Functions of Graduate Instructors' Codeswitching in a Puerto Rican ESL Classroom
by

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Abstract

The argument for the exclusive use of English versus the use of English and Spanish in the English classroom has been a continuing debate between researchers and educators in Puerto Rico. The University of Puerto Rico, Mayagüez Campus currently has an open bilingual policy, creating a classroom environment in which content can be taught in English and Spanish. The open approach to language policies gives professors the academic freedom to use English or Spanish as their medium of instruction. The study focuses on the functions of codeswitching between English and Spanish by graduate instructors as well as students and instructors' perception on codeswitching use in the Basic English Classroom. A case study analysis with a mixed methods design was conducted between two instructors of Basic English 3101 in the University of Puerto Rico, Mayagüez Campus. Findings showed codeswitching was primarily used by instructors to establish a relationship with the class, address students' lack of comprehension and to explain a new topic or assignment. Results also showed congruent perspectives on the use of codeswitching by both instructors and students in the classroom. This research aims contribute to other translanguaging and codeswitching studies in the context of the English classroom in the University of Puerto Rico.

Resumen

El argumento para el uso exclusivo del inglés versus el uso del inglés y el español en la sala de clases de inglés ha sido un continuo debate entre investigadores y educadores en Puerto Rico. La Universidad de Puerto Rico, Recinto de Mayagüez tiene actualmente una política abierta de bilingüismo, creando un ambiente de aprendizaje en el que el contenido puede ser impartido en inglés y español. El enfoque flexible de las políticas lingüísticas da a los profesores la libertad académica para utilizar inglés o español como medio de instrucción. Este estudio se centra en las funciones del cambio de código entre el inglés y el español por los instructores graduados, así como en los estudiantes y la percepción de los instructores sobre el uso del cambio de código en la sala de clases de inglés básico. Un análisis de caso de estudio con un diseño de métodos mixtos se realizó entre dos instructores de Inglés Básico 3101 en la Universidad de Puerto Rico, Recinto de Mayagüez. Los hallazgos mostraron que el cambio de código fue utilizado principalmente por instructores para establecer una relación con la clase, tratar la falta de comprensión de los estudiantes y explicar un nuevo tema o asignación. Los resultados también mostraron perspectivas congruentes sobre el uso de cambio de código por los instructores y los estudiantes en el aula. Esta investigación tiene como objetivo contribuir a otros estudios de translenguar y cambio de códigos en el contexto de la sala de clases de inglés en la Universidad de Puerto Rico.

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Chapter I: Introduction

The teaching of the English language in the educational system of Puerto Rico has had a long history of shifting ideologies in language policies. Since the invasion of the United States in 1898, political influence and English education in public schools have consistently reflected the changes made to language policies at the federal level (Schmidt, 2014). These policies, which shift between bilingualism, Spanish only and English only as the medium of instruction, had historical repercussions on language education and student learning in Puerto Rico. This continues to be seen today, as teachers are left to face language policy decisions that stem from their own language ideologies and students' backgrounds in the classroom. The current language practices in the classroom reflect the attitude towards the language the teacher has and their current language policy ideologies in the classroom. This in turn can become problematic for students and create issues regarding the use of a student's native or first language (L1) in the context of an English as a Second Language (ESL) classroom.

Yet, Puerto Rico is not alone in experiencing this phenomenon. Taiwan, also colonized by an English-speaking country, provides a glimpse of the relationship between English-only policies and difficulties students face with monolingual policies. An example of this can be shown through Wei's (2013) study, which closely studied and reexamined the efficiency of the implementation of an English-only policy at language colleges in Taiwan. The Wenzao Ursuline College of Languages in Kaohsiung, Taiwan, is known for the implementation English-only policies as early as 1970. In this study, Wei (2013) concluded more than two third of the students at Wenzao College felt burdened when they needed to respond only in English. Students also felt challenged in higher levels of reading and writing classes because of "the emergence of ambiguity in their communication with the teachers, specifically native-speaking English

teachers" (Wei, 2013, p.197). Understanding an example of an English-only policy puts into perspective the impact of language use in the classroom.

Although Spanish is the language of instruction in UPRM, it is ultimately up to the professor or instructor to decide which language is used for classroom lectures and activities, lectures and discussions. This type of privilege professors have is known in Puerto Rico as "*libertad de cátedra"* or academic freedom (Carroll & Mazak, 2017, p.12). This academic freedom in UPRM enables professors and instructors of records to create, should they choose to, bilingual environments inside in the classroom which make use of the students' native language and draw on their linguistic repertoire to create meaning and understanding the Basic English classroom (Carroll & Mazak, 2017). In the University of Puerto Rico, Mayagüez Campus (hereafter UPRM), it is a common practice for professors and instructors of record to use both Spanish and English in the classroom. The alternation between the use of English and Spanish for communication through utterances, words, or sentences, otherwise known as Code-Switching (hereafter CS) is a prevalent way of communication between bilingual speakers in the Basic English Puerto Rican classroom.

Research on post-secondary mesolevel language policies in Puerto Rico (Carroll & Mazak, 2017) revealed UPRM as one of the eighteen percent of institutions which include an open bilingual policy. They note that because the term "bilingual" is not defined, it creates a classroom environment for instruction in English or Spanish (p.11). Carroll & Mazak state "Furthermore, when institutional policies are ambiguous or absent altogether, they are often compensated with microlevel policies that inevitably influence the language of materials, lectures, assignments, and exams" (Carroll & Mazak, 2017, p.19). In other words, because UPRM has an open language policy, the instructions, classroom materials and language used by

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teachers is ultimately decided by their own language policies, beliefs and attitudes towards English and Spanish. The use of language, in the context of a UPRM classroom, becomes a linguistically rich and practical multilingual environment for teachers to facilitate student-teacher communication. As such, recent research has been emerging from Puerto Rico on the use of pedagogical translanguaging practices and students' perceptions on translanguaging in higher education (Rivera & Mazak, 2017; Mazak& Carroll, 2016; Mazak & Herbas-Donoso 2015).

Because of the liberty of professors and instructors of record to choose their own language of preference and language policies in their classroom, it naturally invites and persuades researchers who are looking to study the use of languages and their functions. For this reason, the constant alteration of English and Spanish by the professors and instructors of record in the classroom provides strong incentives for research on their uses and purposes of CS in the classroom. This study seeks to categorize some of the functions of CS in the classroom as well as to understand the perception from both the instructor and student on the usefulness of CS in the classroom. Understanding and identifying the various functions of CS in the classroom can help professors and instructors alike start making conscious choices of their use in the classroom. Consequently, this awareness alongside research of perceptions of students towards CS in the classroom help bridge the gap between student-teacher communication in terms of CS and language policies in the classroom.

If students and instructors can be conscious of the purpose of CS in the classroom, it ensures language is being used for a common purpose students and teachers understand exactly why CS is happening and see its functions as positive in the classroom. In contrast, lack of awareness of CS in the classroom by instructors and students further contributes to flexible yet disconnected language policies at the microlevel which fail to take into consideration the

students' perception of CS in the classroom. A study of CS occurrences between teacher and students in an English as a Foreign Language (hereafter EFL) in a Turkish state university found that CS could be used to avoid using the target or second language (Hereafter L2). As Rathert (2012) illuminated,

> …the results of this study suggest that CS in the FL classroom can be a strategy to avoid communication about lesson content that has little or no relevance. Since it is the aim of FL teaching to have students actively participate in the classroom in order to facilitate learning, the choice of lesson content is of paramount importance. Consequently, CS as a strategy to avoid L2 is not desirable as it contradicts pedagogical foci. (p.16)

Taking this into consideration, if studies on CS can illustrate how L2 can be avoided through CS, then not only does the content of the classroom stress importance but also the awareness of the function of CS in the classroom by both students and instructors alike. This indirectly reveals that use of CS by instructors needs to be purposeful and needs to be relevant to students' individual needs in the classroom. Research in the Basic English classroom on the functions of CS in UPRM can further aid the goal of achieving substantial student-teacher communication centered on a congruent goal in terms of language policies and use of CS. As Adendorff explains "Code-switching is ...highly functional, though mostly subconscious. It is a communicative resource which enables teachers and pupils to accomplish a considerable number and range of social and educational objectives" (Adendorff, 1993, p.142). The use of CS in the classroom can be highly beneficial to students as a communicative resource if and only if these educational objectives are consciously aware of and understood by both students and teachers.

Research Objectives

This study was developed in the context of a Basic English classroom in UPRM, INGL 3101. To answer the research questions, a case study design was used to observe two instructors in UPRM and their use of CS, alternating between English and Spanish in their own classrooms. Student and instructor perspective towards language use (English and Spanish) in the classroom was also considered as an integral factor of the research.

The main objective for this study is to identify the different functions of codeswitching as used by two instructors in the INGL 3101 course at UPRM. This study aims to analyze and categorize the functions of CS using the descriptors used in Thompson (2006) which were originally adapted from Polio & Duff (1994). These categories are Classroom Administration, Grammar Instruction Discipline, Relationship with Class, Explaining New Topic or Assignment, Translation of Vocabulary, Lack of Comprehension and Responding to Student's L1. As such, this research considers CS as one of many translanguaging practices observable in university classrooms in Puerto Rico. There have been recent studies which look at translanguaging in higher education in Puerto Rico (See Carroll & Mazak, 2017; Mazak & Carroll 2016, Rivera & Mazak, 2017; Carroll & Sambolín, 2016); this study seeks to further research in how translanguaging is used in higher education, more specifically by adding to the codeswitching area of research that identifies codeswitching as a pedagogical strategy in the classroom and aims to classify its function and meaning. This research used questionnaires, interviews and classroom video recordings to investigate the use codeswitching functions by two UPRM instructors in the INGL 3101 classroom.

Another area of focus was the perception and beliefs of students towards the use codeswitching in the classroom. This was researched through a questionnaire administered to

students and the instructors, as a method of correlating any findings or their perception of codeswitching use, the teachers' point of view of codeswitching and what was occurring in the classroom to explore any findings not shown through the questionnaires responses. The aim is for this research to not only contribute and expand on the current literature of translanguaging in higher education in Puerto Rico but also serve educators who decided to consciously use codeswitching as a pedagogical strategy with specific functions in their classroom.

Research Questions

The research questions for this study were chosen from an inquiry focused on the language awareness and codeswitching functions being used by instructors at UPRM. The objective was to record, observe and analyze the different functions codeswitching could be used for in the classroom.

The questions which guide this study for identifying and categorizing the use code-switching by two UPRM are the following:

1) What are the various purposes and functions in which two Basic English instructors in UPRM codeswitch between Spanish and English in their classrooms?

2) What are the similarities and differences regarding beliefs about codeswitching from the teachers' and students' point of views?

Chapter II: Literature Review

Puerto Rico's Language Context

The challenges the Education System in Puerto Rico has endured cannot be solely discussed in terms of organization, administration or purpose but must also address the historical, political, economic, and geographical factors which obstructed its progress (Rodriguez, 1966). For this research, I will be addressing Puerto Rico's history of language starting from the colonization by the United States in 1898, where U.S. soldiers arrived in Puerto Rico and imposed economic interests and United States doctrine (Navarro, 2006). It is also important to note that at the end of the Spanish rule, around 79 to 85 percent of the total population was illiterate (Rodriguez, 1966). Puerto Rico's colonization meant that the United States doctrine, that is, the set of beliefs held by United States colonial officials, would be imposed into the Education System's ideologies. In 1898, the public-school system established in Puerto Rico would follow the model for education of Indians and African Americans in use in the United States (Navarro, 2006). It is important to note prevalent discourse used terms such as "Americanizing", "Civilizing" and "Assimilationist" at that time, which ironically were used to describe a process in which the constituent elements of conquered people's cultural identities were grinded down and "pulverized" (Navarro, 2006, p. 227). This meant language carried more than just access to a new culture, beliefs and ideals; it conveyed a sense of imposing and disrespect for the native tongue it was trying to replace.

The United States sought to reform Puerto Rican citizens by modeling and adapting to a specific school in the United States knows as the Carlisle Indian Industrial School (CIIS). General John Eaton, a huge sympathizer of the education of the CIIS, was the first to be placed in charge of Education in Puerto Rico around 1898 (Navarro, 2006). CIIS was operated by the

federal government of the United States and located in Carlisle, Pennsylvania between 1879 and 1918 (Navarro, 2006). This school was regarded as an experimental site to destroy cultural identities and forced acculturation. Navarro's (2006) metaphorical description of CIIS as a "*molino de piedra"* [grindstone], refers to the thousands of Native Americans and hundreds of Puerto Ricans which were ultimately forced to "civilize" during their enrollment at CIIS. Navarro (2006) defines the process of civilization "as a grinding down of salient cultural features, made possible the transformation of "inferior peoples" into "colored scholars" (Navarro, 2006, p.251). This can be a clear indicator of intentions of the United States government force acculturation without any regard to the culture of the Native American nor Puerto Rican.

Understanding the political nature of the English Language helps situate language learning in Puerto Rico's context. If a language was imposed as the medium of instruction and curriculum was adjusted so that emphasis is given to English courses, then other subjects would be sacrificed. Americanization becomes the primary political framework which shapes the founding expansion of public schools. This framework is guided by, as Del Moral (2014) states, "the intention to cultivate a new generation of students who could be pro-American and supportive of US colonialism, what José Manuel Navarro coined "tropical Yankees" (Del Moral, 2014, p.12). English Education in the context of Puerto Rico is historically founded with U.S. imperialism and white supremacist values. This is not to simply say that the English language was simply imposed and teachers throughout in the education system simply abided and taught the new language. The imposing of a new language in the education system of Puerto Rico was seen as a threat the Puerto Rican identity and was met with resistance. Literature during the 1930's helped define and contribute to the contemporary discourse on the Puerto Rican nation

today. Jorge Duany (2002) explains that "The Generation of 1930", a notable group of

intellectuals, writers and artists which included Antonio Pedreira, Tomas Blanco, and Vincente

Geigle Polanco, based the identity of the Puerto Rican on some of the following premises;

      1) The Spanish Language the cornerstone of Puerto Ricanness as opposed to

English, which it typically views as a corrupting influence on the vernacular.

      2) The Island's territory is the geographic entity that contains the nation; beyond

the Island's borders, Puerto Ricanness is threatened with contamination and dissolution…

      3) The local culture- especially folklore- provides an invaluable source of popular

images and artifacts that are counter posed to icons of U.S. culture, avoiding unwanted

mixtures. (Duany, 2002, p. 25)(For the full list of premises see Duany, 2002, p.25).

Duany's research shows opposing literature in Puerto Rico versus the literature taught in

schools in Puerto Rico sharply contrasted each other. The United States was forcing a curriculum

adapted from the states, with no regards to cultural values or beliefs while Puerto Rico, on the

other hand, promoted literature and discourse which valued Spanish to construct the Puerto

Rican identity and emphasized the need to value local culture over United States culture.

Accommodating Spanish speakers to an English medium in a nation in which Spanish is the

native language demonstrates the shift in perspective towards the language with the higher value.

The complex history of socio-political and socio-cultural factors in the history of English

education in Puerto Rico is a factor which was to be addressed when discussing how students

perceived the use of language (English and Spanish) in the classroom. Equally important, this is

a factor teacher should be aware of when incorporating multiple languages or CS in the

classroom. Students' attitudes towards language use in the classroom (by the teacher) must be

factored in carefully to achieve a symbiotic balance between multiple existing language ideologies.

