Hangman: 5 min. Video & Practice: 10 min. Game: 10 min.	1. Computer 2. WhatsApp 3. Zoom 4. Quizziz 5. Youtube 6. Flippity 7. Educaplay	1. Student's mother 2. Student 3. Teacher
5	Full review of pronouns, adjectives and the verb To be in negative and positive form.	To ensure the student has learned and understood the pronouns, adjectives, and the verb <i>to be</i> in both forms, in order to recognize situations and make full sentences.	1. Create slides and games on Genially in order to practice and review all the topics in cycle 2.	Warm-Up: 10 min. Review Adjectives: Multiple choice questions. 10 min Practice the verb <i>To be</i>: Fill in the blanks and choose the positive or negative form. 10 min Conversation: 10 min.	1. Computer 2. WhatsApp 3. Zoom 4. Genially	1. Student's mother 2. Student 3. Teacher

6	Post-Test	To assess if the student learned all the topics taught in cycle 2 and compare the results with the pre-test.	1. Create an online test which includes all the topics learned in the previous lessons.	Greeting and Explanation: 10 min. Test: 30 min.	1. Computer 2. WhatsApp 3. Zoom 4. Liveworksheet	1. Student's mother 2. Student 3. Teacher
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Cycle 2: Implementation and Description of Action Plan

The following table outlines the activities in the 6 lessons of the second implementation cycle not using code-switching.

Lesson	Activities	Implementation
1	Pre-Test	• The zoom link was sent by WhatsApp to the mother of the student. • Once the participants were in the zoom meeting, greetings were exchanged, and a short warm-up exercise was done. • The teacher explained to the student and the mother that they were going to be doing a 30-minute online test in order to assess the student's English level and knowledge of adjectives and grammar. • The link to the online test was sent to the mother. (Liveworksheets) • The mother opened the link and both the mother and teacher helped and guided the student through the test.

2	Introduction of new vocabulary words (Adjectives) Drilling, Confirmation, and Practice	• Once the participants were in the room, greetings in English were exchanged and the lesson started with a warm-up activity. • The warm-up is usually simple questions to the student about how he is, what he did that week, how was school, etc. This is a way for the student to get into the English zone and encourage him to speak more English and practice what he has already learned. • Using Quizziz, a new set of 10 adjectives were introduced to the student. Showing him pictures and the word. • Confirmation: The FCs are used to show the pictures to the student so he can say each adjective independently. • Quiz: Using Quizlet, he did a quiz where he had to choose if the adjective and the word corresponded to each other. • Game: A Spaceship game created on Genially is played, where the student had multiple choice questions to find the correct adjective.
3	Review of adjectives. Practice Review of the verb <i>to be</i>. Introduction of negative form of verb <i>to be</i>.	• The mother, the teacher and the student connect to a Zoom meeting. • Greetings in English are exchanged. • Warm up Exercise: Basic questions such as, "How are you?", "What did you eat for lunch?", "How was school?". Additionally, using pictures on Quizziz of the adjectives learned in the previous lesson were shown to the student to confirm he remembered them. • Activity: Using a Kahoot the student practices the meanings of the adjectives. • Quizziz: Do a listen and find activity. • Review of the verb <i>to be</i> on Quizziz, asking him to say all the verbs and translate Spanish sentences into English sentences. • Introduction: Negative form of verb <i>to be</i>.
4	Review of Adjectives. Review of Spelling Watch a video of the negative form of the verb <i>to be</i>. Practice	• The student, the teacher and the mother connect on a Zoom meeting. • Greetings are exchanged. • Warm-up Exercise: The usual basic questions were asked to the student about his daily life. Additionally, a short review of the adjectives. • Using Quizziz, pictures were shown to the student which reflected the adjectives learned. Additionally, a spelling review was done orally. • Play Hangman to practice the spelling of the adjectives. • Watch a video on how to make sentences with the negative verb <i>to be</i>. Do an oral practice exercise that was at the end of the video. • Game: A jumping fog game was played where the student had to identify the positive and negative verb <i>to be</i>.
5	Full review of adjectives and the verb <i>to be</i> in negative and positive form.	• Once the participants were in the room, greetings in English were exchanged and the lesson started with a warm-up activity. • The warmup activity started with basic questions in order to review all the topic learned so far. Practice and Review exercise: A game on Genially was created with all the topics learned so far in order for the student to practice and prepare for the final test.

6	Post-Test	• To assess if the student learned all the topics taught in the lessons of cycle 2 and compare the results with the pre-test. • Once the participants were in the Zoom meeting, greetings were exchanged and a brief explanation of what was going to happen during the lesson was given. • A short oral review of the topics was done before the test. • The link to the online test was sent to the mother. (Liveworksheets) • The mother opened the link and both the mother and teacher helped and guided the student through the test.
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3.3.4. Observation Sheet

The observation sheets were used throughout the cycles to understand when, in what specific situations, and how often the teacher and the student used the different types of codeswitching. For cycle 1, there was an observation chart where the student and the teacher's use of codeswitching was registered post-cycle. On the chart, the components researched were the types of codeswitching, inter-sentential, intra-sentential, and tag switching, as well as 3 different circumstances where codeswitching was used, giving directions, teaching vocabulary, and teaching grammar. The goal was to understand which type of codeswitching was used for each of the specific situations in order to further understand the usage and benefits of codeswitching in classrooms. The registration of the data was done post-lessons. Since each lesson was recorded, at the end of each cycle, the videos were watched, and all the data were recorded on the observation sheets. For cycle 2, there was only one observation chart for the student and the teacher as well. The chart was the same as in cycle 1, which included the 3 types of codeswitching and the 3 situations. The reason why the data collection process was done at the end of each cycle is because registering the data while teaching the lessons was difficult and it might have changed the dynamics and flow of the lessons, which could have affected the results of the research. These observation sheets provided qualitative and quantitative data about the type of codeswitching used while giving directions, teaching grammar, or teaching vocabulary, and the frequency (see Appendices 6 & 7).

3.3.5. Interviews

The interviews were designed for the student and the mother in order to understand their perspectives on the use of codeswitching during English lessons. The interviews were designed as semi-structured interviews to have open-ended questions and obtain detailed responses.

The semi-structured interviews were done after both of the cycles were finished in order to ask the student and the mother about their feelings, opinions, and experiences during the research. The type of questions addressed in the interview involved the viewpoints on codeswitching during the English lessons and their general outlook on the use of codeswitching in different situations by the student and the teacher.

The interview was done online, and it was recorded in order to consult them during the analysis process. Additionally, notes were taken to complement and confirm what was said with the recordings. The entire interview lasted 30 minutes (see appendix 8).

3.4. Data Analysis

There was quantitative and qualitative data collected. The quantitative data was collected through observation sheets that gathered how often codeswitching was used while giving directions, teaching grammar and vocabulary, and specifying which type was used. The observation sheet was done on an Excel sheet in order to register the data, count, and consolidate what was observed during the lessons. On the other hand, the interviews presented qualitative data. Each question and answer were transcribed, and the answers were analyzed to conclude the overall perceptions about codeswitching in English lessons.

The analysis of the data was carried out using thematic analysis: Transcribing, Coding, Theming, and Interpreting Data. The videos of the lessons were used to target and identify the types of codeswitching used in specific situations during the lessons in order to obtain qualitative and quantitative data. In an Excel sheet, the 3 types of

codeswitching and the 3 types of teaching elements were grouped and established, so that every time codeswitching was used, it was registered under the correct group. Once the amount of codeswitching had been registered, the data was counted and consolidated in order to analyze and compare the patterns and commonalities of the usage of codeswitching under each group throughout each cycle. Furthermore, the diagnostic tests also provided quantitative data that allowed for further analysis of how codeswitching affected the results of the lessons in each cycle. By comparing the scores obtained at the beginning and the end of each cycle, it was possible to see if code-switching affected the student's learning process. On the other hand, the semi-structured interviews with the student and the mother were transcribed and then interpreted in order to analyze the qualitative information about how using and not using codeswitching affected the student's performance, thoughts, feelings, and perceptions. Additional qualitative data was collected by going over the observation sheets and the recordings of the lessons, where it was possible to have a discourse analysis and understand how codeswitching was used to enhance communication.

3.5. Limitations

This case study action research faced a few limitations. Firstly, the research had only one subject, so it was very difficult to generalize the results and data collected to the use of codeswitching in all English classrooms, but it does not mean that case studies are not valuable to the field. Secondly, the research was conducted on a private online English student, so the use of L1 during the lesson might not be the same as a face-to-face lesson with more than 1 student. Giving directions and teaching more than one student changes the dynamic of a lesson, which might result in using codeswitching differently from an online private lesson. Lastly, the main focus of the research was how and when codeswitching was used for vocabulary and grammar teaching and giving directions to a child. Nevertheless, this type of research could have included many other aspects of codeswitching which would require more time, a larger sample size, different ages, and English levels.

3.5. Summary

This action research case study used mixed methods in order to obtain both quantitative and qualitative data. It had both an inductive and deductive approach with a longitudinal time horizon. Quantitative data was collected by using the observation sheet charts, where the different types of code-switching and the different situations in which code-switching was used were recorded. This data shows the number of times each one was used. On the other hand, qualitative data was collected through 30-minute interviews with the student and the mother, where there was a deeper understanding of the perspectives on code-switching. By analyzing all data collected, it was possible to conclude whether or not codeswitching was beneficial or detrimental to the learning process of an online EFL student and understand how it affected the overall learning process of the student.

Chapter 4: Research Findings & Discussions

This chapter will focus on the main findings from the action research case study conducted on a 6-year-old EFL student studying online. The data was collected through observation sheets, diagnostic tests, interviews, and observation. The data collected were both quantitative and qualitative in order to have a more holistic analysis and be able to answer the research question outlined in Chapter 1.

4.1 Pre-tests, Post-tests and Observations

Cycle 1: Using Codeswitching

During the first cycle of the action research, a diagnostic test was performed before the lessons started in order to understand the current level of the student and be able to have this score as a baseline to compare it with the score of the post-test and to determine if the student improved his language skills during the lessons that were

The cycle 1 pre-test assessed the student's knowledge of simple adjectives, personal pronouns, and the verb *to be*, as well as his ability to follow directions in English and use a computer. Conducted on *Liveworksheets*, the test included matching, multiple-choice, and fill-in-the-blank questions, with a 30-minute time limit. However, as this was the student's first online lesson, he was nervous and unfamiliar with navigating the computer, requiring assistance from his mother and the teacher. Additionally, at six years old and still learning to read, he needed help understanding the instructions and vocabulary. Despite these challenges and interventions, he scored 7/10.

Quantitative data was collected using an observation sheet that tracked the use of code-switching in grammar and vocabulary instruction and while giving directions. Since the lesson focused on assessing the student's level, the teacher minimized code-switching, using it only for directions. The student, however, relied on code-switching to express his concerns and feelings, using basic English phrases like "Hello," "Yeah," and

“OK” while attempting full sentences. As shown in Table 1, the three types of code-switching were only used for giving directions since no grammar and vocabulary teaching was done during the test. Here are some examples of the codeswitching used before, during, and after the test.

Before Test:

T: Are you ready?

S: Yeah. **Listo.** (Tag switching)

T: Can you share your screen?

S: **Ya voy... digo.....**(mother’s intervention telling him how to say it in English.)
I’m coming. (Inter-Sentential)

During the test:

T: Can you read the word? S L.....

S: Slow! **Ay no, me equivoque.** (Inter-sentential)

T: Noo.....Which one is slow? This one? .

(During the next activity)

T: Choose the correct answer. *Am, are, or is.* **Cual es correcto?** (Inter-sentential)

S: What? **No te escu.....** I don’t hear you. (Intra-sentential)

T: Ok, one more time. Ready? Which is the correct answer *you are, you am, you is?*

After Test:

T: Good job. You got a 7/10. What do you think?

S: Good. I want to see all. **Otra vez. Muéstramelo todo para mostrarle a mi mama.** (Inter-sentential)

The student initially attempted to speak in Spanish but would pause mid-sentence before trying to say it in English or seeking help from his mother. The teacher used minimal Spanish to assess the student's understanding. Due to nervousness and limited English skills, most of his answers were in Spanish, but he did try and was conscious that it was an English lesson and that he should use only English. During the test, the student required significant assistance from his mother to connect to Zoom, navigate the computer, and complete the exercises. The mother guided him in Spanish and operated the computer due to his limited computer skills and difficulty understanding the instructions. The student primarily used Spanish to express confusion or ask for help but attempted some English. The teacher avoided Spanish to assess his English comprehension, which was generally good, though he struggled with the verb *to be* and pronouns. Despite nervousness, the student completed the test well, felt relieved afterward, and was excited for future lessons.

The following table presents a summary of the use of codeswitching during the pre-test.

Table 1 *Pre – Test*

Cycle 1: Pre-test						
Type	Giving directions		Teaching vocabulary		Teaching grammar	
	Teacher	Student	Teacher	Student	Teacher	Student
Inter-sentential switching	2	4	0	0	0	0
Intra-sentential switching	0	0	0	0	0	0
Tag switching	0	1	0	0	0	0

Comparison of the usage of codeswitching by teacher and student during Pre-test in cycle 1.

During lessons 2, 3, and 4, the student began to interact more and became more comfortable speaking in English. Although he was still very shy and his lack of English skills did not allow him to be expressive and say full sentences, his motivation and real personality started to show. He stayed in a comfort zone where he only answered in short answers when speaking in English but started to be more expressive using codeswitching.

The following table summarizes the use of codeswitching during lesson 1.

Lesson 1

Table 2

Cycle 1: Lesson 1						
Type	Giving directions		Teaching vocabulary		Teaching grammar	
	Teacher	Student	Teacher	Student	Teacher	Student
Inter-sentential switching	22	16	31	11	0	0
Intra-sentential switching	15	5	32	2	0	0
Tag switching	3	0	4	0	0	0

Comparison of the usage of codeswitching by teacher and student during Lesson 1 in cycle 1.

As seen in Table 2, the teacher uses the 3 types of codeswitching to give directions and to teach vocabulary. Looking at the student's chart, it is possible to see that the student tried to use full sentences in English while using Spanish to help him communicate what he wanted to say. There is nothing under Teaching Grammar because the first lessons were about teaching new adjectives. New words were

introduced, so most of the codeswitching used by the teacher was to teach new words, confirm the student understood the meaning of the words, and guide him through the different exercises. The student was excited and comfortable using English greetings fluently. He repeated words with correct pronunciation during drilling and recognized some adjectives during a confirmation activity, needing occasional prompts to recall specific words. While practicing, he required help pronouncing words but completed tasks successfully. During the game, he sought guidance in Spanish from his mother and teacher, who assisted him with instructions and finding answers. Below, find examples of codeswitching after the drilling exercise. This was to confirm the student had learned the words by showing him the pictures on the flashcards and letting him say the words by himself.

T: How is his height? **Height es la altura. Cierto?** So, ¿**Como es la altura de él?** (Inter-sentential) (Intra-sentential)

S: Mediano.

T: ¿Te parece mediano?

S: Big.

T: uuh, OK. But Big is “**grande**”. Is he big? (Intra-sentential)

S: Tall!

T: Tall!! That’s right, he’s tall. “**Alto**”. (Inter-sentential)

The student really tried to avoid speaking in Spanish to the teacher and only tried to use English. Inter-sentential switching was used in situations where the student had questions, and intra-sentential switching was used when he had to answer the questions in English but did not know how. Below are examples of inter-sentential, intra-sentential, and tag switching used by the student when he finished the memory game and started the Genially game.

Memory game:

T: Very good! You got first place!!

S: ooh!! First place.

T: You finished in 19 seconds.

S: (Looking at his mother) 19 Seconds!! **Ya termine?** (Inter-Sentential)

Genially game:

T: OK, I just sent you the link. **Ya te envíe el link. Lo puedes abrir?** (Inter-sentential)

S: Ah sí. (His mother intervened and told him to say “It’s loading”) **It’s loading.** (Inter-sentential)

T: OK, once it finishes loading, can you please share your screen?

S: Yes. (Whispers to the mother) **Como se mueve?** (Inter-sentential)

T: **En la parte de abajo está el botón de sonido, por si quiere sonido.** Ok, now Ken press Start. **Start está abajo en el control. Dale click.** (Inter-sentential) (Intra-sentential)

S: ¿Como disparo?

T: Look at the picture. Which one is the correct answer? **¿Ves? Hay una carita.** (Inter-sentential) (Tag switching)

S: Happy!

T: Click on happy. **Cada vez que la respuesta este correcta, matas a un alien.** Perfect! Level 2. (Inter-sentential)

S: Level 3! **Ya lo hice.** (Inter-sentential)

T: The elephant..... **El elefante como es?** (Intra-sentential)

S: Ay, cual es? **Big!** (Inter-sentential)

T: Let’s read. **¿Que dice la primera?** ¿Esto es cold? (Inter-sentential) (Intra-sentential)

S: **Ya.** (Tag switching)

During the opposites exercise, codeswitching was also used in order to review what were opposites, review the adjectives, and practice the new words. Below, is some codeswitching used during the practice of opposites.

T: Que son **opposites**? (Intra-sentential)

S: Es como **Hot y Cold.** (Intra-sentential)

T: Que otro ejemplo tienes?

S: Small and Tall.

T: No.... Small and B.....Big.

S: Small and Big.

T: Rapido y Despacio? **Fast and Slow**..... (Inter-sentential)

S: Fast and Slow

T: Fast and Slow! **Cierto? Muy bien.** (Tag Switching) (Inter-Sentential)

Code-switching helped the student gain confidence and complete the exercises correctly. Initially, he struggled with the game, but after additional explanations, he was able to proceed. It also helped him feel more comfortable and engaged in class. Although he tried to use only English when speaking to the teacher, he instinctively responded in Spanish when addressed in Spanish.

By Lesson 2, the student had learned the vocabulary and could recognize adjectives through pictures, eliminating the need for Spanish to confirm word meanings. As a result, code-switching for vocabulary teaching decreased. Using adjective opposites helped reinforce his memory. Although overall code-switching declined from Lesson 1 to Lesson 2, inter-sentential switching remained the most common, while tag switching was the least used, as shown in Table 3.

Table 3*Lesson 2*

Cycle 1: Lesson 2						
Type	Giving directions		Teaching vocabulary		Teaching grammar	
	Teacher	Student	Teacher	Student	Teacher	Student
Inter-sentential switching	15	11	22	4	28	12
Intra-sentential switching	6	0	8	0	10	1
Tag switching	4	0	4	0	2	0

Comparison of the usage of codeswitching by teacher and student during Lesson 2 in cycle 1.

During this lesson, there were several different activities done. The student answered warm-up questions in English with some Spanish assistance in order to practice and review the adjectives. Using codeswitching helped the student understand the words in context and reinforce his understanding of each one. Below are some examples of how codeswitching was implemented during a review exercise using *Kahoot*, where the student had to find the opposite words.

T: Estas listo Ken? **Are you ready?** (Inter-sentential)

S: Yeah.

T: Ok, join the game. Type your name. Very good. Go. Let's see who is gonna win.

S: Meee.

T: What is the opposite of Happy? **Acuerdate que era sad. Si estas happy, el opposite es sad.** (Inter-sentential) (Intra-sentential)

S: I pressed sad.

T: **Ken, estas en tercer lugar!!** Hay que llegar a **first place**. What is the opposite of Cold?..... Oh no, it was *Hot*. But that's ok. **Bajamos, pero podemos volver a subir.** (Inter-sentential) (Intra-sentential)

Other examples of codeswitching were found during the spelling exercise, Hangman. This exercise was used to practice spelling, improve the students' cognitive skills, and practice the alphabet and phonics. During this exercise, the teacher mostly used codeswitching to explain the different sounds of the letters, remind the student that he was saying the letters in Spanish, which are different from English, and give directions.

T: For example, look at the picture, what do you think it is?

S: Sad.

T: Sad! Very good. So, how do you spell *sad*? **Como se escribe sad? Dime letra por letra.** (Inter-sentential) (Intra-sentential)

S: **S** (in Spanish)

T: Ok, in English please.

S: S (in English)

T: S! Very good.