U.S. Imperialist and Colonialist values have gradually through the generations influenced the Puerto Rican society towards negative connotations or associations with the English language. This translates to students having negative or biased pre-conceived notions of a language as soon as they set foot into the classroom. Research on the perceptions of threat associated with English in Puerto Rico argues that these colonization practices and political have led to Puerto Rico not only being a primarily monolingual island but also positioning the English language as a problem (Carroll, 2016, p.167). As Carroll (2016) explained:

> The current result has been strong Spanish language maintenance as a result of
> educational language policies that privilege the elite whose children learn English in
> private schools, while the public school curriculum relegates English to one hour per
> day…Such policies have impacted the eighty percent of Puerto Ricans who attend public
> school and has further facilitated the gap between the rich and poor. (Carroll, 2016, p.
> 168).

Contextualizing this to higher education in Puerto Rico, more specifically UPRM, the Basic English 3101 classroom contains students from both private and public school. This in turn creates a varied student classroom in which ideologies towards the English language are combined, stemming from their background knowledge and previous experiences with English through the education system in Puerto Rico. Thus, this a factor which must be addressed when taking into consideration the perceptions of student and teachers (especially if the instructors, in this case, are a product themselves of the education system in Puerto Rico) towards language use or CS in the classroom. Their attitudes and beliefs can provide insight towards factors which

might hinder or advance their acquisition of L2. English educators in Puerto Rico have a challenge to change students' perceptions and promote a nurturing and collaborative environment, keeping in consideration their cultural and background knowledge. This means they need to be actively aware of their use of CS in the classroom to ensure that students understand the purpose behind the CS during lessons or classroom discussions.

An environment of mutual understanding, in terms of educational objectives inside the classroom, between student and teacher can indubitably guide classroom discussions and content towards advancing L2 acquisition. Once this environment flourishes then students can actively begin to shape and change these notions. Integrating the use of Spanish and English using Code-Switching in the classroom can help change students' emotional state or attitude towards the language. The Affective Filter Hypothesis, a term coined by Stephen Krashen, is "an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition." (Richards & Rodgers, 2001, p.183). Teachers should strive to promote a classroom environment with low affective filter, which enables students to receive more input thus increasing their chances towards acquisition. The problem arises when the filter does not fall on language form, meaningful content or critical thinking. This is important consider in this research because the learner's attitude toward the language plays an important role of their perception of codeswitching in the classroom. This can be true from the perspective of emergent bilinguals as well as the instructor in the classroom. The functions of CS between English and Spanish by instructors should not be undermined and considered as an area to explore and revise for translanguaging.

Translanguaging

Situating language study in the context of language ideologies, colonialism and imposed language policies, I am adopting a translanguaging approach to this research. Understanding language use through a translanguaging lens takes bilingualism as the norm and allows me as a researcher to pay attention to social, historical, political, and ideological contexts of language use, particularly of codeswitching. Furthermore, before approaching how translanguaging is used in the context of the Basic English classroom in Puerto Rico, it is imperative to understand the term *translanguaging* and thus must first look at its origin and how contemporary research and literature has adapted and tuned the context in which translanguaging is used. The term translanguaging can be traced back the 1980's, used by Cen Williams (1994) on studies of Welsh and English in Wales. Lewis et.al (2012) explain that the term "trawsiethu" (Welsh for translanguaging) was used to describe a pedagogical practice in which language input and output is consciously switched in bilingual classrooms (Lewis et. Al, 2012, p.3). This positive view of including Welsh and English simultaneously in the classroom as well as society, started to become concrete within education in North Wales during the Welsh language revitalization began to become successful in the 20th century (For an in-depth review of the origins of translanguaging, see Lewis et.al, 2012).

Since then, various scholars have begun extending and transforming the concept of translanguaging (See García, 2009; Creese & Blackledge 2010; Blackledge & Creese 2010) and other scholars have continued to expand upon it (See Canagarajah 2011a, b; Li Wei, 2011; Homberger & Link, 2012; Lewis et. Al, 2012a, b) (for a more in-depth review of translanguaging, see García & Lin, 2016). Garcia & Lin (2016) illustrates how the term and concept of translanguaging has continued to evolve by multiple scholars through bilingual

education. Furthermore, there are few definitions highlighted by Garcia & Lin (2016) which are of interest to this study which needs to address translanguaging practices in the classroom of Basic English in UPRM.

The first definition is how Garcia & Lin (2016) help highlight how translanguaging is posited from Garcia (2009) by explaining how translanguaging is "an approach to bilingualism that is centered not on languages as has been often the case, but on the practices of bilinguals that are readily observable" (Garcia, 2009, p.44). These practices, in which bilinguals "intermingle linguistic features that have hereto been administratively or linguistically assigned to a particular language or language variety" (Garcia, 2009, p. 51) (Cited from Garcia & Lin, 2016, p.5). This grounds this study with a focus on the practices of bilinguals, in this case the two instructors observed in UPRM, which has the academic freedom of choosing their language of preference in the classroom. As such, "Translanguaging concerns effective communication, function rather than form, cognitive activity, as well as language production" (Lewis et. Al, p.1). This is particularly important to this study because the functions of CS observed in the classroom were not approached with a focus on the language itself but rather the meaning and practice behind the use of language in the classroom.

Another important term addressed is "translingual practice", by Canagarajah (2013), which is defined as,

> The term translingual conceives of language relationships in more dynamic terms. The semiotic resources in one's repertoire or in society interact more closely, become part of an integrated resource and enhance each other. The languages mesh in transformative ways, generating new meanings and grammars. (Canagarajah, 2013, p. 8)

Garcia & Lin help unpack the definition by explaining "… he coins the term translingual practice as an umbrella for the many terms that are presently being used to reflect the fluidity of language practices today – polylingualism, metrolingualism, codemeshing, and translanguaging" (Garcia & Lin, 2016, p. 6). Thus, contextualizing this to the Basic English classroom in Puerto Rico, Spanish & English have a fluid relationship with students' semiotic resources in their repertoire and factors in society. This ultimately shapes how meaning and grammar is created in the classroom, allowing for new meanings to emerge depending on social, cultural and political ideologies brought to the classroom by either student or teacher. Garcia and Lin later make a critical distinction between what translanguaging pedagogical strategies and bilingual education should provide for the students, pointing out,

> This is, of course, where translanguaging pedagogical strategies come in, for besides providing students with opportunities to learn to select the appropriate features of their repertoire to meet the communicative exigencies of the social situation at hand (and to suppress other features of their repertoire), bilingual education must also provide students with opportunities to fully use their entire language repertoire, without regard to the socially and politically defined boundaries of named languages and the ideologies of language purity that accompany them. (Garcia & Lin, 2016, p.10-11)

Along these lines, teachers need to be aware that of the careful balance between understanding that students should be able to selectively and appropriately use their repertoire social situations but also should have the freedom to fully express their repertoire without socio-political and language ideology purity constraints placed upon them. In turn, adopting such a malleable use of languages in the classroom can bridge important connections between different domains in students' lives. As Creese and Blackledge argued "that flexible bilingualism is used

by teachers as an instructional strategy to make links for classroom participants between the social, cultural, community, and linguistic domains of their lives" (Creese & Blackledge, 2010, p.112). Understanding a glimpse of the versatile contexts and uses of languages in bilingual classroom turns us towards the nature of these translanguaging practices and research in Puerto Rico.

Translanguaging in Puerto Rico

Recent studies in translanguaging in the context of Puerto Rico have added to the growing research and expanded upon the way translanguaging can be used, approached and perceived in higher education. Mazak (2017) provides an in-depth review of literature of translanguaging practices in higher education, but more importantly, draws upon previous research on translanguaging research as well, to posit the following view on translanguaging;

(1) Translanguaging is a language ideology that takes bilingualism as the norm.

(2) Translanguaging is a theory of bilingualism based on lived bilingual experiences. As such, it posits that bilinguals do not separate their 'languages' into discrete systems, but rather possess one integrated repertoire of languaging practices from which they draw as they navigate their everyday bilingual worlds.

(3) Translanguaging is a pedagogical stance that teachers and students take on that allows them to draw on all of their linguistic and semiotic resources as they teach and learn both language and content material in classrooms.

(4) Translanguaging is a set of practices that are still being researched and described. It is not limited to what is traditionally known as 'code-switching', but rather seeks to include any practices that draw on an individual's linguistic and semiotic repertoires…

(5) As such, translanguaging is transformational. It changes the world as it continually

invents and reinvents languaging practices in a perpetual process of meaning-making.

The acceptance of these practices – of the creative, adaptable, resourceful inventions of

bilinguals – transforms not only our traditional notions of 'languages', but also the lives

of bilinguals themselves as they remake the world through language. (Mazak, 2017, p.5-

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Carroll & Mazak (2017), as mentioned previously, focus on the relationship between

university language policies and translanguaging practices through a linguistic ethnography of a

psychology course. Their findings show that the larger part of official university catalogues in

Puerto Rico were absent of language policies regarding the language of instruction. Furthermore,

their findings show that "professors with a keen sense of students' contexts, like Alison, can use

languaging practices that both reify and disrupt widely circulated societal language ideologies"

(Carroll & Mazak, 2017, p.19). They ultimately argue open languaging policies can be

advantageous if they are "thoughtful and student-centered" language practices to support it

(Carroll & Mazak, 2017, p.19). Translanguaging practices should not only be student-centered

but meta-cognitive of the purposes and outcomes of translanguaging practices by both teacher

and students in the classroom in which they are both aware of the functions and perceptions of its

use in the classroom.

Rivera & Mazak (2017) studied how students' language attitudes influence their

perceptions of an instructor's translingual pedagogy in an undergraduate psychology classroom.

Their case study approach and analysis of survey results showed that students showed a neutral

to positive outlook on classroom translanguaging indicating that they were indifferent or

conditioned to working in a context where code-switching and translanguaging were the norm.

They argue "Taking these stigmas, feelings, and attitudes into account before the students even enter the classroom can ultimately determine whether a translingual pedagogy is set up for success or failure" (Rivera & Mazak, 2017, p.137). Hence, studies which seek to pursue functions or purposes of translanguaging or codeswitching practices should carefully consider students' perceptions on language use in the classroom as an integral part of study should they seek to understand its implementation in the classroom.

Mazak & Herbas-Donoso (2014) describe translanguaging practices in Puerto Rico, more specifically, through an ethnographic case study of a professor in an undergraduate science course at UPRM. Their findings conclude that these translanguaging practices were "strategic, dynamic, and woven through the presentation of academic content" (Mazak & Herbas-Donoso, 2014, p.704). Their findings also show that the professor in the study "strategically uses English to teach students how to gain access to the global scientific community, while maintaining the classroom talk in Spanish in order to respect the Puerto Rican context and play with students' strengths" (Mazak & Herbas-Donoso, 2014, p.712). This can be tied with a previous quote from Creese & Blackledge which argued translanguaging could be used as an instructional strategy to tie different domains in student's lives. Furthermore, here translanguaging is shown to connect and create connections between their scientific communities in English but also keep in mind their Spanish as a means of respect, balancing the social and cultural with the formal and academic domains.

Codeswitching

Using one of the posits of Mazak (2017), translanguaging then allows for CS to be approached as a practice that seeks to draw on an individual's linguistic and semiotic repertoire. The constant alternation between languages in the classroom by instructors is used as an

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approach to draw from student's linguistic repertoire as well and create meaning making process in the classroom. As such, we must look at the research and literature on CS and understand why can be used as a positive strategy and translanguaging practice in the classroom. CS has faced heavy criticism being regarded as a process which is elicited from language deficiency, in other words, an inadequate mastery of both languages. This in turn has been rejected by linguists who claim codeswitching can be analyzed both functionally and structurally (Becker, 1997). In a study conducted by Becker (1997), codeswitched utterances were analyzed with an emphasis on internal and external factors which triggered them. Becker lays out three important dimensions which help gave this study a framework and understanding to how codeswitching is used. Becker (1997) defines these dimensions as "linguistic, psycholinguistic and social" (Becker, 1997, p.4). The social dimension focuses upon contextual and situational factors which trigger the need for codeswitch. The social dimension becomes an integral area of study in this article, as there is a need to research what causes teachers in the University of Puerto Rico, Mayagüez Campus to CS in their classroom and identify their functions for CS.

Research in CS (Aguirre, 1985; Fantini, 1982) it is an active process of negotiation which demonstrates linguistic and social congruency in a specific context but also helps to attend to social cues in the environment (Becker, 1997). This means teachers in the classroom must be consciously aware of their language use, taking into consideration when they use English or Spanish to address students. Not only must they be aware of both languages but also the informal and formal tone in which they address students as well.

CS functions can be approached through a different perspective known as "shifts of frame" which helps indicate when teachers actively redirect their focus away from lesson content towards other classroom concerns such as discipline, engagement, lack of attention, among

others. Ferguson (2003) referred to this as "management of pupil learning" in which educators must negotiate task-instructions, invite pupil contributions, disciplining pupils and specifying an addressee (Ferguson, 2003, p.5). Teachers who CS between English and Spanish can send a signal to the addressee to search for additional meaning beyond the content of the message (Becker 1997). Of course, how the student perceives the meaning of the message depends entirely on the environment of the classroom and the cultural and socio-political factors which can influence student's perception on the language use in the classroom. As Martin Jones (1995) stated,

> Whilst the languages used in a bilingual classroom are bound to be associated with different cultural values, it is too simplistic to claim that whenever a bilingual who has the same language background as the learners switches into shared codes, s/he is invariably expressing solidarity with the learners. Code-switching is employed in more subtle and diverse ways in bilingual classroom communication. Teachers and learners exploit code contrasts to demarcate different types of discourse, to negotiate and renegotiate joint frames of reference and to exchange meaning on the spur of the moment (Jones, 1995, p.98).

This excerpt shows how the use of the native language of in classroom needs to be systematic, must consider students' attitudes and perceptions of the language and cannot rely simply on a connection being established from a shift in languages. Teachers must be able to shift between various forms of discourse to create and reference meanings with students.

Codeswitching as a Function

There is considerable research and studies which look at the functions of CS and students' perceptions in English as a foreign language (See Grant & Nguyen, 2017; Iyitoglu,

2016; Malik, 2010; Almulhim, 2014; Rathert, 2012), but there are fewer of English as a second language (Hereafter ESL) (See Memon, & Khuwaja, 2016; Metila, 2011; Seidlitz, 2003; Adendorff, 1993). The problem with finding and comparing different studies of CS occurs with the use of terminology when scholars approach the use of language in the classroom. Macaro (2014) provides a clear analysis of this by stating,

> This brings us to an examination of the nature of the CS itself, and we return to the presence in the literature of the multiple ways of labelling the phenomenon: codeswitching; L1 use: language alternation; code choice. Why so many labels? ... I would argue that in the adoption or the avoidance of the term 'codeswitching' lies the distinction between research on communicatively oriented classrooms and those where language comparison and analysis prevail (Macaro, 2014, p. 14).

Furthermore, the difficulties in attempting to categorize each study according to ESL or EFL pose problems when it is not clearly defined in the literature. As such, this research will not focus on providing recent review on existing literature but recommends Ferguson (2003) as starting point for any researcher or educator looking for reviews on the literature on classroom functions of CS in post-colonial contexts and CS from the approach of language planning in education, looking at CS as a "communicative and pedagogic resource in instruction" (Ferguson, 2003, p.1). Ferguson (2013) reviews the literature and research on CS illustrates with specific examples some of the functions as The Management of Classroom Discourse, Interpersonal relations in the classroom, navigating between different identities, attention-focusing device and moral discourse to name a few.