S: **A** (in Spanish)

T: How do you say A in English?

S: A (in English)

T: Short? Umm OK. How do you spell short?

S: Shshshsh..

T: Very good. That's the sound. **Ese es el Sonido. Y que letras hacen ese sonido?** (Inter-sentential)

S: R?

T: no.... S y H. El Sonido se hace con la S y la H. Entonces cual es la primera letra?

S:S? (in English)

T: Aha..... Acuérdate el sonido SHSHSHS se hace con la S con H. Ya tenemos la primera letra, que falta? (whispering) La H. Como se dice H en ingles? **A B C D E F G.....**

S: H! (in English).

Moreover, during the introduction of personal pronouns in Lesson 2, codeswitching was used by the teacher in order to make sure that the student understood the meaning of each pronoun. There were pictures shown to teach the pronouns, but the student was asked to say the words in Spanish in order to confirm that he comprehended what each one meant. Although the pictures helped immensely, certain pronouns required additional explanations in Spanish, such as *It* and *They*. Below are some examples of codeswitching used during the introduction of the pronouns.

T: *He*.

S: *He*. (student repeats)

T: Que es **He**? (Intra-sentential)

S: *El*.

T: *El*. OK. Next one. *It*. (Inter-sentential)

S: uummm.....

T: It Ken. **Bueno, para que sepas, *It* se utiliza para animals y cosas.** (Inter-sentential)

T: Sit straight Ken.

S: Esto es **straight**. (Intra-sentential)

Lastly, in order to practice the pronouns, a memory game on Wordwall was played. This exercise was also a way to confirm that the student had learned the pronouns and to let him practice and review them on his own. Again, during this activity, Spanish was used in order to clarify any doubts the student had and give him directions in order to guide him through the activity.

Overall, during this lesson, the three types of codeswitching were used for all three situations, but still, the person using codeswitching the most was the teacher. The student continued using short answers but used codeswitching when he really wanted to communicate his thoughts and feelings. Due to the lack of English skills, the student did not speak much. Also, he was either previously told or understood that he should not use Spanish during English lessons, so he used code-switching as a last resort.

Lesson 3

Table 4

Cycle 1: Lesson 3						
Type	Giving directions		Teaching vocabulary		Teaching grammar	
	Teacher	Student	Teacher	Student	Teacher	Student
Inter-sentential switching	17	7	0	0	33	1
Intra-sentential switching	1	0	11	0	17	0
Tag switching	2	2	0	0	2	0

Comparison of the usage of codeswitching by teacher and student during Lesson 3 in cycle 1.

During lesson 3, as seen in Table 4, it is possible to see that codeswitching was still used by both the teacher and the student throughout the lesson. During this lesson, the 3 types of codeswitching were used, except inter-sentential switching to teach

vocabulary. Since the adjectives were already taught, intra-sentential switching was used for review and practice.

T: How do you say “**feliz**” in English?

S: Happy.

T: How do you say “**rapido**”?

S: Fast.

T: How do you say “**despacio**”?

S: Slow.

T: How do you say “**yo**”?

S: I.

T: How do you say “**él**”?

S: He.

On the other hand, it is clear to see that from Lesson 2 to Lesson 3, the amount of code-switching used by the student significantly decreased. This is because, in most of the review and practice exercises, the student did not need to use Spanish and was able to answer the questions in English with no problems.

Furthermore, another practice exercise was done where the student had to look at a picture and say both the pronoun and the adjective together. The purpose of this exercise was for the student to start using both components together and prepare him to learn the structure of sentences. Below are some examples of code-switching used during this activity.

T: Ok Ken, I’m gonna show you a picture.

S: Cold.

T: It is cold. Is it an *I, You, He, She, or It*.

S: You!

T: That's me? **Esa soy yo?** (Inter-sentential)

S: No.

T: **Es un hombre.** That's a man. (Inter-sentential)

S: The man.

T: **O sea, Él.....**He and Cold. **Porque he?** **Porque es un hombre. Porque cold?** **Porque es el adjective_que nos están mostrando.** (Intra-sentential)

S: **Sí.**

T: How about this one?

S: Young.

T: No..... Pronouns and adjectives. **Lo que hemos visto hasta ahora. Ella que es?** (Inter-sentential)

S: She.

T: Y cual es el **adjective**? (Intra-sentential)

S: Happy!

In this lesson, the verb *to be* was introduced since the student had a good grasp of adjectives and pronouns. All three types of code-switching were used to explain the topic and ensure understanding. The student was becoming more comfortable speaking in English and tried to avoid Spanish. However, when he did not understand directions, he used inter-sentential switching to ask for clarification. Throughout the lessons, the teacher consistently used more code-switching than the student, but its overall usage gradually decreased for both. Below are some examples of codeswitching used during the introduction of the verb *to be*. The student was looking at the verb on a PowerPoint presentation while the teacher gave him the explanation.

T: Now, we are going to learn the verb *to be*.

S: OK.

T: Que es el verbo ***To be***? El verbo ***To be*** en español es el verbo ser o estar.
Por ejemplo, yo soy Ken, o yo estoy triste. (Intra-sentential)

T: Ok, **entonces**, please repeat after me. (Tag switching).

After the explanation, confirmation, and practice, a game was played in order for the student to practice what he just learned. The game was played on *Wordwall* and some codeswitching was used to give instructions on how to play the game. An interesting thing to see is how the student uses full sentences in Spanish when he is concentrating on playing a game, but during the lesson, he only used previously learned short answers in English.

T: I'm gonna send you the link.

S: OK. **Ma, el juego**. One second. (Inter-sentential)

T: **OK, en este juego vas a ver un trencito que tiene un wagon, y vas a ver muchos balloons flotando arriba y tú tienes que explotar la bomba y tiene que caer adentro del wagon. Recuerda que la bomba que explotes tiene que ser el pronoun correcto para el verbo To be.** (Intra-sentential)

S: OK.

T: **Mira, el verbo To be es AM, cual es el pronoun? I. Dale click a la bomba.**
Level 1 complete, let's try Level 2. (Inter-sentential) (Intra-sentential)

S: AAHHH.....Yo soy muy malo!. Lo hice muy mal cierto?

T: NO! Te cansaste?

S: SIII..... Qué estoy haciendo?? Ok..... Yo puedo.

T: WOW 551 points. (Student Falls backwards fatigued). You're tired.

S: Yeah!

T: That's ok. We can stop sharing the screen.

S: **Cuánto pasó?** (Asks the mother)

T: OK, are you ready now?

S: For what?

Most inter-sentential and intra-sentential switching during the lessons are used when a new topic is being taught and when there is a review of previous topics. During this lesson, teaching grammar had the greatest number of inter-sentential codeswitching because it was the first time the student learned the verb *To be* and how to use it in a sentence. Additionally, the second most used codeswitching was intra-sentential switching because the reviews used Spanish in order to confirm the student had learned and understood the topic.

Table 5

Lesson 4

Cycle 1: Lesson 4						
Type	Giving directions		Teaching vocabulary		Teaching grammar	
	Teacher	Student	Teacher	Student	Teacher	Student
Inter-sentential switching	7	2	0	0	33	4
Intra-sentential switching	1	0	0	0	13	0
Tag switching	1	2	0	0	0	1

Comparison of the usage of codeswitching by teacher and student during Lesson 4 in cycle 1.

In Lesson 4, Table 5 shows a significant decrease in code-switching for both the teacher and the student. Some code-switching was still used for grammar, as activities focused on reviewing pronouns with the verb *to be* alongside previously learned

adjectives. Inter-sentential switching was mainly used to assist the student in answering questions and providing examples. During a Wordwall exercise requiring the student to fill in the blanks with the correct form of *to be*, some code-switching was used for guidance, and the student occasionally spoke Spanish to his mother when unsure.

T: Ok, remember the verb To be. Please fill in the blanks. *I.....tall.*

S: *Am.*

T: **Qué dice?** I am tall. Very good. Next one. Good. **Qué dice?** (Inter-sentential)

S: You are happy.

T: Qué dice?

S: (Looks at his mother) Qué dice?

T: S L O W

S: They are slow. (Moves to next question) *It.....small.*

T: Cuando usábamos **It?** Tú te acuerdas? (Intra-sentential)

S: Animales?

T: **Animales y cosas que no están vivas. Te voy a dar una pista, el mismo de He y She.** (Intra-sentential)

S: Am!

T: Uuuuuu are you sure? **Acuérdate que Am es solo para I.** (Intra-sentential)
(Inter-sentential)

The second practice exercise was done on *Kahoot*, where the student had to read and listen to a sentence in Spanish, and then he had to find the same sentence in English. This exercise helped confirm that the student was able to understand the meaning of full sentences using the adjectives, pronouns, and the verb *to be*. If the student was able to understand a sentence in Spanish and then find a sentence with the same meaning in English, it meant that semantically, the student was becoming proficient.

T: *Ella es bajita.*

S: (Chooses the right answer)

T: Ohhhh. Wow. **A último minuto.** Good. Next. **Nosotros tenemos calor.** (Inter-sentential)

S: (Chooses the right answer)

T: Good job. **El perro es grande.** (Inter-sentential)

S: (Chooses the wrong answer)

T: **Uh oh..... Te acuerdas que *It* es con *Is*. Lo mismo que *He* y *She*.** (Intra-sentential).

During this exercise, the student was so concentrated that he did not use codeswitching or Spanish. These types of sentences were created taking into consideration not only the age and level of the student but also the student's context and interests. In the next exercise, the student practiced Speaking using the same type of questions. The purpose of this exercise was to practice speaking in English, confirm the student's understanding, the correct usage of adjectives, pronouns, and the verb *to be*, and the ability to create full sentences on his own.

T: How do you say **El está triste** in English?

S: He is sad.

T: Cómo se dice **Ellos son rápidos** in English? Cómo se decía Ellos?

S: They are fast.

T: How do you say **Nosotros somos felices?**

S: We are happy.

T: How do you say **Ella es lenta** in English?

S: She is **lenta**.

T: humm... **Otra vez? Ella es lenta.**

S: She is slow.