Thompson (2016) and his research on the use of teacher and students first language and second language in the classroom, provided the foundations to this research, as the use categories

of L1 used by students and teachers stated there, helped model the categories for the classroom observation for this study. This is because the research focused on the use of CS between English and Spanish by both instructors and students in the university. As such, it easier to visualize, adopt and adapt the study to the context of Puerto Rico, by observing classroom instructors, their use of CS in English and Spanish and student's perception of language use by instructors and peers. It is important to note that the study was no completely replicated, and some of the wording for the questionnaires was changed to match the context of Puerto Rico but in the end, provided most of the guidance for this study. As mentioned earlier, these categories were adapted from Polio & Duff (1994), which included Classroom Administration, Grammar Instruction Discipline, Relationship with Class, Explaining New Topic or Assignment, Translation of Vocabulary, Lack of Comprehension and Responding to Student's L1.

Chapter III: Methodology

The research questions will be answered through a case study which focuses on two instructors from the Basic English 3101 course in UPRM. The methodology for this study will be a qualitative case study approach with an exploratory design. The course was held three times a week (Monday, Wednesday and Fridays) and each class had a length of fifty minutes. A qualitative approach was chosen including classroom observations on the instructors with student-instructor questionnaires (See Appendix C & D) and instructor interviews.

Instructional Context

The course chosen for this study is INGL 3101, a Basic English course at the University of Puerto Rico at Mayagüez Campus. One of the factors for the selection of the instructors was the amount of codeswitching occurring in the classroom. Basic English 3101 class contains a higher concentration of students who use their native language in the classroom more often as compared to intermediate and advanced English courses. The students are placed into different English courses based on their College Board English exam results and students in INGL 3101 scored the lowest result in their College Board exams. This means that instructors in Basic English 3101 will use codeswitch into Spanish more frequently to ensure students understand activities, lessons, and assignments and facilitate student-teacher communication. Through classroom video recordings, two Basic English instructors at UPRM were observed for two weeks. After the classroom observations, the instructors were interviewed and asked to share their teaching, codeswitching and classroom management experiences.

It is important to note that at the beginning of the study, the use of CS was being approached from classroom management, as an attempt to categorize the different uses the instructor would use while managing their classroom. Hence the instruments in this study, such

as the Semi-Structured Exit Interview (See Appendix F), contain a section on classroom management. As the study evolved and different resources were obtained, numerous bodies of literature were obtained which focused on the various purposes and functions of codeswitching in the English classroom. Parts of their use of codeswitching in the classroom and were transcribed and categorized according to Thompson (2006). The first question seeks to answer what kind of purposes and functions can be identified from instructors at UPRM codeswitching. This also considers whether the instructors are conscious of the use of their CS functions. The interviews were conducted to explore background knowledge of the instructors and to see if they were aware of any current codeswitching practices. The second question focuses on identifying the similarities and differences between the point of view of the instructor and the students on the use codeswitching in the classroom. This way the data on instructors' use of CS and their functions in the classroom can be approached from the classroom observations, interviews and questionnaire answers provided by students and instructor.

Focal Instructors

Another factor taken into consideration when the instructors were chosen, was their teaching experience background. Both instructors obtained their teaching certificate from the same university prior to entering the M.A.E.E. program in UPRM. This ensures participants teaching style is closely similar, as both instructors used various student-centered activities in their classroom. The course and student population were chosen purposely because it was population I could access. I am current graduate student at UPRM and a teacher of INL 3201, so the accessibility to the participants was strategic and resourceful for classroom observations and instructor interviews. Creating more awareness on the use codeswitching would enlighten

teachers on the use of it as a pedagogical strategy, as beliefs and attitudes towards a language plays a direct role with the teacher's use of language in the classroom (Agudo, 2017).

Data Collection

I. Classroom Observations

The classroom observations for each instructor were in different classrooms, which played an impact in the quality of the video recordings, more specifically the quality audio when attempting to transcribe certain phrases from students and instructors alike. The video recordings for the observations were used to refer to specific instances in the observations or the interviews with the instructors. There was a total of ten classroom video recordings, five for each instructor in a period of two weeks. The in-class observations used a rubric to help categorize and identify how codeswitching was being used by the instructors (See Appendix E). For each classroom recording, each time an instructor would CS, the table would serve as a starting point to quickly categorize the function and more importantly, write down the specific time so that it could be quickly accessed later during the data analysis. There was a total of five classroom observations for each instructor and each classroom observation lasted approximately forty-five to fifty minutes. Depending on the lesson or class activities used, some recordings went past the fifty-minute mark. This is important to note because both observations were one after the other, meaning the activities used in the first observation could play a role in the recordings for the second observation. An example of this occurred when I had to finish recording early in one of the classroom observations because of the extended discussions from group activities. This resulted in losing valuable time from the first observation in preparation for the second one. And thus, instances of CS are potentially lost in the transition between classroom observations.

II. Questionnaires

Questionnaires were administered to students and instructors which consisted of three different parts. The first section is a Likert scale focusing on their current language teaching and usage of English and Spanish by the instructor and their fellow classmates. The next section of the questionnaire focused on the beliefs on the use of English in the classroom and the last section focused on marking and identifying the different contexts in which an instructor should use Spanish in the classroom. This questionnaire was given to students and instructors with a few changes to the wording of the questions to reflect the audience it addressed. These are then compared against each other to look for correlations between student behaviors and use of CS in the classroom by the instructors which may be further understood by their perception and beliefs towards language use in the classroom.

III. Interviews

The interviews with instructors were conducted after the classroom observations with a semi-structured interview guide. The location was not in the same place as their classroom observation and each instructor was able to choose their own location for the interview. This meant, apart from the questions used in the guide, I could expand certain topics with additional questions depending on the answer provided by the instructor. These interviews were also recorded with the same video camera as the classroom observations. This made it easier to transcribe certain parts in the interview that could not be understood, the use of hand gestures, body language and lip reading helped provided missing clues to figure out the words or sentences which could not be understood through the original recording.

Data Analysis

      The classroom observations were recorded, analyzed and sections of the audio were transcribed. The use of CS in the classroom by instructors was categorized using the rubric adopted and adapted from "Code-Switching Tally Sheet" in Thompson's research. (Thompson, 2006, p.263). This provided a strong foundation to start analyzing and categorizing functions of CS in the classroom observations. The tally for the current use of CS was kept in a different document for each instructor and compared with each other to identify the most prominent examples of CS in the classroom observations. The instructor interviews consisted of 10-12 questions based of the semi-structured exit interview and were transcribed into a word document. Both the classroom observations and instructor interviews were coded openly, allowing for the themes to emerge from the questions and rubric. The data was studied according to the objectives of the study and coded using qualitative methods. The questionnaires were analyzed using the online research platform tool Qualtrics, which meant, every written answer from student and instructor had to be manually entered in the system through Qualtrics. The platform can be used to analyze and generate reports based on the input provided, more specifically the answers provided for the Likert answers and categories chosen by instructors and students. Once you clearly defined the parameters and content you wanted to include in the reports, you can generate the report and export it various formats as you see fit.

Possible Ethical Issues

      The Internal Review Board (IRB) committee of UPRM approved the study of CS in the Basic English 3101 Classroom. Students who are enrolled in INGL 3101 are required to take the course before they can proceed to take elective courses for other INGL courses. This means that student's degrees of intrinsic and extrinsic motivation for taking the course, may play a larger

role in their perceptions and beliefs towards codeswitching in the classroom. This motivation can also affect the extent to which they want to participate in the study or not, but students and instructors were informed of the nature of the study, so they are clear on the expectations and guidelines with which I proceeded (See Appendix B). I informed students if they felt uncomfortable with the video recordings of the classes, they would be omitted from the data. Any faces or traces of student identification could be blurred or cut of out the recordings, but I assured students the video recordings were only intended to tally the use of codeswitching in the classroom. No students expressed any dissatisfaction with the recordings and none stated they wished would be remain anonymous in the study. None of the classroom recordings and instructor's interviews were shared and were kept confidentially in an USB locked in the UPRM. It is important to note that participation in the questionnaire was optional for students and completely voluntary.

All the classroom observations were recorded using a digital camera on a tripod and placed in the corner of the classroom. Because the instructors were the focus of the case study, the angle of the camera was centered on the instructors in the front of the class. The video recordings helped the transcription process as certain words which could not be understood could be clarified by readings the instructors lip, hand gestures and overall body language through the recordings.

Chapter IV: Data Results and Analysis from Classroom Observations and Interviews

Through two weeks of classroom observations, the use of CS in each classroom varied in terms of use and purpose. A factor which stood out was teaching styles, as the use of classroom activities made it difficult to hear CS which occurred in close proximities, between the instructor and students. This is because in certain activities, students chose to ask questions in a low voice as the instructors would walk around answering questions and clarifying any questions or concerns students had. Using the categories mentioned previously (Thompson 2006), the instructors used CS for different functions in the classroom. These functions were identified as establishing a relationship with class, addressing student's lack of comprehension and explaining a new topic or assignment. The following sections will contain transcribed excerpts from the classroom observations of both instructors. The instructors' names will be kept confidential for the data analysis and results, they will be given pseudonyms (Wilbert & Ava) for differentiation each example and make connections between existing CS research and their practices in the classroom.

Examples from the classroom observation which clearly exemplified the functions were chosen for each instructor. This data is presented with their own statements from the interviews as well, which for most part, shows the instructors' awareness of codeswitching as a strategy used in the classroom. Both instructors had knowledge about using CS for establishing a relationship with class and for addressing students' lack of comprehension. On the other hand, classrooms observations showed that despite not mentioning any use of CS for explaining new topics or assignments, both instructors CS for every activity, topic or assignment discussed in class. This is significant because their teaching styles are student-centered including activities and assignments as class participation daily. Both instructors were along the same progression in

the Basic English 3101 course, but each used different activities and assignments to cover the material. The following tables will contain data from interview, data from classroom observations and a brief context about the excerpts taken from both sets of data.

Codeswitching to Establish a Relationship with Class

A function of CS in the classroom for both instructors was to establish a relationship with the class. CS was used with the intent of acknowledging student's cultural backgrounds. Gumperz (1976) referenced this codeswitching strategy as the "we/they code". The "we code" referenced the language associated with the bilingual's ethnic background while the "they code" referenced the language associated with the external community. In other words, Spanish represented the "we code". This shift of languages, from an instructors' point of view can signify an attempt to establish a relationship with the class. This is a factor both instructors were completely aware of and used strategically in the classroom. Through CS they sought to use Spanish to connect with their students and was a way to facilitate student-teacher communication. Here are two excerpts from the exit interview in which Ava and Wilbert briefly explain their usage of Spanish in the classroom.

> **Ava:** English and Spanish play particular roles in my classroom so I try to speak English most of the time when it comes to the course and the material that I have to teach. However, I do codeswitch or use Spanish when I want to culturally connect to my students.
>
> **Wilbert:** Like for example if it is a student who I know that they feel more comfortable communicating in Spanish and they can ask me the question but I know that student can understand me perfectly with no problem in English, I'll answer them in English. If it's pure Spanish, I'll answer them in pure Spanish and then translate it immediately so they

know what I'm saying and they can at least gain something from the conversation. If it's full English, then I answer in full English.

The use of CS to specifically establish a relationship with the class could be identified before class started and after class ended. It was common for both instructors to use the students' native language when addressing a student one on one, especially if a student approached the instructors directly and asked question in front of them. English was seldom used to build rapport with students or to try and create a student-teacher relationship. Both instructors commented this was an area of strength in their teaching strategies. Their strong dedication to addressing students' needs both inside and outside of the classroom was observed during the two weeks of classroom observation. This example is evident in other research such as Huerta-Macias & Kephart (2009), who explore the issues of L1 use in adult English as a second language (ESL) classes, and the notion that its use is detrimental to target language learning. As Huerta-Macias & Kephart (2009) explained,

> Conversation among students before and after class is generally in Spanish. Sometimes an instructor will join in this pre- or post-lesson chatting in Spanish, suggesting that he or she wants to create a welcoming environment and acknowledges the linguistic identity the students bring into the classroom. Some instructors use switching into English at the beginning of class to indicate to students that it is time for the lesson to begin…. By switching between languages this way, the instructor and the students made what seemed to be a relatively natural transition between the informal language of pre-class conversation and the formal language of instruction. (p.93)

Putting this quote into context, CS not only serves to acknowledging student's cultural background and create a warm environment, but also help shift between different discourses in

student-teacher communication. Much like Ava and Wilbert's excerpt from the interviews, the focus falls on the connection between established with their students and the creation of a classroom environment which acknowledges students cultural background. Out of the three listed functions of CS, this was the most conscious and practiced employed in the classroom. Through the examples shown in Table 1 and Table 2, CS was used to address individual needs outside of the classroom and a way to lighten the mood through humor in the classroom as a strategy to build a relationship with the class.

	Data from Interview	**Data from Classroom Observations**
Ava	I think definitely connecting with students… Code switching and getting to know them as well and getting to know their learning styles and applying that in my classroom. Or what they like and don't like and also applying that into my classroom. So I like specifically with time and incorporating that into my activities.	**Ava:** So, I am proposing that I send the quiz online, you print it out and complete it and hand it in when we come back in January. Does that work? **Student**: Yes **Ava:** Ok, so I'll send it before hand, *para que tengan break de imprimirlo antes de que se vayan ese fin de semana y después no se vuelvan loco buscando dónde imprimir si no tienen luz.* Ok? So, I'll send it at the beginning of the week. *Así tienen toda la semana para imprimirlo*, and you don't have to worry about that. [Ava: Ok, so I'll send it before hand, so you have a break to print it off before you leave that weekend. This way you don't go crazy looking for a place to print if you don't have electricity. Ok? So, I'll send it at the beginning of the week. This way you have all week to print it off, and you don't have to worry about that.]

Table 1: *Codeswitching to Establish a Relationship with Class (Ava)*

One of the functions of CS identified through classroom observations which exemplified building a relationship with the class was Ava's use of CS to address students' needs outside of the classroom. Ava's connection with students in the classroom, allows her to take into consideration student's needs, as shown through the data from classroom observations. In the excerpt taken from the classroom observations, Ava is proposing an alternate change to the upcoming quiz in class considering students' needs after Hurricane Maria. It should be noted that many activities were adapted and changed in the course to meet the students' needs. This is more prevalent after Hurricane Maria, where activities shift towards using more in-class participation and workload and less outside the classroom. This change was observed through both instructors, as the few of the students in class still had access to electricity outside the university.