In this lesson, code-switching was primarily used for teaching grammar, as most activities focused on grammar practice. No code-switching was needed for vocabulary instruction, only for giving directions. The student used minimal code-switching since he was already familiar with the topics and online activities, reducing his need for Spanish. When he did use code-switching, it was mainly to talk to his mother about unrelated topics or to repeat what the teacher was saying.

The Cycle 1 post-test was conducted online, similar to the pre-test, with supervision from the mother and teacher. While the questions were not identical, they were very similar to those in the pre-test to allow for accurate comparison. The student was more comfortable using the computer and familiar with the online worksheet. Before the test, a short review of adjectives and pronouns was done as a warm-up to address any doubts, during which intra-language switching was used.

T: How do you say **grande** in English? (Intra-sentential)

S: Big.

T: How do you say **bajito** in English? (Intra-sentential)

S: Short.

T: How do you say **lento** in English? (Intra-sentential)

S: hummmm..... I know..... Slow!

T: Yes! Very good.

Once the test started, the directions were all done in English and the student seemed very comfortable and seemed to understand everything that was said. During the first exercise, the student had to match the adjective with the picture. During this exercise, codeswitching had to be used to give directions to the student and help him understand better what he needed to do. He understood that he had to match the words with the picture, but he did not understand how to use the mouse in order to do so. After

this explanation and a couple of tries, he was able to do it by himself and finish the first part of the test.

T: Let's start with the first one. Big! Look for the picture, where is the picture of big.

S: Down.....

T: You, you have to do it. **Tú, lo tienes que hacer. Coge el mouse, apunta en big, y haz una línea. Hunde, déjalo hundido....** (Inter-sentential)

S: **Ah ya!**

T: **Eso..... y** match. Perfect!! (Tag Switching)

S: (The mother was helping the student follow the instructions) **Mami, lo puedo hacer ya?**

T: Ok, let's try the second one.....

S: Small!

T: **Cuál será, cuál será, cuál será?**

S: (The mother was helping him use the mouse and teaching him how to click and drag). **Mami, espera, yo quiero hacerlo desde el comienzo.**

T: **Essooo.. Ya casi.....** Uh oh...(Tag switching) (Intra-sentential)

S: (The mother said wrong, so the student repeated) Wrong!

T: Do it again! **Eso! Eso!** (Tag Switching)

A very interesting part of finishing the first part of the test was that the student was already using the sentence structure of the verb *to be* in order to express what he was feeling.

T: Yayyy Finished! Was it easy?

S: uhhgg.... Nooo..... I am very..... (puts his hand together next to his face implying he is sleepy).....

T: Tired?

S: Tired.

After just four lessons, the student showed significant improvement in English skills, demonstrating better understanding and increased confidence in speaking. While he still spoke to his mother in Spanish, he consistently tried to use only English with the teacher. As shown in Table 6, the overall amount of code-switching decreased from Lessons 1, 2, and 3. However, when comparing the Cycle 1 pre-test and post-test, code-switching increased in the post-test. This was due to the inclusion of review activities, the student's increased comfort in expressing himself, and his familiarity with the methodology and online format.

Post - Test

Table 6

Cycle 1: Post - Test						
Type	Giving directions		Teaching vocabulary		Teaching grammar	
	Teacher	Student	Teacher	Student	Teacher	Student
Inter-sentential switching	17	3	4	0	10	4
Intra-sentential switching	0	2	6	0	0	0
Tag switching	4	4	0	0	0	3

Comparison of the usage of codeswitching by teacher and student during post-test in cycle 1.

During this Post-Test, intra-sentential switching was used by the student because he wanted to express his feelings or ask for help, but did not know specific words in English. The teacher, on the other hand, used mostly inter-sentential switching in order to guide the student by giving him directions because the student was still learning how to use the computer and how to navigate the online test. For example, during exercise 2, the student had to look at an adjective and look for the opposite word from three different choices and then drag and drop it in the designated space.

T: What is the opposite of fast?

S: Slow.

T: OK. Perfect. Ok, let's go down, what's next?

S: I don't know how to **pasar** down. (Intra-sentential)

T: You don't know how to scroll down? (The mother helped him) Finished!!

S: I'm very, very **cansado**. (Intra-sentential)

During the next exercise, the student matched pronouns with pictures, typed the correct form of the verb *to be*, and filled in blanks using the appropriate verb. Some code-switching was used to provide directions, as he needed extra help moving and matching words with pictures. Additionally, code-switching was used to remind him of pronoun meanings. During the fill-in-the-blanks exercise, the student struggled to find letters on the keyboard, requiring further assistance through code-switching.

T: Three more!You? **Pero acuérdate que ese "You" es de "Ustedes", hay más de una persona. No..... ese está bien ahí donde esta.** (Student chooses right answer) **Esoo. Tu! Es una persona. Ok** , awesome. Finished!! **Nos quedan dos ejercicios** and we are finished. (Inter-sentential) (Intra-Sentential)

S: Ohhh God. I don't want to.

T: Why don't you want to? **Solo nos queda el verbo to be**, and then we are done. **Cinco minutos y ya puedes irte a dormir.** (Inter-sentential)

S: **Si, me quiero ir a hacer cosas.**

T: **Ok, como era el verbo to be..... I _____?** (Intra-sentential)

S: *I _____ what?*

T: **Exacto!** *I what?* (tag switching)

S: I don't remember.

T: *Iaaa.....mm.....* **Ay no, ya no te vas a sacar ese 100.** (Inter-sentential)

S: **Muy chistosa.**

T: *You.....*

S: *a.....*(Started typing "are")

T: **ARRRE!**

S: Where is the *R*?

T: Next to the *E*. **Al lado de la E.** (Inter-sentential)

S: Where is the *E*?

T: **Acuérdate.** *He, She, or It, same.* **Iguales.** (Inter-sentential)

S: **Sí, ya se.**

T: Last one.....**Termina en "e". Después de la "r".** (Inter-sentential)

S: **Nooo..... ay mami me ayudas? Es que no encuentro la "e".**

During the final exercises, the student needed more help with computer navigation (finding letters on the keyboard, scrolling, and dragging and dropping) than with grammar or pronouns. Comparing the pre-test and post-test in cycle 1, the student showed significant improvement. In the adjective-matching exercise, he was initially nervous and needed a lot of help from his mother. By the post-test, he only needed assistance with using the mouse but completed the task independently and confidently. In the opposites exercise, he initially struggled with typing but later managed to

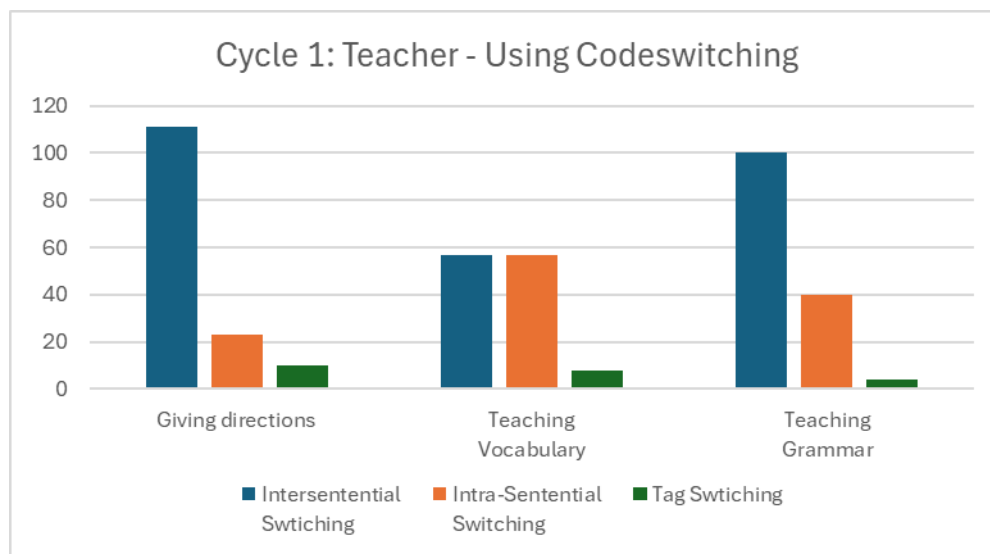
complete the drag-and-drop activity with minimal help. For pronouns, he improved from knowing only *I* and *You* in the pre-test to correctly identifying most pronouns, with slight confusion between singular and plural *You*. His biggest progress was in the *to be* section—while he was lost during the pre-test and required significant support, he successfully filled in blanks, read full sentences, and identified true/false statements using pictures in the post-test.

Cycle 1: Summary

During Cycle 1 of the research, both the teacher and student used code-switching for different purposes. The teacher employed all three types of codeswitching, as explained by Poplack (1980, cited in Jingxia, 2010)—inter-sentential, intra-sentential, and tag switching—for explaining topics, confirming understanding, giving directions, and conducting activities.

Inter-sentential switching was the most frequently used, particularly for giving directions and teaching grammar. This was essential for the young beginner-level student to understand instructions and complex grammar concepts. Intra-sentential switching was primarily used for teaching vocabulary, helping the student grasp unfamiliar words while understanding the overall sentence. Tag switching was the least frequent and was mainly used for emphasis, eliciting responses, confirming comprehension, or offering praise. The types of uses of CS obtained by Nurhayati (2016) and Qian, et al. (2009) in their research were the same, where inter-sentential switching was the most used, then intra-sentential switching, and the least used was tag switching.