Understanding most students do not have access to electricity or water back home, she decides to address this in Spanish in the classroom and explain to students that what she is proposing, provides as a way for students to have access to the material before and during the winter break. She is establishing a relationship with her students because she is seeing them as individuals with needs that extend beyond the classroom rather than only as students. Research shows CS with similar functions as establishing relationship to class, such as "interpersonal relations in the classroom" as identified by Ferguson (2003; 6) through his in-depth literature review of classroom functions of code-switching in post-colonial contexts. In it he analyzes and quotes an extract from Adendorff (1993, p.150), in which codeswitching is used from English to Zulu to praise an individual. As Ferguson (2003) remarked,

> In many classrooms, English indexes a more distanced, formal teacher — pupil
> relationship and the local language — Tamil, Cantonese, Zulu or Maltese — a closer,
> warmer more personal one. To build rapport with individual pupils, create greater

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personal warmth and encourage greater pupil involvement, the teacher may, therefore, when the occasion is suitable, switch to the local language. (p.6)

Ava's use of CS directly builds rapport with students, as she is using Spanish to communicate to students that she is aware of their individual needs outside of the classroom, a strategic choice in which she used Spanish to relate to all her students by indicating that she is understanding and compassionate of their situation. While this is not an example of appraisal to students, her tone and delivery from the excerpt does communicate personal warmth and encourages greater pupil involvement. Her use of CS invites every student to the conversation, as students first language is Spanish in the class, and conveys her flexibility and modification to her upcoming assignment to facilitate the instructions. The deliberate switch to Spanish informs students that the assignment requires more preparation, hence the extended time she is providing for them to print off a week. This flexibility and modification of the assignment directly acknowledges students' resources outside of the classroom, which in this context were limited and scarce after Hurricane Maria. Another correlation between the uses of CS to establish relationships in class can be seen through Sert (2005. p.2) in which he identifies building interpersonal relationships from his analysis of Holmes (1992, p. 275). As Sert (2005) exclaimed,

Another function of code switching is that it may be used in order to build intimate interpersonal relationships among members of a bilingual community. In this respect, it may be claimed that it is a tool for creating linguistic solidarity especially between individuals who share the same ethno-cultural identity. (p. 2)

Because Ava is communicating and addressing students' access to resources in Spanish, she is creating solidarity with her students. Ava is consciously using Spanish to create mutual

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support in her classroom, because she is also in the same context as her students, in this case,

with limited availability to printing resources outside of UPRM. This shift of language from the

target language in the classroom to the home language of students, creates not only an example

of her using CS to establish a relationship with her class but communicate friendship and

common identity. (Baker, 2006, p.88). On the other hand, Wilbert's use of CS establishes a

relationship through a different strategy, by using humor with his students in the classroom.

Wilbert	Well in areas of strength, I can attest to my communication with my students because in my classes, I, try to communicate with them often because I want to know how they feel, how can I improve myself when I'm giving classes and at the same time I am very caring. I really want them to achieve something and improve. And those are two areas that I feel like I'm very good at in my teaching	As you all know, I mentioned in previous classes that for the third partial test, we are going to covering groups F, E, F, G, H…. And *antes de que nos vayamos de vacaciones*, we are going to cover two more! Because if not, *no va a dar tiempo para cubrirlo todo* So I am going to begin with group D. *No pongan esas caras, si de la manera que yo lo voy a dar en el examen, no es tan difícil*. So don't put that face, by know you should how I take those exercises, very important. [As you all know, I mentioned in previous classes that for the third partial test, we are going to covering groups F, E, F, G, H…. And before we leave for vacations, we are going to cover two more! Because if not, there won't be enough time to cover all of it. So I am going to begin with group D. Don't make those faces, since the way I'm going to give it on the test won't be that difficult. So don't put that face, by know you should how I take those exercises, very important.

Table 2: *Codeswitching to Establish a Relationship with Class (Wilbert)*

Through the in-class observations, there were various instances of Wilbert using CS a strategy to lighten the mood. This can be seen through the excerpt in Table 2, as Wilbert's announcement in class immediately prompted reactions from students in which they sighed and complained in frustration. This stems from Wilbert explaining and informally detailing out a small outline of the remaining topics which needed to be covered in the course. The sheer number of letters made it seem like an impossible goal for students, hence the observed frustration in class from students. His reaction however, was an indicator of him using CS to establish a relationship, or in this case, remind students of the relationship already built with students. His reaction of scanning students' faces and hearing verbal complaints in class prompted him to use CS to change the tone of his explanation in class.

Wilbert reminded students of his standard format for tests while teasing at the faces they made in class. This quick tease using Spanish at students' frustration indirectly confirmed their complaining as childish. Wilbert immediately follows this up by reminding them that they should be aware of his previous methods and strategies covering class content. A similar function of CS can be found in other CS studies such as Flyman-Mattsson & Burenhult (1999) study which looked at three second language teachers of French in Sweden. In their study, they found that CS was used for the function of socializing with students in the classroom. As Flyman-Mattsson & Burenhult (1999) enlightened,

> Closely related to affective functions are socialising functions, i.e. when the speaker
> signals friendship and solidarity by using the addressee's first language. This is often
> directed to people with a lower proficiency in the second language. The same kind of
> phenomenon appeared in our classroom data: it seems as if the teacher switches code
> when he/she wishes to be friendly with the students. (p.8)

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Wilbert's use of CS in this context uses Spanish to be friendly with students, to tease at their publicly voiced classroom complaints. Though only a few students chuckled at the remark, the tension was drastically lowered, as students' sighs and complaints helped switch for a split second, from classroom lessons to the burden of students' classwork. Flyman-Mattsson & Burenhult (1999) later explain that the excerpt analyzed by them is a clear indicator of the teacher trying to "create a positive attitude towards the task" (Flyman-Mattsson & Burenhult, 1999, p. 8). Much like Wilbert's except, his use of humor also attempts to shift students' perception of the announcement of the outline to a more positive view. The use of CS by Wilbert signifies the use of humor to change the mood or tone using CS. Similar research that shows CS to establish a relationship with class using humor, can be seen through Baker (2006) in which he identifies thirteen purposes of codeswitching. As Baker (2006) pointed out,

> Codeswitching may be used to ease tension and inject humor into a conversation. If discussions are becoming tense in a committee, the use of a second language may signal a change in the tune being played. Just as in an orchestra, different instruments may be brought in during a composition to signal a change of mood and pace, so a switch in language may indicate a need to change mood within the conversation. (p.88)

Baker's metaphor of bringing different instruments in an orchestra during a composition can be tied to Wilbert bringing different languages during a conversation. Both are used to signify a change in the mood and rely on specific cues between speaker and listener. In this case, Wilbert's use of CS relied on students' frustration to signify a change in mood to relieve tension momentarily and continue with the classroom discussion of the outline.

Codeswitching to Address Students' Lack of Comprehension

Another function of CS in the classroom used by both instructors was to address students' lack of comprehension during class discussions, lesson lectures or activities. While the examples chosen and illustrated from the observations and interviews contain examples of student dialogue (albeit short and succinct) most of the observed uses of CS to address students' lack of comprehension came from non-verbal cues from the students. This means, the instructors' use of CS to address doubts or concerns often came from students' body language or gestures in the classroom and was not used exclusively tied to verbal student feedback. This made identifying specific examples of CS difficult because these gestures were quick micro-expressions only visible to instructors. This would only be revealed later through the video recorded classroom observations, and thus, the need to address students' lack of comprehension stemmed from verbal and non-verbal communicative signals. If students did acknowledge they needed more comprehension, they signaled for the instructor to come closer and explain in a lower tone so that other students would not be able to hear.

Furthermore, instructors addressing students' lack of comprehension was predominately used in closer, more personal spaces as opposed answering and clarifying students concerns out loud for other classmates to understand. Thus, this function can often overlap with the previous function, establishing a relationship with the class. By preferring student-teacher communication using Spanish in close proximities, the use of CS in the classroom can be multifunctional and subsequently help establish and build rapport with students who may not be comfortable expressing their concerns publicly. Another important factor noted through classroom observations, was that the use of CS was greater after class ended. This is because what doubts and questions students were not able to comprehend, or were too shy to voice in class, would be

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addressed by the instructors as students went out the door. Both instructors were aware of this function of CS in their classroom, as shown through the excerpts taken from the interview in the following tables.

	Data from Interview	Data from Classroom Observations
Ava	I try to use English as much as I can, however, I do switch to Spanish when I see that students are having doubts, questions, concerns then I try to bring examples in Spanish. However, I do try and emphasize as much as I can that they are in an English classroom to learn English. So, if they want to push themselves and try to speak more in English than in Spanish then that's honestly what were here to do but it's up to them to identify their limit or when they want to speak in English, when they want to speak in Spanish, when they want to use each language and why.	**Ava:** Which one is the simple adjective of better? **Student:** best? **Ava:** No. La forma simple de better. Because you know you have high, higher, better. *¿Cuál sería la forma simple?* **Student**: Good? **Ava:** The simple form. Good. *¿Qué pasa? ¿Por qué no le añadí "gooder"?* **Student:** *Porque eso es un disparate.* **Ava**: *¿Por qué es un disparate?* Because it's an irregular adjective. [**Ava:** No. The simple form of better. Because you know you have high, higher, better. Which one would be the simple form? **Ava:** The simple form. Good. What's happening here? Why didn't I add "gooder"? **Student**: Because it's nonsense? **Ava:** But why is it nonsense? Because it's an irregular adjective.]

Table 3: *Codeswitching for Student's Lack of Comprehension (Ava)*

Ava's use of CS guides students through the questions posed through in-class discussions in class. She uses Spanish to ask questions to students and continue the conversation while they try to figure out the simple form of better. The use of Spanish invites students to participate and enables the conversation in the classroom to become fluid between student and teacher, as opposed to a classroom in which students have to answer solely in English. Not only does Ava's use of CS in the classroom help guide students through their lack of comprehension of the simple adjective of better, but she also ensures that students understand the justification behind each answer. The excerpt taken from the interview not only helps to justify the conscious use of this functions of CS but also provides a glimpse into the language policies in the classroom. Although her flexible language policies encourage students to attempt to use the English language in the classroom, this is seldom witnessed during classroom observations. Despite having the freedom to use both languages, most students opted to use their Spanish or L1 in the classroom when they needed to express their concerns or doubts.

Ava's use of CS in the classroom acknowledges the use of Spanish to address students' questions, concerns and doubts in the classroom whilst purposefully encouraging student participation. Ava use of CS makes lesson content in the classroom comprehensible to students and encourages participation among them. Another functional variation of CS is called Code-Scaffolding, which Fennema-Bloom (2010) defined as,

> A switch between two more linguistic codes (available to the bilingual teacher and emergent bilingual students) in order to facilitate the acquisition and/or comprehension of a concept or metalinguistic element in the continual progression of the structured or unstructured learning event" (p.133)

Contextualizing this to Ava's use of CS, her switch between English and Spanish facilitates acquisition for students while adhering to the structured learning event. In this classroom observation excerpt shown, the use of CS is consciously and purposefully integrated to the presentation, and thus, ensures students can comprehend the example with the simple form of better. Not only can Code-scaffolding be used to address students concerns, but it can be done purposefully and tactfully, allowing teachers to create structured learning examples which focus on generating participation in the classroom. Fennema-Bloom (2010) argues that code-scaffolding can be used to scaffold further content acquisitions, check and sustain comprehension, scaffold and/or explain the difficult elements for language acquisition and scaffold the facilitation of a learning event and increases participation amongst the students. (p. 33). It is important to realize that addressing students' lack of comprehension needs to be as conscious as the use of CS itself, and as such, Code-scaffolding provides a "pedagogic technique" (p.33) for instructors to use in the classroom.

The use of CS as a scaffolding function was also found in research by Ferguson (2003), as mentioned previously, who reviewed literature on classroom functions of code-switching in post-colonial contexts. Ferguson (2003) explains "What these various examples illustrate is the significant role of CS in providing access to English medium text and in scaffolding knowledge construction for pupils with limited English language resources" (p. 5). Much like the excerpt chosen of Ava'S use of CS in the classroom, knowledge through the use of CS can be constructed or guided during instruction. Additionally, addressing student's lack of comprehension does not necessarily imply that instructors react to the same needs and concerns by students in the classroom. It is important to note that sometimes the cues received by the

instructors from the students do not always rely on verbal responses. This is a function Wilbert is

consciously aware of in his classroom and helps bring to light during the interview.

	Data from Interview	**Data from Classroom Observations**
Wilbert	I'm mostly aware of when I'm deviating too deeply into English and I notice… I do a quick scan of their faces and certain students who I know have trouble understanding in English and I immediately switch to Spanish. Because I know they are going to understand it and not get lost or disoriented nor disinterested in what I'm talking about…	**Wilbert**: Write them down, so we can start the diagnostics test with Kahoot. We are going to be working with Kahoot again today. **Student**: Que-hoot? **Wilbert:** Ka-hoot. *Te acuerdas, la primera vez que usamos el jueguito* and remember since *hay mas estudiates hoy, la competencia va a ser más intensa.* [**Wilbert**: Ka-hoot. Remember? The first time we played that little game? And remember, since there are more students today, the competition is going to be more intense]

Table 4: *Codeswitching for Student's Lack of Comprehension (Wilbert)*

One of the ways Wilbert administers diagnostic tests in his classroom is through the use of a game-based learning platform called Kahoot. Through the use of multiple choice questions, games are created online by instructors and student can accesses these "Kahoots" through their cellphones or laptops in the classroom. Wilbert's use of CS helped address the lack of comprehension expressed by a student in the classroom when announced they would be using Kahoot as the instrument for diagnostics test in the classroom. It is important to note that Wilbert decides to use Spanish to recall a previous lesson from earlier in the semester. There are important factors to be discussed about the two excerpts chosen in Table 4. The first is the classroom observation, in which Wilbert clarifies for a student what Kahoot was used for previously in the class and how it would be used in the class that specific day. A factor that was peculiar about that statement was that the tone and volume of the voice from the student was low, which meant that Wilbert was able to discern the pronunciation from the student and help correct it. But it brought to light a factor that was expressed by Wilbert in the interview, in which he expressed that his "scan of the faces" helps reveal which students are struggling to understanding the meaning of concepts or instructions in the classroom. This means that use of CS to address student's lack of comprehension is a reaction to verbal and non-verbal student cues in the classroom.

In a similar study conducted by Seidlitz (2003), the functions of CS by graduate instructors in the University of Texas at Austin were recorded and analyzed through audio and videotaped data. In these findings, similar factors surged such as Wilbert's use of CS to address students' lack of comprehension based on cue from the students. As Seidlitz (2003) clarified,

> In other cases, however, teachers sometimes switched languages before it was obvious
> that students had misunderstood; they seemed to anticipate student misunderstanding and

to switch languages preemptively. In such instances, teachers may have been accommodating to perceived needs that had not yet been expressed" (p. 107).

In comparison to Wilbert's use of CS in the classroom observation excerpt stated in the table, his reaction to the students' lack of comprehension was based off verbal input provided from the student. But understanding through the excerpt from the interview, Wilbert's use of CS as a reaction to input from students' expressions in class could result as a need to preemptively use CS without fully understanding the specific lack of comprehension from the student. Moreover, because the student simply said "Que-hoot?" it could have sufficed to restate Kahoot and wait for the student to validate the response. Wilbert's use of CS emerged from his perceived anticipation of student misunderstanding based of the verbal response provided by the student in class. It is important to note that this is only based off a *verbal* response of lack of comprehension and does not consider other cues in the classroom.

Research on student teachers in secondary schools and the use of CS between French and English in a case study by Macaro (2001) helps expands more on the various reasons behind the use of CS. In it, he discusses the use of a participant named "M" and explained,

> This is the case especially in utterances that provide new information but also in utterances that focus on aspects of the language itself. She is keen that no individual learner be left in a state of confusion because of not being able to understand her L2 and is constantly on the lookout for visual clues of that happening. (p.544)

Like Wilbert's use of CS in the classroom, the utterances provided by students help contextualize the type of function the CS is used for. Both express the use of Cs to ensure students are not confused or disoriented from the use of L2 and both specifically mention the visual aspect required as the cue for the use of CS. With Ava and Wilbert's use of CS in mind,

two distinct ways can be observed to address students' lack of comprehension in the classroom. One focuses on the input provided by students, relying on verbal and non-verbal cues to identify concern and doubt and the other focuses on scaffolding knowledge integrated through structured lessons in the classroom.

The disparity of the strategies by both instructors could be attributed to the teaching experience, as at the time of the observation, Ava had been teaching for 3 semesters more than Wilbert. It could be concluded that the use of CS by an instructor with little teaching experience is more reactive to student's input as opposed to the use of CS as a strategy to scaffold knowledge through a structured through lessons in the case of instructors with more experience. This of course is speculation, there needs to be more evidence and more participants from this context to make such a clear and backed up statement, but a peculiar factor nonetheless in understanding how lack of comprehension from students is handled differently by instructors using CS in the classroom.

Codeswitching to Explain a New Topic or Assignment

The last function of CS used by instructors during the classroom observations was hard to classify because of its similarity to classroom administration. These categories seemed to overlap, and, in the end, it was observed more clearly as the use of CS to explain new topics or assignment as opposed to administrative purposes. This function of CS was almost in every classroom observation, especially during the transitions from lesson centered discussions to group activities. Because the instructors valued student-centered approaches in the classrooms, they often incorporated activities into their daily classes which promote not only the use of both languages in the classroom but help create authentic tasks centered on the learner. This is evident because both instructors expressed they had flexible language policies and focus on students in

their interviews. As such, the fine line between administrative purposes which Thompson (2006) described as "this category encompassed the questions addressed to the instructor or students regarding administrative issues, such as due dates, grades, and other administrative issues" (p. 165) and explaining new concepts or topics seemed to blur each other out when categorizing these functions.

Given these points, the use of CS in the classroom was consistently observed when explaining new topics or assignments but was not expressed by instructors in the interview. This was a curious find because the perceived majority instances on the use of CS seemed to ensure the transitions in the classroom would flow smoothly. That is, the use of CS in the classroom by both instructors predominately included instructions to in-class activities or in-depth explanations on concepts new to students. This use of function was also found in Macaro (2001), mentioned earlier in the previous function, and through the descriptions provided for the discussion of student "M". As Macaro (2001) illustrated,

> She also uses the L1 to avoid the breakdown of the interaction… Most appear to be done fairly spontaneously and quickly, perhaps because of the need to maintain the flow of interaction. This is particularly so when the interaction is concerned with giving procedural instructions for a task (p. 544)

This is factor which was observed by both instructors, that procedural instructions, that is, instructions which are focused on a task or activity being accomplished in a specific way or official way, were often solely explained in Spanish. If these types of instructions were expressed in English, they would often be reiterated a second time to ensure students would completely understand it or a new concept or assignment being introduced. The following excerpts taken from the classroom observation help illustrated the use of CS to explain new topics or

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assignments in a classroom. Both contexts are different for each instructor as one focuses on the explanation of an upcoming assignment (Ava) while the other focuses on a transition towards an activity in the classroom (Wilbert).

	Data from Interview	Data from Classroom Observations
Ava	*No information found from interview on CS used to explain new topics or assignments in the classroom.	For the book title, I want you to create your own book title. Remember that the title of the essay was 'The Most Challenging Time of My Life', well I want you to change that and make it your own. *Así qué si en el ensayo pusieron como título* 'The Most Challenging Time Of My Life' *no quiero que usen ese para el título de su libro, quiero que tenga un título creativo. Ok?* Not the one I gave you and then the date you are going to hand in that week. *Qué va a ser*, not the last day of classes, but the day before… It can be done with whatever materials you can find, *Lo pueden hacer en la imprenta* Some past students have done that, *Lo pueden crear con papel de cartulina* so whatever you want, make it your own.
		[For the book title, I want you to create your own book title. Remember that the title of the essay was 'The Most Challenging Time of My Life', well I want you to change that and make it your own. So if you put in your essay the title as 'The Most Challenging Time Of My Life' I don't want you to use that title for this book. I want you to have a creative title. Ok? Not the one I gave you and then the date you are going to hand in that week. That it's going to be not on the last day of classes, but the day before… It can be done with whatever materials you can find; you can do it printed. Some past students have done that, you can create it with cardboard paper, so whatever you want, make it your own.]

Table 5: *Codeswitching to Explain New Topic or Assignment (Ava)*

The context for Ava's use of CS in the classroom is focused on the new assignment she is presenting to the class that day. Students are to create to a book and in the excerpt, she is focusing on using CS to explain the instructions in a specific way, in English and Spanish, often wording the instructions as a bit repetitive but ultimately clarifying what is acceptable and what is not in the upcoming assignment students are required to hand in. This function of CS has also been found in research on the use of L1 in the classroom. Lo (2015) sought to analyze the use of L1 in Content and Language Integrated Learning (CLIL) classrooms with a focus of understanding how much L1 should be used in a classroom by teachers. Additionally, functions of L1 use included explaining subject content, interacting with students and developing students L2 metalinguistic awareness. As Lo (2015) explained,

> Facing the tight syllabus and time constraint, content subject teachers were observed to switch to L1 quite frequently for explanation…the teachers sometimes discussed difficult concepts or elicited students' responses in L1. Yet, they would follow that up with L2 explanations or illustration. This not only serves as reiteration or reinforcement of the concepts but also a kind of feedback to facilitate students' language learning. (p. 285)

Similar to Lo's findings of L1 use by teachers, Ava's use of CS mimics the previous excerpt because she often reiterates in her instructions to students. Rather than attempting to provide the instructions completely in English, she uses CS to clarify important parts of the instructions for the upcoming assignment. The difference here is that compared to Lo's findings, the representations of the concepts are introduced in both languages and is not solely restricted to one language. The beginning of the excerpt tends to be focused heavily on instructions in English with the use of Spanish to reiterate instructions, on the other hand, the last few sentences exclusively use Spanish to create representations. This is evidenced from sentences such as *Lo*

pueden crear con papel de cartulina (You can do it with construction paper). The use of CS seems to focus on creating visual meaning for students, using Spanish to draw attention to specific details in the instruction for the assignment.

Similar findings in research are present in language alternation in classroom by Taha (2008), more specifically through the use of Arabic and English through recorded lectures in science and humanities courses. Taha found that teachers also alternated between languages to emphasize specific parts of classroom discourse from teachers to students. Taha (2008) explains "the teacher tried to signal to the students that they should take special note of the point that followed immediately afterwards. Then, he went on to emphasize the point by switching once again, this time repeating the same point in English" (p. 341). This use of language alternation can be related to the use of CS by Ava in the sense that both not only emphasize specific parts of their discourse, instructions in Ava's case, but they also used language purposefully. These shifts between languages causes students to pay attention to cues being elicited by the teacher. It is important to note that while Ava did not express awareness of using Spanish to explain a new topic or assignment, despite the overwhelming use by both instructors, there is conscious and strategical use of CS through these explanations.

Additionally, Wilbert explained specific parts of procedural instructions with CS in his classroom. These instructions focused more on ensuring the transition between lessons to activities went smoothly and students understood the educational outcomes and desired tasks of the activity. In the same way Ava used Cs in her classroom, Wilbert often reiterated instructions to explain new topics or assignments. There is no evidence expressed from the interview that shows conscious use of CS to explain new topics.

	Data from Interview	**Data from Classroom Observations**
Wilbert	*No information found from interview on CS used to explain new topics or assignments in the classroom.	**Wilbert**: We are going to divide into groups of three…and I want you to write me an alternate ending to that story and you are going to present it here. *Basicamente se van a reunir en grupos, y ya mismo voy a anunciar los grupos, y me van a dar una historia diferente, un final alterno al que vimos ahora en el video y después lo vamos a presentar aquí.* It's worth class points. [**Wilbert**: We are going to divide into groups of three…and I want you to write me an alternate ending to that story and you are going to present it here. Basically, you are going to gather in groups and I'll announce the groups soon, and you will give me a different story. A different ending to the one we saw now in the video in class and afterwards we are going to present it here. It's worth class points.

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Table 6: *Codeswitching to Explain New Topic or Assignment (Wilbert)*

The use of CS by Wilbert in this classroom observation excerpt is for reiterating instructions to students of the upcoming activity in the classroom. This ensures students are clear on the expectations on forming the group as well as the requirements for the finished assignment after the activity. This transition occurred after students watched a video in the classroom, after which they were instructed using CS to construct a new ending to the one shown in the video. Like Ava, Wilbert's predominant use of Cs in the classroom was to explain new topics and assignments while also being used to transition to individual or group activities. Thus, blurring the line between this category and administrative functions again. Similar function of CS can be seen in research which looked at the functions of CS in an EFL context in a university in the city of Alahsa. Almulhim (2014) focused on the use of CS by teachers and students between English and Arabic and found several of the functions to be reiteration, clarifying vocabulary, administering instructions, socializing, attracting learner's attention and many other functions. As Almulhim (2014) explained,

> The teacher's translation may also indicate the teacher gives priority to the target (the learner's answering of the question or doing the task) over the medium, the use of L2 (English in this case). This prioritization is understood in this example, or in other examples where teachers need to convey an idea in a limited time, and especially with beginners (p.77)

Contextualizing this to the use of CS by Wilbert in the classroom observations, priority is given to clearer instructions rather than the use of L2 in the excerpt shown. The focus falls on making sure students understand the outcomes of the activity as opposed to maintaining one language throughout the instructions. While it is not clear that the intended purpose of Wilbert is to convey the instructions because of limited time in the classroom, we can observe that the

medium of communication is placed second to meaning, indicating the use of CS in the classroom centers around meaningful communication. This is true in the context of Wilbert, where the use of CS predominantly precedes transitions to activities.

The use of CS to primarily focus on transition between learning objectives is also found in Fennema-Bloom (2010), whose research addresses the value of CS in bilingual content instruction. Among the categories identified by Fennema-Bloom include instructional for content acquisition, reformulation, instructional for language acquisition, facilitation and habitual. The category of interest to this research is facilitation, which Fennema-Bloom describes as a pedagogic function of CS in classroom management and as a facilitation device. As Fennema-Bloom (2010) demonstrated,

> Thus, this category includes switches made to facilitate classroom operations that maintain or create movements toward the next learning objective such as routines, behavioral management, expressive language that creates in/out group solidarity, and instructions and/or directives. These switches were also used to draw attention to a new focus or learning event, for evaluative purposes, and to facilitate classroom discourse and participation (p.32)

Wilbert's use of CS in the classroom observations, in comparison to Fennema-Bloom 's excerpt, is fulfilling multiple functions which in turn help facilitate the shifts between "learning objectives". This includes the transition to classroom activities form lesson-centered content, as well as the reiteration of procedural instructions to students. Similarly, though the reiteration was present for both Ava and Wilbert, the exact focus on function varied on the classroom context and needs of students. This in turn, draws attention to significance of understanding the perceptions of CS use in the classroom by students and instructors and understanding the

discrepancy between them. The next section focuses on the findings between students and Ava

and Wilbert's respective classes.

Chapter V: Similarities & Differences Regarding Beliefs about the Use of CS in the Classroom from Students and Instructors' Perspective.

The following sections contained the results from the questionnaires from both the students' and instructors' sets of data respectively. This means, the data was not combined to show a consensus of beliefs about CS usage in UPRM but rather, each class was analyzed separately to see clearer connections between instructors use of CS and the perceptions of students. It is important to note that while similar CS functions were identified for both instructors, they did not use the same strategies nor practices in their classrooms. Thus, to make general comparisons would be to undermine unique perceptions from students in their respective classrooms that might provide rich contextualized influences on why each instructor used CS in a specific manner. Each section contains a figure and a table depicting specific data chosen from the questionnaires. The justification for this style of presenting the data is to use the figures to show a clearer visual discrepancy in the number of students and their respective answers in the questionnaire. The tables help show the percentages of students and their respective answers, thus both visualizations provided different formats of the specific results chosen.

A factor that was important in considering what data to choose from the questionnaire was if the criteria used in the questionnaires matched exactly in both the students' and instructors' questionnaire answers. This is because although the questionnaires were similar, they were not completely identical, and each contained different criteria depending the use of CS in the classroom and their relation to it (student or instructor). Furthermore, while distinct criteria for students' and instructors' questionnaires provided different data and perceptions of CS use, it limited and, in some ways, hindered the results of the comparison between students and instructors. The data chosen from questionnaires deal with students' perception on language

teaching and language use in the classroom, their beliefs about English and English usage in the

classroom and students' perception of situations in which the instructor should use Spanish.

Students' Perception on Language teaching and Language Use in the Classroom

Results from Ava

  The following figure and table (Figure 1 and Table 7) contain the results from the questionnaires administered to students in Ava's classroom. The figure and table depict three statements chosen which were assigned a number to help differentiate the results in the figure and be able to refer to each one. The figure depicts a visual representation of the same statements from the table, showing the number of students while the table shows the percentages more clearly. Ava's response is in the last column on the table. The following figure and table depict students' responses and perception on language teaching and language use in the classroom. This includes their use of language and their perception of their classmate's use of language.

Figure 1: *Students' Perception on Language Teaching and Language Use in the Classroom (Ava)*

	Statement	Never		Rarely		Sometimes		Most of the time		Always		Total	Ava's Response
1	I _____ use Spanish to communicate with my instructor outside of class time (e.g., office hours, in the hall, before or after class).	0.00%	0	18.18%	4	18.18%	4	27.27%	6	36.36%	8	22	Always
2	While working with a partner or group in my English class, I _____ switch to Spanish as soon as we are through with a particular activity.	9.09%	2	18.18%	4	18.18%	4	45.45%	10	9.09%	2	22	Most of the time
3	When I do not understand what my instructor is saying in English, I _____ request in Spanish that she or he repeats or clarifies.	4.55%	1	22.73%	5	22.73%	5	18.18%	4	31.82%	7	22	Sometimes

Table 7: *Students' perception on language teaching and language use in the classroom (Ava)*

Instructor Ava

The following examples were chosen based on the similarities and differences between students' answers and the instructors on their perception on language teaching and language use in the classroom. Another factor for choosing these three criteria from the questionnaire is because they provide a different perspective to the use of CS for the functions of establishing a relationship, addressing students' lack of comprehension and explaining a new topic or assignment, more specifically the transitions between lesson-centered content to activities.

The first example in Table 7 shows that 36% of students always use Spanish to communicate with the instructor before and after class. Ava's response to the same criteria was "Always", acknowledging that she uses Spanish primarily before and after classes. This also shows that close to 63% of the class frequently identifies with using Spanish the majority of the time before and after class. This frequent use by students and Ava correlates with the use of CS as a mean to establish a relationship with the class. The constant communication before and after class using Spanish ensures Ava the she is aware of their needs that extend beyond the classroom. Her use of CS to address students' needs, through the use of solidarity in the classroom, helps validates the importance that this is a conscious and strategic use of CS. This is also stated in the interview, but also seen as a common practice by both the instructor and students in the University.

Research on students' attitudes towards strategic classroom translanguaging in an undergraduate psychology classroom shows similar findings on the use of codeswitching as socially accepted. As Rivera & Mazak (2017) explained, "The class appeared to be very accepting of the code switching as both a normal and socially acceptable phenomenon, indicating

that there should not have been an affective filter regarding the strangeness of the instructor's language mixing" (p. 132).

This is important to consider because other studies looking at CS in Puerto Rico are showing the use of CS as a daily occurrence which does not impede student learning but can in fact, as the previous excerpts by Ava showed, be used with the intention and function of establishing a relationship with the class. The findings then help conclude that CS is a daily occurrence both before and after class and ultimately be valuable to instructors seeking to use it to establish connections with students in the classroom.

The second example in Table 7 shows that 45% of students use Spanish right after an activity in English. Ava's response to this same criterion was also "Most of the time", both acknowledging Spanish as the language used to shift between activities to other lesson-centered situations in the classroom. This provides a different perspective to the use of CS to explain a new topic or assignment in the classroom. This shows that while the instructors predominantly use CS to shift between lessons and activities with procedural instructions, almost half of the students in the classroom are using Spanish to switch back from the activities. As such, the use of CS is interwoven between lessons, activities and discussions in the classroom. Rather than remaining in the target language in the classroom, students use their L1 to understand the instructions provided by the instructor and to transition back to the lesson at hand.