Graph 1



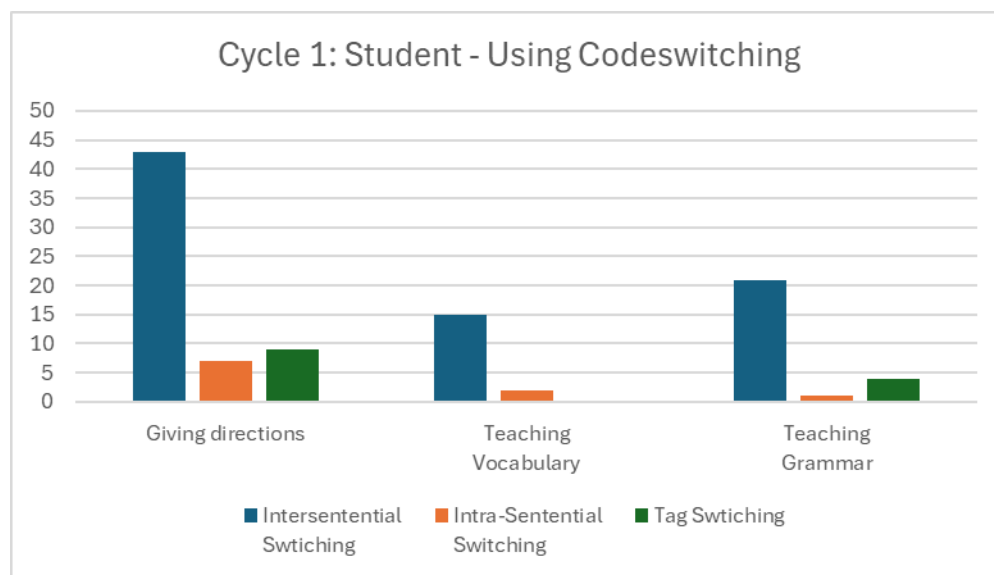
The types of codeswitching used by the teacher in cycle 1.

The student's use of code-switching differed from the teacher's, as shown in Graph 2, with the student using significantly less. At the beginning of the cycle, code-switching was more frequent due to his need to adjust to online lessons, the teaching method, and the digital tools. However, as he became more comfortable, code-switching decreased, especially inter-sentential switching. Initially, he relied heavily on Spanish to ask his mother for help and confirm information, but by the end of the cycle, he interacted more in English with the teacher and spoke less to his mother.

Inter-sentential switching was the most frequently used type of code-switching during Cycle 1 by both the teacher and the student, indicating its effectiveness in these lessons. In contrast, tag-switching was the least used, primarily occurring when the student received directions, as this was when he had the most questions. Although grammar and vocabulary instruction used visual aids and examples, CS was required for the clarification and confirmation of the meanings. Just like Macaro (2005) and Lee and Levine (2018) say in their research, learners acquire new vocabulary by translating it into their L1 and associating it with the L1 word and underlying concepts reducing cognitive load, freeing cognitive capacity, allowing the student to store input efficiently as an L1/L2 equivalent. Intra-sentential switching was also used, particularly when the

student asked for clarification or expressed his feelings, but its frequency was low and decreased as the lessons progressed.

Graph 2



The types of codeswitching used by the student in cycle 1.

Cycle 2: Not using codeswitching

Cycle 2 followed the same structure as Cycle 1, including a pre-test, four lessons, and a post-test. The pre-test assessed the student's prior knowledge of the upcoming topics and was later compared to the post-test results. Although the teacher initially planned to avoid code-switching, it was used selectively based on the student's needs. An observation sheet was used to track the frequency and types of code-switching in giving directions and teaching grammar and vocabulary. The lessons and types of CS were consolidated in one table, for the student and teacher, since the use of CS was less than in cycle 1, and 2 lessons did not use CS.

Cycle 2 – Student using Codeswitching

Table 7

	Pre-Test			Lesson 1			Lesson 2			Lesson 3			Lesson 4			Post-Test		
	Giving direction	Vocab.	Grammar	Giving direction	Vocab.	Grammar	Giving direction	Vocab.	Grammar	Giving direction	Vocab.	Grammar	Giving direction	Vocab.	Grammar	Giving direction	Vocab.	Grammar
Inter-Sentential	3	1	2	1	5	0	2	1	0	0	0	0	0	0	0	1	0	0
Intra-Sentential	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Tag Switching	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Cycle 2 – Teacher using Codeswitching

Table 8

	Pre-Test			Lesson 1			Lesson 2			Lesson 3			Lesson 4			Post-Test		
	Giving direction	Vocab.	Grammar	Giving direction	Vocab.	Grammar	Giving direction	Vocab.	Grammar	Giving direction	Vocab.	Grammar	Giving direction	Vocab.	Grammar	Giving direction	Vocab.	Grammar
Inter-Sentential	5	0	2	0	3	0	0	2	3	0	0	0	0	0	0	1	0	0
Intra-Sentential	0	3	0	1	5	0	0	0	3	0	0	0	0	0	0	0	0	0
Tag Switching	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 7 shows that the student's use of code-switching in Cycle 2, it primarily occurred when receiving directions and learning vocabulary. During the pre-test, he appeared more confident and engaged. He was happy and energetic during the warm-up and understood most test instructions in English. Nevertheless, due to the introduction of new topics and his continued need for computer assistance, some code-switching was necessary. He completed the first exercise with some reading help and did the second exercise entirely in English. While confident and using fuller sentences, he needed help in Spanish for the negative form of "to be" and some grammar. His reading had improved significantly, allowing him to read sentences faster, though he still struggled slightly with pronunciation.

While reviewing the verb to *be*, the student used code-switching for clarification and recall. Similarly, with the adjectives "old" and "young", the student seemed confused and did not know the meanings, so assistance was given to him. The teacher resorted to code-switching to help alleviate the student's frustration and help him finish the test. Since it was the first lesson for cycle 2 (no code-switching), the student struggled with the transition to an English-only approach, despite prior explanations, making him feel overwhelmed and anxious. He felt like every time he spoke Spanish, he was making a mistake and was going to get reprimanded, but also, coming from previous lessons where he and the teacher, were allowed to use Spanish, he needed to assimilate this new rule of not using Spanish

T: Are you ready?

S: Yeah. (Looks at his mother) **Qué hay que hacer?** (Inter-sentential)

T: OK, scroll down please.

S: I don't know how..... (The mother scrolls down, he looks at his mother) **Cómo lo haces?** (Inter-sentential)

T: **Estamos repasando el verbo To Be, si te acuerda? entonces ya me dijiste** *I am, you are, He....* (Inter-sentential)

S: I don't remember. (Looks at his mother) **No sé.... no me acuerdo.** He is, She is, It, is, They are, We are. (Inter-sentential)

T: Read the blue box.

S: *"It is not hot"*. (Looks at his mother) **Mami cómo se baja?** (Inter-sentential)

T: **Qué significa** young? (Intra-sentential)

S: Young **significa** old. (Intra-sentential)

T: No, **Si tu eres** young, **que quiere decir** young? (Intra-sentential)

S: Joven.

T: **Que es** old? (Intra-sentential)

S: Old **es viejito**. (Intra-sentential)

During the first lesson of Cycle 2, the student was highly motivated, energetic, and eager to communicate in English. After an engaging warm-up, he was ready to begin. Since this was the first lesson, new adjectives were introduced, making it essential to confirm his understanding, pronunciation, and spelling. To achieve this, the teacher asked him to provide the Spanish equivalents of the adjectives to ensure he grasped their meanings correctly. Code-switching was used by the teacher as a tool to clarify that "light" has multiple meanings. To help the student adapt to an English-only environment, CS was used to help him feel more comfortable and clarify unclear topics.

T: **How do you say** clean **in Spanish**? (Intra-sentential)

S: Limpio.

T: Very good.

T: This is old. Can you say "old"?

S: Old.

T: Very good. What is old?

S: Grande!.....

T: Grande!!??

S: No!... Viejito.

T: New.

S: New! **Nuevo!** (Inter-sentential)

T: What is heavy?

S: I don't know.....**ahh pesado!!** (Inter.Sentential)

T: **Pesado!** Very good. (Inter-sentential)

T: Last one! Light. What is light?

S: Light! **Luz!** (Inter-sentential)

T: hummmm. Light is **luz** too, **pero en este caso no es luz**. Si heavy es pesado, **light** es..... (Inter-sentential)

S: Fuerte!

T: Liviano.

Moreover, during the last activity of the lesson, a game was played to practice adjectives. During the game, the student again used codeswitching because he did not know how to scroll down but immediately figured it out. Once again, the teacher had to resort to CS in order to explain to the student that the word “old” also had two meanings.

T: **Acuérdate que hay dos olds, uno para viejo y otro para cosas.** (intra-sentential)

S: **Cómo hago para bajar?** Ok, I got it. (Inter-sentential)

In the second lesson, the student maintained his enthusiasm and high energy. The warm-up was engaging, as he was talkative and expressive when discussing his feelings. The activity also included a review of adjectives with follow-up questions about his family and daily life to encourage him to speak more and apply prior knowledge. He performed well in all activities, understood directions, and learned the adjectives effectively. However, during an exercise where he had to identify objects in a park scene that represented specific adjectives, he struggled, requiring some code-switching. He used CS to express he did not know how to erase during the exercise, to reply to a Spanish question from the teacher, and to express that he wanted to play again. There were some moments when the student seemed distracted, uneasy and anxious. He started saying things which the teacher thought were jokes and started focusing on other things. These were new behaviors that were not seen in cycle 1 and were addressed the analysis of the interview. On the other hand, the teacher used Inter-sentential switching to clarify vocabulary, particularly the difference between "someone"

and "something," as these words were not part of the adjective list and were unfamiliar to him. Throughout the lesson, just a few more times required CS, but English was mostly used.

T: Please find something old.

S: Oh I found it.

T: Where, where? Is that something old? "Something" **es una cosa, algo.**(Inter-sentential)

S: **Si, es ese viejito.**

T: **Pero una persona no es una cosa.** Erase. (Inter-sentential)

S: **Cómo se borra?**

T: Time is ticking! Go!

S: Ohh! I don't know.

T: Time is up.

S: **Mira... hay que hacer 20!** Again, Again. (Inter-sentential)

Furthermore, for the rest of the activities where the verb *to be* was reviewed and the verb *to be* in negative form was introduced, the student did not use any codeswitching or Spanish. The teacher confirmed orally if the student remembered the pronouns, the adjectives, and the verb *to be* in positive form by giving the student a sentence in Spanish and asking him to translate it. During this portion of the lesson, Spanish was used by the teacher as a tool for confirmation of the student's understanding, since he had been acting differently, the teacher wanted to make sure the student was feeling confident and remembered everything before moving on to the next topics. This review and confirmation lasted only 2 minutes.