This is an interesting example because as previously shown through Ava's excerpt on the use of CS to explain new topics or assignments in the classroom, it was not a conscious use of this function but, yet it is consistently occurring before and after activities in the classroom. Another factor to note is that students' language use during classroom activities was inclined towards using both languages, this means, students consciously and strategically used both of

their linguistic repertoires during group activities with other students. Classroom activities were not strictly in English and this is a direct result from the language policies implemented by Ava in the classroom. If findings suggest that Spanish is being used for these transitions in the UPRM classroom, then properly planned use of CS can effectively reduce the amount of time spent explaining procedural instructions to students because students and instructors are aware of its predominant and current use in the classroom.

The third example from the Table 7 shows students' perception of asking for repetition or clarification from the instructor in Spanish. Findings show that close to 32% of students felt that they always ask in Spanish while close to 23% felt that sometimes or rarely they asked in Spanish for this purpose. Ava's response to this criterion was also sometimes, indicating there is further cause to analyze the factors which provide the discrepancy between students' perception in this category, as very few if any students during the classroom observations used English in the classroom to ask the professor to repeat or clarify the instructors. This could be attributed to the questionnaire, as the instructions specifically stated to limit their responses to in-class behavior.

As mentioned previously, when students had doubts or concerns in the classroom, they often called or signaled for the instructor to come closer and voiced their concerns in a low voice. In addition, their questions were often addressed by Ava after class ended indicating that their current perception of using Spanish to ask for repetition or clarification was limited to their in-class behavior and did not necessarily take into consideration their behaviors before or after class. It could also indicate that students did not picture themselves verbally stating their doubts or concerns in the classroom in front of their peers. Nevertheless, more research is needed to understand the discrepancy of this criteria from the questionnaire. These student answers

correlate with Ava's use of CS to address students' lack of comprehension, as this was something consciously stated in her interview but identified as "sometimes" in her perception of Spanish use. Classroom observations would indicate otherwise, showing CS to address lack of comprehension as a consistent use in the classroom. This shows a discrepancy between an instructor's perceived notion of language use and what is carried out in the classroom.

In short, the findings from the questionnaires helped complement possible reasons for the use of CS from Ava in her classroom. These findings provide a glimpse of the students' perspective of language use and language teaching in Basic English classroom in UPRM. By the same token, the focus shifts to students' perception of English and English usage in the classroom.

Students' Perceptions on English use and English Usage in the Classroom

Results from Ava

The following figure and table (Figure 2 and Table 8) contain the results from the questionnaires administered to students in Ava's classroom. The figure and table depict three statements chosen which were assigned a number to help differentiate the results in the figure and be able to refer to each one. The figure depicts a visual representation of the same statements from the table, showing the number of students while the table shows the percentages more clearly. Ava's response is in the last column on the table. The following figure and table depict students' responses and perception on English use and English usage in the classroom. This includes their use of language and their perception of the instructors' use of language in the classroom.

Number of Students

Figure 2: *Students' Perceptions on English use and English Usage in the Classroom (Ava)*

	Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	Ava's Response
1	I believe the more English that student's use in the classroom, the better they learn how to communicate in English.	0.00%	0	4.55%	1	13.64%	3	40.91%	9	40.91%	9	22	Disagree
2	I believe that there are no situations in which Spanish should be used in the English language classroom (i.e., I believe that total immersion in English classes is best).	13.64%	3	31.82%	7	31.82%	7	18.18%	4	4.55%	1	22	Strongly Disagree
3	I believe that, the instructor should use English at all times in the classroom regardless of how much English students choose to use.	0.00%	0	31.82%	7	50.00%	11	18.18%	4	0.00%	0	22	Strongly Disagree

Table 8: *Students' Perceptions on English use and English usage in the classroom (Ava)*

Instructor Ava

This first example from Table 8 shows a discrepancy between language use ideologies between Ava and her students. While she is a firm advocate for the use of L1 and CS in the classroom (and choose "Disagree" to the example in discussion) as a means to teach in her classroom, her students identify differently. Roughly 41% of students strongly agreed and roughly another 41%, close to 82% in agreement that more use of English in the classroom leads to better communication in English. This means that out of 22 students in the classroom, 18 identified that English should be spoken more in the classroom to communicate better in English. This is an interesting finding because despite these identified student ideologies, their practices in the classroom would indicate otherwise.

This contrasts directly with the previous findings in which students identified that they switched to Spanish after activities are over, evidencing that although roughly 82% of students, believed that English usage in the classroom leads to better communication, about 45% of students still preferred to switch towards Spanish after activities concluded. This shows that students are somewhat aware of language use, as their beliefs about English usage and their actions in classroom seem to differ, and even more so when put into the context of Ava's classroom. This is because students are told they can choose their language by Ava, a factor mentioned in the interview, explaining:

> And so, I don't like to dictate which language my students should communicate in and I think that also helps students because they are more aware of their language use because you are not forcing them, you are not obligating them to speak in English. And most of them are aware that the work is in English, but they need to use Spanish to understand what they are doing.

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Although the intended use of these language policies being implemented by Ava is to allow the students to use their full linguistic repertoire and despite being consciously aware of the need to use more English (for those wishing to communicate better in English) they still choose to use Spanish when given the choice. This evidences that there are other factors to research and observe during classroom observations that may limit the use of English in Basic English classrooms in UPRM.

The second example in Table 8 shows that close to 32% of students identified as neutral and another 32% of students disagreed with the statement that total immersion in English is the best option in the classroom. Ava's response was strongly disagreed and in turn shows that students are somewhat in agreement that a class completely in English is not the best option. The close discrepancy between being neutral towards disagreement concerning a matter of monolingual ideologies can possibly be attributed to students' lack of knowledge concerning what language policies are most suitable for their learning styles and ESL contexts. As such, this provides an important finding to approaching, discussing and challenging language policies in the classroom with students to implement and use CS effectively and strategically both by students and instructor. Such as shift in language ideologies could to strengthen the notion of CS as a positive strategy rather than linguistic incompetence by instructors and students. Students understand that there needs to be a push towards using more English in the classroom but are aware of practical and important use of Spanish in the classroom as well.

The third example in Table 8 shows that 50% of students identified as neutral while another roughly 32% of students disagreed when asked if they believed that the instructor should use English, regardless of the amount of English used by students. Ava's response on this example was strongly disagreed, thus implicitly indicating that about half of the students are

aware that Spanish has a practical and beneficial use in the classroom. They understand that the instructor should use some Spanish in some cases, but the fact that half of the class is divided, suggests that further research needs to be focused on language use in the classroom by the instructor from the perception of students. Understanding some of the perceptions of English use and English usage in the classroom from students' perspective, the focus can shift to Spanish students' perception on Spanish use in the classroom. More specifically, what specific situations do students perceive that an instructor should use Spanish in the classroom?

Students' Perception on Instructor's Use of Spanish in Specific Situations

Results from Ava

The following figure and table (Figure 3 and Table 9) contain the results from the questionnaires administered to students in Ava's classroom. The figure and table depict all the situations chosen which were assigned a number to help differentiate the results in the figure and be able to refer to each one. The figure depicts a visual representation of the same situations from the table, showing the number of students while the table shows the percentages more clearly. The figure demonstrates how many students chose each situation and the table depicts the percentages of each situation in relation to one another. Ava's response is in the last column on the table. The following figure and table depict students' responses and perception on the instructor's use of Spanish in Specific Situations in the classroom. This specifically focuses on the instructor's use of language and does not include statements which indicate what situations students should use Spanish.

Number of Students

Legend:
- Classroom administration
- Classroom discipline
- Translation of unknown vocabulary
- To develop a positive relationship with a class
- Grammar instruction
- To explain any new topic or assignment
- Lack of comprehension of material
- Respond to students' use of English
- Other
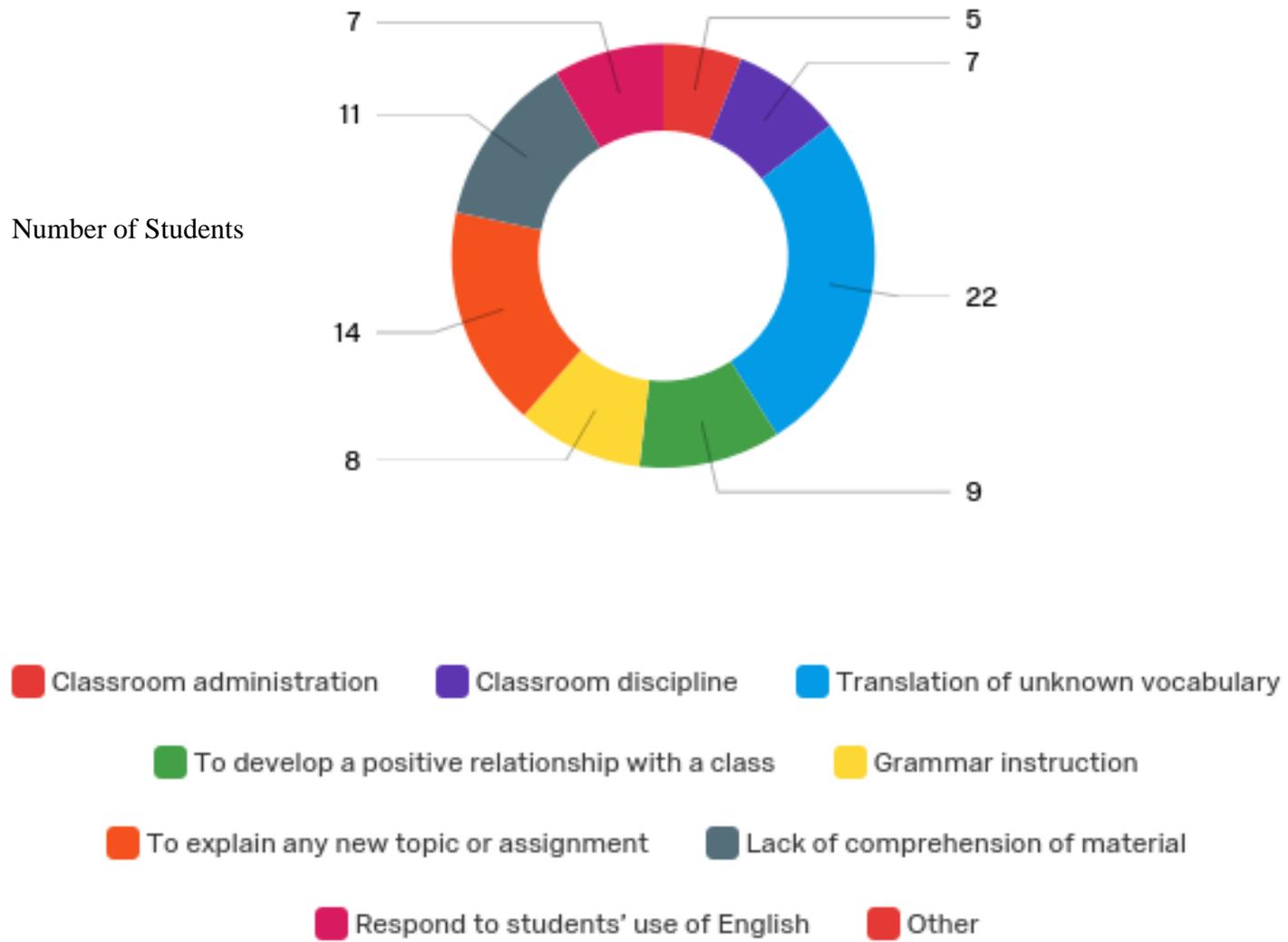
Figure 3: *Students' Perception on Instructors Use of Spanish in Specific Situations (Ava)*

Situation	%	Count	Ava's Response
Classroom administration	6.02%	5	1
Classroom discipline	8.43%	7	1
Translation of unknown vocabulary	26.51%	22	1
To develop a positive relationship with a class	10.84%	9	1
Grammar instruction	9.64%	8	1
To explain any new topic or assignment	16.87%	14	1
Lack of comprehension of material	13.25%	11	1
Respond to students' use of English	8.43%	7	1
Other	0.00%	0	1
Total	100%	83	9

Table 9: *Students' Perception on Instructors use of Spanish in Specific Situations (Ava)*

Instructor Ava

In the last section, students were asked to choose situations in which they felt that Spanish should be used by the instructors. Students could choose as many situations as they wanted and did not have to rank their importance in any order. This resulted in some categories being chosen or identified with a higher necessity to be used than others. The three most listed situations in which students identified that Spanish should be used by the instructor were "Translation of unknown vocabulary", "To explain any new topic or assignment with 27% and "Lack of comprehension of material" with 13%. These findings are interesting because it differs yet closely resembles from what was observed during classroom observations. Explaining a new topic or assignment was the most common use of CS by both instructors, yet students felt that the situations or instances when instructors should use Spanish was to translate unknown vocabulary.

These discrepancies could be simply be attributed to a lack of communication between student-teacher on language policies and language use in the classroom. It is interesting to note that such communication would enable students and instructors on to achieve a similar and congruent educational goal if their language use and policies agree with each other. On another note, another factor that makes it difficult to label these situations separately arises you look at the context of each and notice overlapping functions between them. Meaning, translation of unknown vocabulary could easily be integrated and overlapped with explaining a new topic or assignment. This is especially true in the thane context that the new assignment being introduced contains new vocabulary words that were not explained previously in class.

The second situation identified by students was to explain new topic or assignments, which ties directly with the findings of CS use in the classroom by Ava. This evidences

indirectly that at least 16% of students benefit directly from Ava's use of CS in the classroom when she uses it for explaining new topics or assignments. Because students identify it as a necessary function of Spanish use in the classroom by the instructor, they could implicitly understand it holds a specific conscious and strategic value in the instructors teaching strategy. This can also be approached from Ava's perspective, meaning, the need to explain new topics or assignments through CS arose from observed or expressed concerns from the students themselves prior to the classroom observations. In any case, it is interesting to see some congruency between the classroom observations use of CS and what students identified as a use of Spanish by the instructor.

The third situation identified by students was to address lack of comprehension of material, which consequently ties with the findings of CS use in the classroom by Ava. This shows that a few number of students identify Spanish as the language required to understand incoming information that is incomprehensible. Students are expressing that to process and understand the meaning from Ava's discourse, they need to use both languages. Similar research which looked through a case study on teachers CS behaviors in Mainland China's university by Guo (2007) reveals that a lack of CS makes it harder for students to make the connections between new concepts. As Guo (2007) explained:

> At the same time, without codeswitching, it might not be possible to connect the new information with existing learnt information in the learner's mental lexicon, and the simultaneous, quick storage of Ll and L2 equivalents would probably become less likely. (p. 347)

Understanding this in the context of CS use in the UPRM Basic English Classroom, withholding the use of CS in the classroom could potentially hinder students learning as they spent more time inferencing the new information as opposed to using their existing linguistic repertoire to create the mental connections and continue with new content in the lesson. The following categories identified by students in which instructors should Spanish provided a brief view of their perceived necessity or Spanish use in the classroom. While these perceptions were limited to Ava's classroom context, Wilbert's results help provide another perspective of a Basic English classroom in UPRM in relation to students' perception on language teaching and language use in the classroom, their beliefs about English and English usage in the classroom and their perception of situations in which the instructor should use Spanish.

Students' Perception on Language teaching and Language Use in the Classroom

Results from Wilbert

The following figure and table (Figure 4 and Table 10) contain the results from the questionnaires administered to students in Wilbert's classroom. The figure and table depict three statements chosen which were assigned a number to help differentiate the results in the figure and be able to refer to each one. The figure depicts a visual representation of the same statements from the table, showing the number of students while the table shows the percentages more clearly. Wilbert's response is in the last column on the table. The following figure and table depict students' responses and perception on language teaching and language use in the classroom. This includes their use of language and their perception of their classmate's use of language.

Figure 4: *Students' Perception on Language Teaching and Language Use in the Classroom (Wilbert)*

	Statement	Never		Rarely		Sometimes		Most of the time		Always		Total	Wilbert's Response
1	I _____ use Spanish to communicate with my instructor outside of class time (e.g., office hours, in the hall, before or after class).	13.04%	3	0.00%	0	13.04%	3	30.43%	7	43.48%	10	23	Most of the time
2	While working with a partner or group in my English class, I switch to Spanish as soon as we are through with a particular activity.	0.00%	0	17.39%	4	21.74%	5	39.13%	9	21.74%	5	23	Most of the time
3	When I do not understand what my instructor is saying in English, I _____ request in Spanish that she or he repeats or clarifies.	8.70%	2	8.70%	2	30.43%	7	39.13%	9	13.04%	3	23	Most of the time

Table 10: *Students' perception on language teaching and language use in the classroom (Wilbert)*

Instructor Wilbert

The reasons and justification for the answers chosen from the questionnaire are the same as Ava. To avoid redundancy on the justification, see Ava's section on students' perception on language teaching and use in the classroom. The first example in Table 10 showed that around 43% of students felt that always and another 30% of students felt that most of the time they used Spanish to communicate with the instructor outside of class time. Like Ava's findings, around 73% of students identified more towards consistent and frequent use of Spanish with the instructor. Wilbert's response to the same example was "Most of the time" indicating that there is an agreed perception in the use of Spanish exclusively outside of classroom. This ties directly with the observed function of CS to establish a relationship with class.

The difference here between Ava and Wilbert, is that Wilbert's use of CS to establish a relationship with class was through humor, more specifically, to lighten to the mood in the classroom and lower the affective filter as well. In addition, this use of CS is more reactive and affective, meaning it was often elicited from students' reactions in the classroom, such as the example showing students frustration to more work being announced in the classroom. This use of informal Spanish outside class time helps Wilbert create the conditions in the classroom to ease tensions through playful humor, something which was rarely observed to be done in English. This is also something shown through Rivera & Mazak (2017) where the occurrence of translanguaging and CS was frequent. As Rivera & Mazak (2017) explained,

> A more likely interpretation is that these students are conditioned to work within a context where code switching and translanguaging happens on a frequent basis, and thus, the instructor's choice of implementing translingual pedagogy is nothing unusual. (p. 136).

Furthermore, because the use of CS occurs naturally and frequently outside of class time, there is more interaction with students with a language that is more personal and closer to them, thus evoking this response when sued in the classroom. Because Wilbert uses CS outside of class time frequently, he has effective use in the class when transitioning to matters not related to the lesson, such as humor to relive the tension in the classroom precisely because he has communicated with students in their native language. This is a factor of CS that could possibly be less effectives if the use of CS was less outside of class time. In any case, this invites further research to explore the relationship between the amount and topics used through naturalistic discourse occurring outside of the classroom and its impact with how instructors establish relationships with the class.

In the second example from Table 10, when students were identifying their use of Spanish after activities in the classroom, around 39% of students said most of the time, close to 22 % of students felt that sometimes and another 22% of students stated always. This means out of 23 students, around 14 of them felt that Spanish was frequently if not always used right after activities. Wilbert's response to the example was "Most of the time" indicating that few of the student and the instructor agree that Spanish is used consistently in the classroom after activities. Much like Wilbert's use of CS in the classroom to explain a new topic or assignment to students, Spanish was the language predominantly used to explain procedural instructions. Thus, the transitions from lesson-centered content to activities involved Spanish and the transition back to lesson-centered content involved Spanish. What is interesting about this finding is that most of the classroom observations showed students using primarily Spanish in the class, with some few terms in English from the activity, most of the brainstorming and group collaboration occurring during classroom observations happened in Spanish. Thus, the perception of students towards

Spanish use in the classroom is lower than what is occurring. This could be a result of the flexible language policies implemented by Wilbert in the classroom. This language policy is something also stated by William in the interview, explaining that,

> I'm usually not that strict in my language policies as a whole because I want them to understand since we are teaching English as a second language, I don't want them to feel ashamed of their first language, because, if you learn a second language that means we have a first language and we can utilize that first language… and add to our second language acquisition and practice.

Furthermore, the discrepancy in the results may indicate that students are not fully aware of their shifting of languages in the classroom during and between activities because they are predominantly using Spanish during these as opposed to using English during the activities. This in turn could reflects that the primary focus of CS is not sustaining input in a whole language to provide more input but using both languages to achieve the target acquisition, focusing on meaning and understanding of the language.

The final example from Table 10 shows that around 39% of students felt that most of the time they requested in Spanish that the instructor clarified or repeated when they did not understand what the instructor was saying in class. Another 30% of students felt that they sometimes requested in Spanish for clarification and repetition from the instructor. Wilbert's response to this example was "Most of the time" indicating that both students and instructors felt that the majority of the time, Spanish was used as the language to help clarify or repeat during classroom lessons. It is important to note, that like Ava's classroom observations, although students some discrepancy in their perceptions of Spanish use to request clarification or repetition from the instructor it was used the majority of the time during classroom lessons. This

could be attributed, just live Ava's findings, to students understanding of the wording from the questionnaire thus limiting their responses to in-class behavior. In addition, most of their questions or concerns were often clarified in close discretion or after class, but rarely if any doubts or concerns were requested in English in front of other students.

Analyzing a few examples of students' perception of language use in the classroom in terms of transitioning from outside of class time, from activities to lessons and request for repetition and clarification can be further understood by focusing on English use and English usage in the classroom.

Students' Perceptions on English use and English Usage in the Classroom

Results from Wilbert

The following figure and table (Figure 5 and Table 11) contain the results from the questionnaires administered to students in Wilbert's classroom. The figure and table depict three statements chosen which were assigned a number to help differentiate the results in the figure and be able to refer to each one. The figure depicts a visual representation of the same statements from the table, showing the number of students while the table shows the percentages more clearly. Wilbert's response is in the last column on the table. The following figure and table depict students' responses and perception on English use and English usage in the classroom. This includes their use of language and their perception of the instructors' use of language in the classroom.

Number of Students

Figure 5: *Students' Perceptions on English use and English Usage in the Classroom (Wilbert)*

	Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	Wilbert's Response
1	I believe the more English that student's use in the classroom, the better they learn how to communicate in English.	0.00%	0	0.00%	0	13.04%	3	39.13%	9	47.83%	11	23	Agree
2	I believe that there are no situations in which Spanish should be used in the English language classroom (i.e., I believe that total immersion in English classes is best).	8.70%	2	52.17%	12	39.13%	9	0.00%	0	0.00%	0	23	Strongly Disagree
3	I believe that, the instructor should use English at all times in the classroom regardless of how much English students choose to use.	0.00%	0	28.57%	6	61.90%	13	9.52%	2	0.00%	0	21	Disagree

Table 11: *Students' Perceptions on English use and English usage in the classroom (Wilbert)*

Instructor Wilbert Table 11: *Students' Perceptions on English use and English usage in the classroom (Wilbert)*

The first example from Table 11 focused on students' perceptions on the more use of English in the classroom leading to better communication in English. Around 48 % of students identified as strongly agreeing with the statement while another 39% of students identified as agreeing. This means that close to 87% of students in the classroom had a strong inclination towards believing that the more use of English in the classroom would lead to better communication. Wilbert's response was "Agree" marking a contrast with Ava's response which was "Disagree", this in turn marks a slight shift in language use ideologies between instructors. Despite choosing "Agree" towards the statement, Wilbert's flexible language policies in the classroom would indicate otherwise. Though it is an ideal goal being strived for, by both students and instructor, it is not being implemented in the classroom, as the focus again falls on creating understanding and meaning rather than practice of the language through sustained use in the classroom.

The second example from Table 11 shows students' perception of total immersion in English as the best option in the classroom. Around 52% of students identified as disagreeing with the statement while another 39% of students identified as neutral. Wilbert's response toward the statement was "Strongly Disagree" indicating that both instructor and students believed that monolingual ideologies in the classroom was not the best approach. This shows that students and Wilbert are aiming towards a balance of language use in the classroom, in which for the most part they see the need to practice as much as they can but also understand there is need for Spanish use in the classroom as well. These findings differ from Ava's as students have stronger perceived disagreements with English only being implemented in the classroom, suggesting that

Wilbert's flexible language policies in the classroom create the conditions to acknowledge Spanish as a language needed for language acquisition.

The final example in Table 11 shows students' perceptions towards the use of English by the instructor regardless of their use of English in the classroom. Around 61% of students identified as neutral while another 29% of students identified as disagreeing with the statement. This indicates that around the majority of students in the classroom felt unsure about the usage of English by the instructor, and thus provides a starting point for instructors to challenge students' language ideologies in the classroom by confronting these set of beliefs and shifting the focus of translanguaging and CS in the classroom towards a more positive and strategic use in the classroom. Although students are aware that they need to practice and use more English in the classroom, half of the class is unsure whether this applies to instructors and their current use of English in the classroom, regardless of the current language practices being used in the classroom. Understanding a few statements of students' perception of English use and English usage in the classroom can be further complemented with their perception of how Spanish use in the classroom. More specifically, what situations do they perceive as necessities for the instructor to use Spanish.

Students' Perception on Instructor's Use of Spanish in Specific Situations

Results from Wilbert

The following figure and table (Figure 6 and Table 12) contain the results from the questionnaires administered to students in Wilbert's classroom. The figure and table depict all the situations chosen which were assigned a number to help differentiate the results in the figure and be able to refer to each one. The figure depicts a visual representation of the same situations from the table, showing the number of students while the table shows the percentages more clearly. The figure demonstrates how many students chose each situation and the table depicts the percentages of each situation in relation to one another. Wilbert's response is in the last column on the table. The following figure and table depict students' responses and perception on the instructor's use of Spanish in Specific Situations in the classroom. This specifically focuses on the instructor's use of language and does not include statements which indicate what situations students should use Spanish.

Number of Students
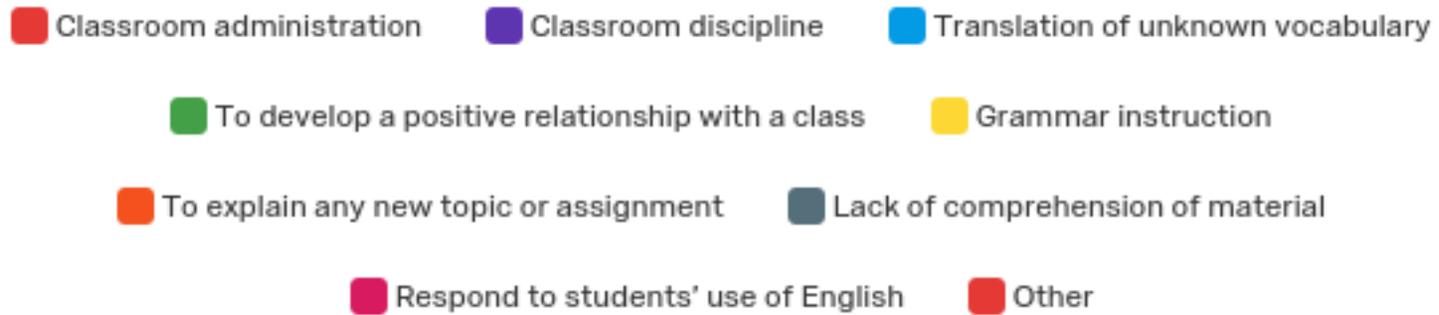
Figure 6: *Students' Perception on Instructors Use of Spanish in Specific Situations (Wilbert)*

Situation	%	Count	Wilbert's Response
Classroom administration	6.45%	6	1
Classroom discipline	8.60%	8	0
Translation of unknown vocabulary	24.73%	23	1
To develop a positive relationship with a class	10.75%	10	1
Grammar instruction	11.83%	11	0
To explain any new topic or assignment	15.05%	14	1
Lack of comprehension of material	12.90%	12	1
Respond to students' use of English	9.68%	9	0
Other	0.00%	0	0
Total	100%	93	5

Table 12: *Students' Perception on Instructors use of Spanish in Specific Situations (Wilbert)*

Instructor Wilbert

The final set of data chosen from the questionnaires address students' perceptions on specific situations when instructors ought to use Spanish in the classroom. Students could choose more than one answer and were not restricted to choosing what they perceived was the most important or establishing any rank order. The findings show that "Translation of unknown vocabulary", sought the most elicited use of Spanish in the classroom followed by "To explain any new topic or assignment" and lastly "Lack of comprehension of material". All these answers are surprisingly in the same order in comparison to Ava's findings, which may suggest what was stated previously, that both instructors modify their teaching styles and use their CS according to students needs in the classroom. This is in the context of addressing how they explain new topics or assignments as well as how they address students' lack of comprehension in the classroom.

A noticeable difference can be observed in Wilbert's response to the situations in which Spanish should be used, indicating that only 5 out of the available options. The situation in which Wilbert believed that Spanish was not necessary was "Grammar Instruction", "Classroom Discipline" and "Respond to students' use of English".   This contrasts Ava's results because the perception of Spanish use by Wilbert is lower in terms of situations indicating there are some instances where Wilbert feels Spanish should not be used or is not necessarily needed to be used in the Basic English classroom.

The first example from Table 12, like Ava's findings, indicated that students' most identified situation in which Spanish should be used by the instructor is to translate new vocabulary. As stated previously, this becomes problematic because of the nature of its function, as new vocabulary words could be used when explaining new topics, assignments or even addressing students' lack of comprehension. Similar research which focused on describing and

analyzing the use of CS of young learners in a Turkish secondary school yielded similar results. Eldridge (1996) explains the difficulties in describing the functions of CS explaining "The main problem in analyzing code-switching in functional terms is that many switches may be either multi-functional, or open to different functional interpretations" (p.305).

An important factor to note from the figure is that out of 23 students in Wilbert's classroom, this situation was marked 23 times, evidencing that every student identified this a necessity for Spanish to be used in the classroom. This is a finding that was present in Ava's results as well, as 22 of the students in her classroom also marked the option as a situation in which Spanish needed to be used by the instructor. This also shows that students' primary concern with Spanish usage in the classroom to be able to create meaning from words they are trying to infer. The use of CS allows students to create meaning by drawing on their linguistic repertoire to understand the new vocabulary being introduced.

The second most identified situation from Table 12 indicated that students' perception in which Spanish should be used by the instructor was to explain new topics or assignments. Out of 23 students in the classroom, 14 students chose this situation in which Spanish needed to be used. This correlates with classroom observations, as the primary use of CS in the classroom by Wilbert was to transition from lesson-centered content to activities using procedural instructors. These findings show that both students and Wilbert are both in agreement that Spanish should be used for these situations in the classroom and as such, possibly evidence a congruency in Spanish use policies. As stated previously through Ava's findings, if these perceptions are properly communicated between students and instructor, a situation in which both agree that Spanish should be used, then the use of CS can beneficial and strategically used in the classroom by both instructor and student.