During lessons 3 and 4, the student completely stopped using codeswitching, and both he and the teacher communicated only in English. In lesson 3, he was highly engaged, performing well in the adjective review and spelling quiz without using Spanish. A game of Hangman followed, during which his mother occasionally

intervened in Spanish to assist him. Afterward, he attentively watched a YouTube video on forming the negative of the verb *to be* and successfully completed exercises in English. He also played a game transforming positive sentences into negative ones and vice versa, using only English. Although the student demonstrated engagement in class, he occasionally exhibited restlessness and inattention, requiring intervention from his mother to regain focus. When introduced to new topics without the use of Spanish, he perceived the material as challenging, which led to feelings of boredom and confusion, ultimately resulting in increased distractibility.

Lesson 4 focused on reviewing adjectives and the negative *to be* through interactive activities on Genially. No codeswitching occurred because no new topics were introduced, and the student had a strong grasp of the material. His confidence, eagerness to speak English, and overall progress kept him engaged in using only English.

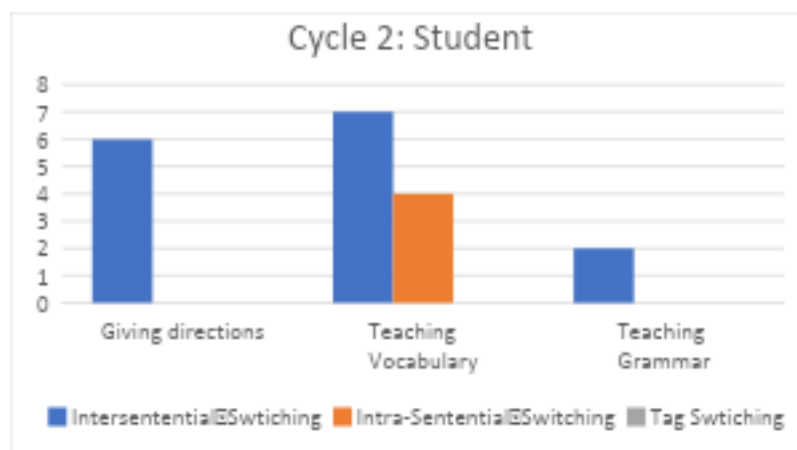
During the post-test in Cycle 2, the topics closely mirrored those of the pre-test to facilitate direct comparison and assess the student's progress. Codeswitching occurred only once, at the beginning of the test, when the student inquired about the first exercise, and the teacher provided an explanation in Spanish. Following this initial exchange, the student recalled the test format, received support from his mother, and was able to complete the assessment independently. Although he encountered some difficulties throughout the test, he refrained from using Spanish, instead relying on nonverbal cues such as looking at his mother. In response, either the teacher or his mother provided assistance when he appeared confused or momentarily unable to proceed.

Cycle 2: Summary

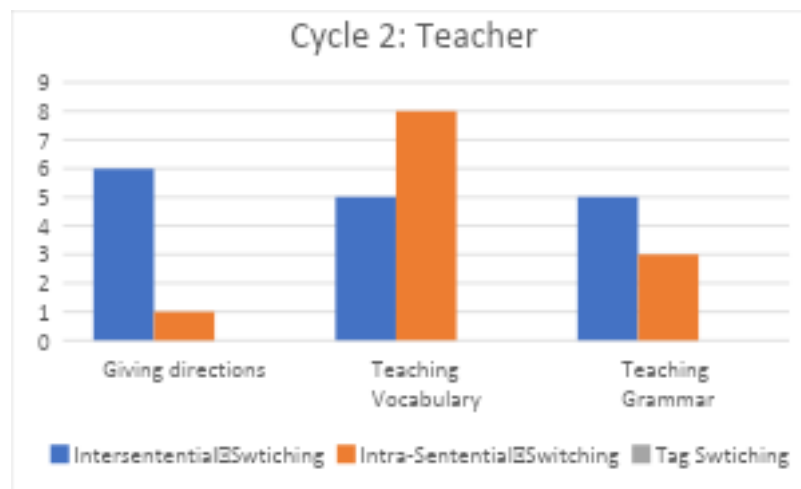
Cycle 2 of the research demonstrated significant progress in the student's English proficiency, computer literacy, and communication skills. While the student employed codeswitching at the beginning of the cycle, its use was primarily limited to instances where he experienced difficulty understanding instructions, interacted with his

mother, practiced and confirmed information, or lacked the necessary English vocabulary to express himself. The teacher utilized codeswitching strategically to clarify unfamiliar terms and concepts, explain activities, and reinforce previous content. Just like Simon (2001 cited in Qian, et al., 2009) and Macaro (2001) said in their research, teachers frequently use CS for certain scenarios that require clarification, where students fail to understand instructions, concepts, or words. Codeswitching was more prevalent at the start of the cycle, as the student exhibited confusion, anxiety, and discomfort due to the expectation of using only English despite not fully comprehending certain explanations. Although his anxiety diminished in the later lessons, he appeared less motivated compared to Cycle 1. Since the student was still a beginner, he was not familiar with the TL and felt unfamiliarized. Lee and Lo (2017) showed a correlation between motivation and the students' connection with English. The more connected or closer the students are to English, the higher their motivation.

Graph 3



Graph 4



As illustrated in Graphs 3 and 4, inter-sentential switching emerged as the most frequently used type of codeswitching throughout cycle 2. The second most common type was intra-sentential switching, whereas tag switching was not used at all. A comparison between Cycle 1 and Cycle 2 confirms that inter-sentential switching was consistently the dominant form of codeswitching employed by both the teacher and the student. Notably, in cycle 2, inter-sentential switching was primarily used by the student for vocabulary acquisition, particularly during the review and clarification of word meanings. Just like Kern (1994, cited in De la Fuente & Goldenberg, 2020) said, as well as other authors, L1 helps to take the cognitive load off the student's memory by helping them process easier and faster. The teacher, on the other hand, employed both inter-sentential and intra-sentential switching while teaching vocabulary. The increased use of intra-sentential switching can be attributed to confirmation and review activities that incorporated Spanish, such as direct translation prompts (e.g., "How do you say *viejo* in English?") and the clarification of word meanings not previously encountered. In contrast, tag switching was absent, as the student primarily relied on English expressions such as "Oh my God," "Please," "OK," and "Yeah," rather than incorporating Spanish tags.

Regarding the provision of directions, both the student and the teacher exhibited similar frequencies of inter-sentential switching, with the teacher also incorporating some intra-sentential switching. While codeswitching in this category was relatively limited, there were instances where the student required additional support, particularly when navigating online exercises and games, the pre-test, and the post-test. Just like Zainil and Arsyad (2021) found in their research, CS was used for affective functions by accommodating limited English, saving time, and maintaining class flow.

Finally, in the context of grammar instruction, the student employed codeswitching to a minimal extent, whereas the teacher relied on both inter-sentential and intra-sentential switching. The teacher used codeswitching to facilitate recall of the verb *to be*, as well as to provide review and clarification when constructing full sentences, incorporating previously learned topics. The student primarily resorted to codeswitching during the pre-test when completing exercises that required the conjugation of the verb *to be* in its negative form, as this grammatical structure had not yet been introduced.

4.2 Interviews

As part of this research, interviews were conducted with both the mother and the student to gain insight into their perspectives and experiences regarding the use and absence of codeswitching (CS) during English lessons. The interview with the mother was conducted in English, as she is bilingual, while the interview with the student was conducted in Spanish to ensure he could accurately express his thoughts and emotions.

Overall, the mother and the student expressed a positive attitude toward CS, emphasizing its importance for beginner-level students. The mother highlighted that CS plays a crucial role in motivating learners, reducing anxiety, and clarifying complex concepts. The same results were found by Bhooth, et al. (2014) in their research, where the students agreed that CS should be used only when necessary, especially for lower-level students. The student emphasized that he learned English better and enjoyed the lessons more with CS. Below is a summary of the mother's and student's responses

when asked about CS. The responses were summarized to highlight the most important parts of their answers, and the answers for the student were translated into English.

M: Yes, English only lessons. Use Spanish at the beginning and then gradually drop the Spanish. It will help him with his confidence, get used to the method of teaching, the materials, the teacher, etc. Then only English. In cycle two he tried to speak only in English, thinking in English, avoiding Spanish. He did it by himself, he started to use English only. At the beginning he was very shy so he didn't speak a lot. (Student's mother, semi-structured interview, 18.10.2024)

S: I prefer the English lesson to be in English, so that I can learn English and practice, but I want the teacher to use some Spanish so that I can understand better. (Student, semi-structured interview, 15.10.2024)

The mother agreed that CS is acceptable during English lessons, but she did mention that it was important that as the student gained more English skills, less CS should be used. Similarly, the student was aware that English should be used in an English lesson, but he emphasized that he preferred if the teacher used some Spanish to clarify and communicate different concepts and directions.

M: Yes, it is acceptable to use Spanish in English lessons. Especially for young learners, like Ken, they are still even learning their first language. Using L1 is important to make them feel confident and motivated, English should be used all the time during the lesson, but Spanish is acceptable in certain situations. For example, for specific explanations, ask for permission, for more complex topics. The child usually relates English words, terms and concepts with their L1 in order to understand. (Student's mother, semi-structured interview, 18.10.2024)

The mother identified several key reasons why she considered codeswitching (CS) essential in the language learning process. She observed that the student experienced heightened insecurity and anxiety when only English was used during the lessons. The inclusion of Spanish provided him with a sense of confidence, allowing him to engage more comfortably and enjoy the learning experience. Furthermore, the mother believed that CS contributed to more effective and accelerated language

acquisition, as it facilitated comprehension of vocabulary and grammar. Additionally, she noted that the student found the lessons more enjoyable and engaging when CS was incorporated, which further enhanced his overall learning experience. The student expressed that when CS was used, he was able to understand everything and do all the exercises in the class without confusion or anxiety, but without CS he felt lost and anxious. These responses were very similar to the results found by Schweers (1999 cited in Bhooth, et al., 2014), where she found that the use of L1 encouraged the student's positive attitudes toward English learning, providing a sense of security, motivation, and self-expression promotion.

M: With codeswitching, he learned better. He learned more. Without codeswitching, his interest decreased, he just wanted to finish fast and the topics didn't stick. The brain shuts down. Emotions take over so they don't learn. (Student's mother, semi-structured interview, 81.10.2024)

S: I prefer when the teacher uses Spanish because I understand everything and I feel better. With only English, I felt like I didn't know what to do. (Student, semi-structured interview, 15.10.2024)

The mother was able to notice the difference in the student's attitude and behavior between cycle 1 and cycle 2. Even if in cycle 2, the student did not want to be in class, he was able to go through the whole lesson and finish all the exercises.

M: Cycle 1, he had more confidence, he learned the method, how to use pc. He said he enjoyed the lessons very much; he was happy and learning. In cycle 2, he seemed frustrated, bored, and didn't want to be in class. (Student's mother, semi-structured interview, 18.10.2024)

S: With only English there were some things I didn't understand. Using Spanish I felt more relaxed but with only English I felt like I didn't want to be in class. (Student, semi-structured interview, 15.10.2024)

M: Cycle 1 helped my child more. His behavior, focus, and motivation were good. In cycle 2, he lost all of this, he felt frustrated, because he didn't understand and didn't

know the answers. He couldn't communicate. There was a language barrier. No connection with the teacher. (Student's mother, semi-structure interview, 18.10.2024)

Overall, the mother emphasized the importance of incorporating codeswitching (CS) in English lessons, regardless of the instructional format (online or face-to-face) or the learner's age group (children or adults). She asserted that for students with a low proficiency level, CS serves as a valuable tool for enhancing comprehension of vocabulary and grammar concepts, ultimately facilitating a more effective learning process. On the other hand, the student expressed that he was conscious that in an English class, English should be the main language spoken, but the use of the L1 was very helpful for his learning process and emotional well-being. Similar responses were found by Temesgen and Hailu (2022), Bhooth, et al., (2014) and Lee and Lo (2017) indicating that the students understood the importance of being immersed in the TL and that the overuse of CS could be detrimental to their learning of English; nevertheless, they agreed that limited and judicious use of CS was acceptable.

4.3 Pretests and Post-Tests

For each cycle, a pre-test and a post-test were designed to assess the student's knowledge before and after instruction, both with and without the use of code-switching. In the first cycle, the student obtained a score of 7/10 on the pre-test; however, achieving this score required significant assistance from both his mother and the teacher, not only in answering vocabulary and grammar questions but also in reading and using the computer. By the post-test, the student's score improved to 9/10, demonstrating a stronger grasp of the material. At this stage, he had developed greater familiarity with the topics and had improved his computer skills, although he still required some guidance from his mother to navigate the online test.

During cycle 2, the student exhibited increased confidence in attending online lessons and greater comfort with using the computer and completing digital exercises. On the pre-test, he scored 9/10 with assistance from his mother and teacher in navigating the test and responding to grammar and vocabulary questions. In the post-test, he maintained a score of 9/10 and demonstrated faster navigation of the test;

however, he made an error in constructing a full sentence using personal pronouns and the verb *to be*.

Overall, the student's progressive improvement was evident not only in his test scores but also in his increased confidence and overall attitude toward the assessments. The scores by itself do not reflect his overall improvement in English. His confidence, his speaking skills, listening skills and writing skills also improved immensely but are not reflected in the tests.

Chapter 5: Conclusions, Recommendations and Limitations

Conclusions

This research aimed to measure the effect of codeswitching on the grammar and vocabulary use of a 6-year-old EFL student from Colombia learning online and to answer the initial question, is codeswitching detrimental or beneficial to the learning process of grammar and vocabulary of an online EFL student from Colombia? To comprehensively examine the impact of code-switching (CS) on the acquisition of grammar and vocabulary, it is essential to analyze the various components that constitute an English language class. The effects of CS on the learning process cannot be categorically classified as either entirely detrimental or wholly beneficial. Instead, research has highlighted both its advantages and the complexities associated with its implementation.

Over the years and across different educational contexts, CS has been integrated into English language instruction for various purposes, including grammar teaching, classroom management, expressing empathy toward students, translating vocabulary, providing explanations, maintaining discourse flow, and ensuring comprehension. Across these settings, all three types of CS—inter-sentential switching, intra-sentential switching, and tag switching—have been consistently observed. Despite its prevalence, perspectives on CS vary significantly among both students and teachers.

Negative attitudes toward CS are particularly common among educators and learners who advocate for full immersion in the target language (TL), arguing that exclusive exposure to English facilitates more effective language acquisition. For example, “according to Saburlu (2019), it was possible to conclude that students in the foreign EFL classrooms are against of using the mother tongue foreign language classrooms because according to students, being able to learn a foreign language is possible by avoiding of L1 as far as possible and maximizing the foreign language use in the classroom” (Temesgen et al., 2022, p.185). In addition, “Ellis [11] argued that the use or overuse of the L1 by SL and FL teachers will deprive learners of valuable TL input.” (Jingxia, 2010, p.11). Conversely, proponents of CS, particularly those teaching

low-level students, recognize its utility in addressing linguistic challenges, clarifying complex grammar rules, facilitating vocabulary comprehension, and providing clear instructions. These differing perspectives highlight the nuanced role of CS in English language learning. Qian, et al. (2009, p.729) explain that “it is obvious that teachers’ CS does not impede language acquisition of young learners. A prudent use of it helps cultivate and reinforce good habits of learning for students and foster healthy and close relationships, especially for the lower levels. It is also essential to cultivate good learning habits and routines in young learners, right from the very beginning of FL learning.” Sadiq (2022, p. 227) adds that “they frequently change the coding on purpose to make it easier to explain themselves and to relieve stress in their students. The instructor's first interest is their students, and it is their responsibility to ensure that they understand the principles being taught.” Finally, “on the contrary, our study suggests that successful and planned uses of code-switching can enhance learning, help students express themselves better, and help teachers avoid misunderstandings in any part of delivering lesson content (Shin, et al., 2020 cited in Ataş & Sağın-Şimşek, 2021, p. 7).

Moreover, cognitive considerations must be taken into account when evaluating the role of CS in the learning process. The use of learners’ first language (L1) in vocabulary instruction allows students to establish connections between new English words and their L1 equivalents, thereby reinforcing conceptual understanding and improving retention. Additionally, CS can reduce cognitive load, enhancing recall and comprehension. However, immersive English-only instruction fosters greater exposure to the TL, which can be beneficial for fluency development. Nonetheless, such an approach may induce anxiety among learners, potentially hindering their progress and necessitating the use of simplified or artificial language by instructors to facilitate comprehension.

This action research case study yielded results that align with findings from previous research. The study consisted of two instructional cycles: one incorporating CS and the other following an English-only approach. Although the second cycle was intended to exclude CS, contextual factors—including the student’s age and proficiency

level—demanded its use. The instructor employed CS judiciously to reduce the learner's anxiety, clarify difficult concepts, maintain lesson continuity, verify comprehension, and provide explicit instructions.

Comparing the two instructional cycles revealed notable differences in student motivation and attitude. The abrupt elimination of L1 support in the second cycle led to heightened anxiety and apprehension. Findings in this study suggest that for younger, lower-proficiency learners, CS plays a critical role in fostering positive attitudes toward English language learning. Low-level learners often require additional scaffolding to acquire the TL effectively.

In this case study, the online learning context further underscored the significance of CS, particularly in providing technological guidance and facilitating navigation of online platforms. Additionally, when teaching grammar and vocabulary to a six-year-old beginner-level student, CS proved instrumental in enhancing comprehension, fostering motivation, and ensuring a smoother instructional experience. During CS-supported instruction, the student demonstrated greater engagement, retained new concepts more effectively, and exhibited increased enthusiasm for learning. Conversely, in the absence of CS, the student often appeared disengaged, distracted, and unable to fully grasp instructional content.

The findings of this study suggest that CS positively influences the acquisition of grammar and vocabulary in online English learners by reducing cognitive overload, providing accessible explanations, and offering emotional reassurance. In the context of online learning, where students must also navigate technological challenges, CS alleviates stress and enables learners to focus on language acquisition. Furthermore, the ability to use L1 for clarification fosters a more comfortable and motivating learning environment. When employed strategically, CS facilitates faster comprehension of grammatical structures and vocabulary, enhances learner confidence, and optimizes instructional effectiveness.

To answer the initial question, it is important to evaluate all external factors for each particular student or class. It is possible to say that CS is beneficial to the learning process of grammar and vocabulary in online EFL students. When employed

strategically, instructors must recognize that CS serves as an effective tool for supporting student comprehension and engagement. The decision to incorporate CS should be guided by contextual factors, including the student's proficiency level, the instructional setting, and specific learning objectives. For advanced learners, with technological knowledge, immersion in the TL should be prioritized, minimizing reliance on CS. Nevertheless, advanced learners can benefit from CS for comprehending more complex vocabulary and grammar concepts. The difference between the usage of CS in low-level students and advanced students is the amount and how it is implemented. Regardless, both types of learners will find benefit from CS.

Ultimately, educators should rely on their pedagogical expertise to determine the appropriate use of CS in accordance with student needs and instructional goals. While maintaining a balance between TL exposure and strategic CS use is crucial, CS can serve as a valuable pedagogical tool to enhance learners' overall language acquisition process, particularly in vocabulary and grammar instruction.

Recommendations

It is important for all teachers who use CS to use it strategically as a scaffolding tool for young and beginner learners. Analyzing the student and the context is crucial to understanding when and how to use CS. Educational institutions could be more flexible regarding CS and understand how judicious use of CS for certain students and certain contexts can be beneficial to the learning process of their students. Furthermore, for online teachers and students, due to the additional technological challenges, CS could be a very useful tool in order to provide clear instructions and guidance. This could be essential for those unfamiliar with digital tools. Family members and learners should also be encouraged to understand the benefits of using CS and that in order to transition to a full immersion class, they should move at a comfortable pace, and soon they will not rely on the use of L1.

Limitations

This action research case study presents several limitations that must be acknowledged. Firstly, the sample size was a significant constraint. As the study was conducted with a single participant, the findings cannot be generalized beyond this specific case, limiting the broader applicability of the results. Secondly, the participant's age and proficiency level constituted another limitation. Given that the student was six years old and at a beginner level, the impact of code-switching (CS) could not be examined in learners of different age groups or higher proficiency levels. This restricts the study's ability to determine whether similar findings would emerge among older or more advanced learners. Thirdly, the learning context played a critical role in shaping the findings. Since the study was conducted in an online learning environment, CS was also employed to provide instructions and guidance on navigating the virtual classroom. Consequently, the results may not fully translate to traditional face-to-face classroom settings, where different interaction dynamics and instructional methods could influence language acquisition.

Another limitation pertains to the duration of the study. The research was conducted over a period of two months, with each instructional cycle lasting one month. This relatively short timeframe constrains the ability to assess the long-term effects of CS on the student's language development and overall learning process. Finally, the lack of comparative data presents an additional constraint. As this was a case study involving only one student, the findings are limited to this individual's experiences. A study involving multiple participants within the same learning context would have provided more diverse data, potentially leading to more robust and generalizable conclusions regarding the effects of CS in language learning. These limitations highlight the need for further research with a larger and more diverse sample size, extended study duration, and varied learning contexts to gain a more comprehensive understanding of the role of CS in English language acquisition. Despite these limitations, this study provides evidence that CS can be beneficial to the learning process of EFL students, and it does not hinder the learning process of the TL.

Additionally, it helps the student to acquire additional skills, besides grammar and vocabulary, such as reading, writing, listening, computer skills, and online navigation.

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Appendix 1: Consent Form



Maestría en Enseñanza del Inglés como Lengua Extranjera
Investigación: "THE IMPACT OF CODESWITCHING IN THE LEARNING
PROCESS OF GRAMMAR AND VOCABULARY IN AN ONLINE EFL STUDENT
FROM COLOMBIA"

Santiago de Cali, 20 Julio de 2024

Apreciados padres de familia y acudientes:

Mi nombre es Maria Ximena Shiwa, soy estudiante de la Maestría Enseñanza del Ingles como Lengua Extranjera en la Universidad Icesi, en Cali, Colombia. Mi supervisor/a es JoEllen Simpson.

Actualmente me encuentro haciendo una investigación sobre el impacto de Codeswitching en los estudiantes de Ingles como lengua extranjera. Para poder conocer el impacto del codeswitching es necesario observar al estudiante, realizar entrevistas al estudiante y a la madre, aplicar pre- exámenes y post-exámenes en dos ciclos de investigación. Uno usando codeswtiching y el otro sin codeswtiching. Este trabajo se desarrollará entre las fechas del 30 de Julio 2024 – 30 de septiembre de 2024.

Por esto, si tienen inquietudes al respecto de lo que se hará, les pido contactarme al correo XXXXXX@hotmail.com, o a mi supervisor JoEllen Simpson a su correo electrónico XXXXXX@gmail.com.

No se espera que la investigación o las actividades a desarrollar afecten al niño de manera alguna. No se usará el nombre del estudiante, pero si habrá registro de video para recolectar los datos del uso de codeswitching en cada clase, y como evidencia durante la sustentación.

Como madre o padre del estudiante, si están de acuerdo en participar en esta investigación y en las actividades mencionadas anteriormente, les pido que por favor me firmen este documento de consentimiento y me lo hagan llegar a mi correo.

De antemano agradezco su colaboración con el desarrollo de mi tesis de maestría. Cordialmente,

Maria Ximena Shiwa
C.C. XXXXXX
Cel: XXXXXXX
Email: XXXXXX@hotmail.com

NOMBRE DEL ESTUDIANTE: XXXXXX

NOMBRE DEL PADRE O LA MADRE: XXXXXX

FIRMA: _____

C.C. XXXXXX

Celular: XXXXXX

Email: XXXXXX@gmail.com

Appendix 2: Pre – Test: Cycle 1 – Using Codeswitching

Please match the correct adjective with the picture.

Happy

Sad

Big

Small

Hot

Cold

Slow

Fast

Tall

Short



Write the opposite words

Happy
Big
Hot
Slow
Tall

Match the pronoun with the picture

I



You



He



She



It



We



They



Choose the correct verb to be for each pronoun.

I

You

He

She

It

We

They

Fill in the blanks

1) I _____ happy.

2) You _____ sad.

3) He _____ fast.

4) She _____ slow.

5) It _____ big.

6) We _____ small.

7) They _____ tall.

Appendix 3: Pre – Test Cycle 2: Not using Codeswitching

Please Choose the correct answer.



Dirty

Clean



Dirty

Clean



New

Old



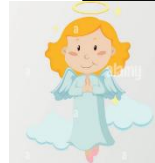
Old

New



Bad

Good



Good

Bad



Old

Young



Young

Old



Heavy

Light



Light

Heavy

Choose the opposite word

Good

Light

Old

Bad

New

Heavy

New

Clean

Old

Light

Young

Old

Bad

New

Clean

Dirty

New

Clean

Old

Light

New

Old

Clean

Bad

Light

Please choose the negative form of the verb to be.

Example:



I am **not** young.



It is not hot.

He is not short.

She is not sad.

It is not small.

It is not fast.

Choose if it's True or false



She is sad.

TRUE

FALSE



He is cold.

TRUE

FALSE



It is new.

TRUE

FALSE



He is young.

TRUE

FALSE

Appendix 4: Post-Test: Cycle 1 – Using Codeswitching

Please match the adjective with the picture

Big



Small



Tall



Short



Happy



Sad



Fast



Slow



Hot



Cold



Please write the opposite word

Sad

Big

Tall

Happy

Small

Slow

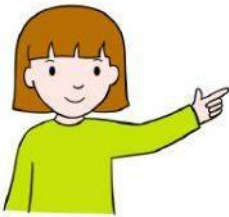
Fast

Short

Cold

Hot

Please choose the correct pronoun for each picture.



* It *

* We *



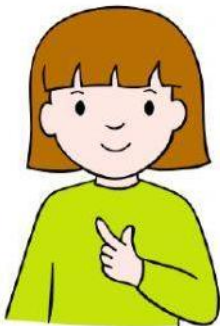
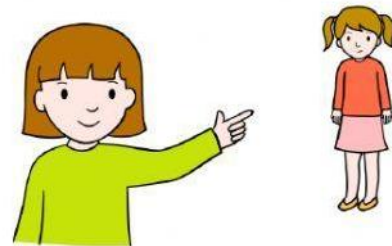
* I *

* She *



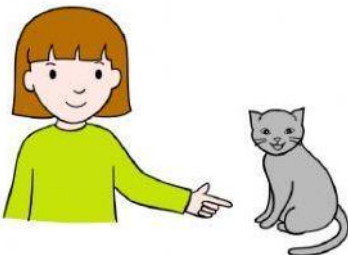
* You *
(singular)

* You *
(plural)



* He *

* They *



Please write the correct form of the verb To Be.

I

You

He

She

It

We

They

Please fill in the blanks

I _____ happy.

You _____ my friend.

She _____ six years old.

He _____ funny.

We _____ playing outside.

They _____ in the park.

The cat _____ soft.

The sky _____ blue.

My toy _____ broken.

The dog _____ barking.

Appendix 5: Post-Test Cycle 2- Not using codeswitching

Please choose the correct word next to the picture.

1)



Young

New

2)



Clean

Bad

3)



Old

Dirty

4)



Heavy

Good

5)



Good

Clean

6)



Old

Light

7)



Dirty

Old

8)



New

Young

9)



Light

Old

10)



Bad

Heavy

Please fill in the blanks with the correct letters.

1) _____ ou _____ g

2) _____ l _____

3) H _____ a _____ y

4) _____ ir _____ y

5) C _____ e _____ n

6) _____ e _____

7) L _____ g _____ t

8) G _____ _____ d

9) B _____ d

Please fill in the blanks with the correct verb *to be*.

1) My sister _____ young.

2) My father _____ good.

3) I _____ young.

4) My shoes _____ old.

5) My grandparents _____ 90 years old. They
_____ old.

6) My room _____ clean. It _____ dirty.

7) My dog _____ light. It _____ heavy.

8) I _____ good. I _____ bad.

9) My sister _____ 4 years old. She _____ old.

10) My pants _____ old. They _____ new.

Please look at the picture and write a sentence using the adjectives and the verb *To be*.

1)



2)



3)



4)



5)



6)



7)



8)



9)



10)



Appendix 6: Observation Sheet for Student Codeswitching

TYPE	Student		
	Giving Directions	Teaching Vocabulary	Teaching Grammar
Inter-Sentential Switching			
Intra-Sentential Switching			
Tag Switching			

Appendix 7: Observation sheet for Teacher codeswitching

TYPE	Teacher		
	Giving Directions	Teaching Vocabulary	Teaching Grammar
Inter-Sentential Switching			
Intra-Sentential Switching			
Tag Switching			

Appendix 8: Interviews

Interview to the student

- 1) Do you prefer to learn English using only English, or using some Spanish for certain situations?
- 2) Have you ever experienced an English lesson where Spanish was used? Please Explain.
- 3) What do you think about the use of Spanish in these situations in an English class.
- 4) What do you think about using English in these situations in an English class?
- 5) Do you think you will learn English better and faster if the teacher used only English or some Spanish?
- 6) Did you understand every grammar explanation, vocabulary, and direction given to you during every class?
- 7) Do you wish the teacher had used more Spanish or more English during grammar and vocabulary explanations or giving directions?
- 8) Do you think teachers should use Spanish to explain grammar, teach vocabulary, and give directions?
- 9) How do you feel when the teacher explains a grammar point, teaches you new vocabulary, or gives you directions in English and you don't understand?
- 10) Do you think you learn English better using codeswitching or not using codeswitching

Interview to the mother

- 1) Do you prefer to have English-only lessons for your child? Why?
- 2) Do you think it is acceptable to use some Spanish during the lesson? When?
- 3) Seeing your child during the lessons, do you think he felt more comfortable when the teacher used Spanish or when it was only English?
- 4) Do you think your child improved his English skills when there was codeswitching used or no codeswitching was used?
- 5) Did your child enjoy the lessons more when his L1 was used or when the lesson was only in English?
- 6) Do you think your child understood the explanations of vocabulary and grammar better when Spanish was used?
- 7) What are the main differences that you noticed in your child's learning process and behavior between the lessons from cycle 1 and the lessons from cycle 2?
- 8) After witnessing both types of lessons (using codeswitching and not using codeswitching), which one do you think has helped your child more in learning vocabulary and grammar and following directions in class?
- 9) Do you think English lessons (online and face-to-face) should include codeswitching or not?