The last example from Table 12 in which students' perception of situations in which Spanish should be used by instructors was addressing students' lack of comprehension. Out of23 students, 12 students chose this situation to illustrate that Spanish was needed to be used by the instructor. This also correlates with classroom observations, showing that a frequent use of CS by Wilbert was to address students' lack of comprehension. Like Ava's findings, this an interesting find because Wilbert's use of CS in the classroom is directly aligned with students' perceived notion of Spanish use in the classroom, thus promoting a classroom environment where there a few instances in which students and instructor understand the use and benefit that possible translanguaging and CS practices hold.

This response from students could very well be previously influenced by Wilbert's teaching style and strategies adapting and being flexible to students' needs and concerns in the classroom and as such, creating the right conditions for students to realize Spanish is being used to address situations in which material is incomprehensible. This in turn would indicate why students, at least a few in the classroom, are aware and believe that Spanish should be used to address lack of comprehension. Understanding the situations in which students perceive the use of Spanish by instructors as necessary helps bring to light similarities and differences between student and instructors. More importantly, provides a crucial perspective in understanding the reasons behind the use of CS by instructors in the Basic English classroom in UPRM.

Chapter VI: Conclusion

The findings of the study were confined to two college level Basic English 3101 classrooms in UPRM. Through classroom observations, interviews and questionnaires on two instructors chosen with similar teaching experience and preparation, it was found that their use of CS in the classroom were primarily to establish a relationship with the class, to address students lack of comprehension and to explain a new topic or assignment. The latter being the most used function by both instructors, as new topics or assignments in the classroom often needed specific procedural instructions for students to follow. These categories for CS use were obtained from Thompson (2006), and anyone interested in research with a different focus but using the same categories should inquire his research. In addition, the comparisons between both instructors may better be understood and used for analysis through the following table. It is important to note that although similar functions were identified for both instructors, this does not imply that these functions were carried out in the same manner. Each instructors' teaching strategies and attitudes towards language use as well as their respective students in the classroom played a pivotal role in how the use of CS was used and perceived by students and instructors.

Functions of CS	Ava	Wilbert
To Establish a relationship with Class	• Establishes solidarity with students focusing on individual needs outside of the classroom. • Use of CS is during lessons helps students organize and understand assignment expectations outside of the classroom.	• Lightens class mood and relieves tension through humor based on perceived students input. • CS is used to focus on students' immediate needs in the classroom.
To Address Students' Lack of Comprehension	• CS is used strategically implemented into lessons allowing the structure to naturally scaffold knowledge to students.	• CS is used reactive, based on spoken, visual and non-verbal cues provided by the students in the classroom.
To Explain A New Topic or Assignment	• CS is used to facilitate understanding of procedural instructions to activities, assignments or new topics being explained. • CS involves constant reiteration for students to understand new material. • CS is used to transition from lesson-centered content to group activities in the classroom.	• CS is used to facilitate understanding of procedural instructions to activities, assignments or new topics being explained. • CS involves constant reiteration for students to understand new material. • CS is used to transition from lesson-centered content to group activities in the classroom.

Table 13: *Comparisons between Ava and Wilbert's Use of CS in the Classroom*

Significance of the Study

Research conducted through this study can benefit educators and researchers who are interested in the use and functions of CS in the ESL classroom. The context of Puerto Rico and its history of English Education plays a pivotal role in this study both in how instructors and students attitude towards a language influences their language choice. An important factor to consider is that the first step towards using CS effectively in the classroom begins with the instructors' awareness of CS use and students' perceptions of the instructors' use of CS in the classroom. This language awareness and conscious language choice from both the students and instructs can ultimately create a positive and beneficial learning atmosphere in which students

can strives towards their second language acquisition sing both of their linguistic repertories at their disposal. Another potential significance of the study is to contribute to pre-service teachers who are enrolled in their teaching practice through the Teacher Preparation Program in the UPRM. Though the data only identified some of the functions observed through classroom observations and provided some data on students' perception of CS use by instructors, its value can be used in approaching language use in the ESL classroom context in Puerto Rico and note what factors could be useful when using CS in the classroom This awareness can help preservice teachers make conscious and purposeful choices of their CS in the classroom as opposed to using it arbitrarily with their student population or risking the notion that students see it as linguistic incompetence from the teacher's repertoire.

Although the UPRM student population is different than that of preservice teacher who are in secondary education, the use of CS can be modified and use accordingly to meet the student's individual needs. At the very least, providing pre-service English teachers with the research findings can start to develop conscious language choice if they should choose to use CS between Spanish and English as a strategy in their classrooms. As Macaro states "We have to arrive at a pedagogy of codeswitching which bases itself on a theory of optimality in L1 use-how and when does codeswitching best lead to language learning, learning how to learn, and to the development of communication skills?" (2005, p. 81). Taking this into consideration, the optimal use of L1 in the classroom should consider students' perception of instructors' language use in the Basic English classroom. Research focused on re-examining literature with the notion that the first language needs to be avoided in the classroom shows that L1 can be used positively by teachers. Cook (2001) provides several suggestions for systematic uses of L1 listing them as:

• To provide a short-cut for giving instructions and explanations where the cost of

the L2 is too great

• To build up interlinked LI and L2 knowledge in the students' minds

• To carry out learning tasks through collaborative dialogue with fellow students

• To develop L2 activities such as code-switching for later real-life use. (p.418)

Keeping this in mind can help educators approach translanguaging and CS in the

classroom from a positive perspective in which students using both languages is an essential part

in their second language acquisition. Thus, reducing the chances of a monolingual language

policy which ultimately restricts students' abilities to create and infer meaning from the target

language.

Limitations

A significant limitation of this study was the rushed time frame in collecting the data for

classroom observation. If students' attitudes and beliefs towards a language play a role in their

perception of CS use in the classroom, then a catastrophic event like Hurricane Maria, which

struck Puerto Rico months prior to classroom observations, also influences the environment of

the classroom. This also meant that resources were scarce for students and several activities had

to be adapted and modified to meet students' needs outside of the classroom. This cannot be a

factor that goes unacknowledged in the research process and in the end, helped provided data

evidencing the use of CS to create solidarity with students in times of great need in the Basic

English classrooms in UPRM and Puerto Rico. A limitation which hindered the data collection

process was the recording of the classroom observation witch video cameras. This proved

difficult when transcribing the audio because of the nature of class activities, which had the

instructor move away from the camera and at times, was completely impossible to understand or

hear the use of CS by the instructor. Another limitation came through the positioning of the video camera in relation to the instructor, the optimal angle often came in proximity to the door. Because of the weather and temperature in Puerto Rico, it is often customary to leave the door open while class is in session. This resulted in multiple audio coming in through the classroom recordings which at multiple times made it hard to hear or identify CS. Furthermore, if the study should be replicated, the use of a microphone which can be closely attached to the instructors' clothes is highly suggested, as there was a great amount of CS which occurred in close proximities between student and instructors which was not able to be recorded through the video camera. This in turn, could have provided richer data in understanding how exactly instructors were addressing students' lack of comprehension.

Suggestions for Further Research

The objectives of this study can be towards a different focus which aims to see the correlation between the use of CS and how it impacts, if at all, students' second language acquisitions in the Basic English classroom. Ferguson (2003) provides a great analysis of the studies of CS and what these kinds of studies lack. As Ferguson (2003) illuminated,

…studies in this field tend to be predominately descriptive and, useful though these are, the consequence is that we lack detailed empirical information on the consequences of CS for learning and teaching… it is perhaps more realistic for the present to argue for small scale action research projects. (p.8)

Putting this into the context of Basic English Classroom in UPRM, research should focus on providing more empirical data on a larger scale which would help to get a consensus on the most practiced use of functions of CS in the classroom and its relationship with students' perception of CS used by instructors. This in turn can provide a better understanding of the

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practical reasons why instructors choose to use specific instances of CS in the classroom and if

properly aligned with students' language ideologies, can create an environment where students'

second language acquisition thrives on the use of both languages in the classroom.

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Appendix A

November 13, 2017

Alexander Soto
English Department
RUM

Dear student:

As Director of the Institutional Review Board of the University of Puerto Rico - Mayagüez Campus, I have considered your application for the project titled **Code –Switching as a Language- Based Classroom Management Strategy** (Protocol num. 20171102001).

After evaluating your research protocol and supporting documents, I have determined that your research represents minimal risk to participants and qualifies under Category 7 of 45.CFR.46.110 for an expedited review process. For this reason, we are happy to approve your project effective today and expiring November 12, 2018. We also remind you that our approval does not exempt you from complying with other institutional and governmental requirements related to your research topic and/or funding source.

Federal regulations demand that our office supervise all active research projects. We consider a research project to be active if participants are still being recruited or if recruitment has ceased but data gathering and analysis are not yet complete. If you anticipate that your project will be active beyond the approval expiration date, we ask that you submit an application of extension no later than one month before your approval expires.

Any modifications or amendments to the approved protocol or its methodology must be reviewed and approved by the IRB before they are implemented, except in cases where the change is necessary to reduce or eliminate a potential risk for participants. The IRB must be informed immediately if an adverse event or unexpected problem arises related to the risk to human subjects. The IRB must likewise be notified immediately if any breach of confidentiality occurs.

We appreciate your commitment to uphold the highest standards of human research protections and remain.

Sincerely,

Dr. Rafael A. Boglio Martínez
President, Institutional Review Board (IRB)
University of Puerto Rico,
Mayagüez Campus
Office: Celis 108
Tel.: (787) 832-4040 Ext. 6277
Web Page: http://www.uprm.edu/cpshi/

Telephone: (787) 832 - 4040 x 6277, 3807, 3808 – **Fax:** (787) 831-2085 –**Webpage:** www.uprm.edu/cpshi
Email: cpshi@uprm.edu

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Appendix B

University of Puerto Rico at Mayagüez
Consentimiento para participar en un estudio de investigación
Participantes adultos (students)
Formulario de conducta social
Título del estudio: Code-Switching as a Language-Based Classroom Management Strategy
Investigador principal: Alexander Soto Román
Número telefónico del contacto del estudio: 814-321-7673
Correo electrónico del contacto del estudio: Alexander.soto3@upr.edu
_____

<u>¿Cuáles son algunas de las cuestiones generales que usted debe saber sobre los estudios de investigación?</u>
Se le solicita que participe en un estudio de investigación. La participación en este estudio es voluntaria. Puede negarse a participar, o puede retirar su consentimiento para participar en el estudio, por cualquier motivo, sin sufrir sanciones. Los estudios de investigación están diseñados para obtener nueva información. Es posible que esta nueva información ayude a las personas en el futuro. Es posible que no reciba ningún beneficio directo por participar en este estudio de investigación. También pueden existir riesgos asociados con la participación en estudios de investigación. Los detalles sobre este estudio se analizan a continuación. Es importante que entienda esta información de modo que pueda decidir en forma fundamentada acerca de la participación en este estudio de investigación. Se le entregará una copia de este formulario de consentimiento. Debe preguntar a los investigadores mencionados anteriormente, o a los miembros del personal que los asisten, cualquier consulta que tenga acerca de este estudio en cualquier momento.

<u>¿Cuál es el objetivo de este estudio?</u>
El objetivo de este estudio de investigación es evaluar le efectividad de la comunicación, al utilizar español, inglés en la sala de clases.

<u>¿Cuánto tiempo participará en este estudio?</u>
El estudio se llevará a cabo desde Septiembre 2017 hasta diciembre 2017.

<u>¿Qué ocurrirá si participa en este estudio?</u>
Durante su clase de inglés, el investigador grabará con una cámara de video el salón de clase enfocándose en las diferentes maneras y combinaciones de idiomas (español e inglés) usadas en el salón por sus estudiantes e instructor (incluyendo los materiales, libros de texto, Power Points, etc.)

Su identidad se mantendrá anónima en caso de publicación o presentación de los resultados.

¿Cuáles son los posibles beneficios por participar en este estudio?

No hay ningún beneficio por participar.

¿Cuáles son los posibles riesgos que implica la participación en este estudio?

Los riesgos de participar en este estudio son iguales que los riesgos de participar en su clase de inglés.

¿De qué manera se protegerá su privacidad?

Los participantes no serán identificados en informes o publicaciones sobre este estudio.

- **Grabación de video:**

    Las cintas serán guardadas bajo llave.

    Se podrá solicitar que se interrumpan las grabaciones de video si ello es necesario para el estudio.

¿Le costará algo la participación en este estudio?

No existirá ningún costo por participar en este estudio.

¿Qué sucede si desea formular preguntas sobre este estudio?

Tiene el derecho de preguntar, y que le respondan, cualquier duda que tenga acerca de esta investigación. Si tienen preguntas o inquietudes, deben ponerse en contacto con los investigadores mencionados en la primera página de este formulario.

- -

Acuerdo del participante:

He leído la información proporcionada más arriba. He realizado todas las preguntas que tengo en este momento. Acepto voluntariamente participar en este estudio de investigación.

☐ Acepto estar grabado en entrevistas y observaciones de clase.

☐ No acepto estar grabado, pero si quiero participar.

_____   _____

Firma del participante de la investigación   Fecha

_____

Nombre del participante de la investigación en imprenta

_____   _____

Firma de la persona que obtiene el consentimiento   Fecha

_____

Nombre de la persona que obtiene el consentimiento en imprenta

Students Language Questionnaire INGL 3101 2017

Instructions: Mark within the scale, the answer that most accurately describes your current English language classroom and your own feelings regarding language teaching and language use in the classroom. Unless otherwise specified, limit your responses to your IN CLASS behavior.

	Never	Rarely	Sometimes	Most of the time	Always
1. My English instructor _____ uses English to communicate with students in the classroom.					
2. My English instructor _____ uses Spanish to communicate with students in the classroom.					
3. My fellow students_____ use English to communicate with the instructor.					
4. My fellow students_____ use Spanish to communicate with other students.					
5. I _____ use English to communicate with my instructor inside the classroom.					
6. I _____ use Spanish to communicate with my instructor inside the classroom.					
7. I _____ use English to communicate with my fellow students most the time.					
8. I _____ use English to communicate about grammar and usage.					
9. I _____ use English to communicate about tests, quizzes and other assignments with my instructor and fellow students.					
10. I _____ use Spanish to communicate about tests, quizzes and other assignments with my instructor and fellow students.					
11. I _____ use English to communicate with my instructor outside of class time (e.g., office hours, in the hall, before or after class).					
12. I _____ use Spanish to communicate with my instructor outside of class time (e.g., office hours, in the hall, before or after class).					
13. While working with a partner or group in my English class, I _____ switch to English as soon as we are through with a particular activity.					
14. While working with a partner or group in my English class, I _____ switch to Spanish as soon as we are through with a particular activity.					
15. When I do not understand what my instructor is saying in English, I _____ request in English that she or he repeats or clarifies.					
16. When I do not understand what my instructor is saying in English, I _____ request in Spanish that she or he repeats or clarifies.					

Instructions: Mark the answer that most accurately describes your BELIEFS about English and English usage in the language classroom.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I believe the more English that student's use in the classroom, the better they learn how to communicate in English.					
2. I believe that in order to really master/acquire English, students must use English exclusively in the classroom.					
3. I believe that there are no situations in which Spanish should be used in the English language classroom (i.e., I believe that total immersion in English classes is best).					
4. I believe that only English should be used to learn about grammar and usage of the English language.					
5. I believe that only English should be used to discuss tests, quizzes, and other assignments.					
6. I believe that only English should be used to discuss course policies, attendance, and other administrative information.					
7. I believe that, the instructor should use English at all times in the classroom regardless of how much English students choose to use.					
8. I believe that students should use only English the entire time they are in the classroom with both the instructor and fellow students both during and between activities.					

	Too Little	The Right Amount	Too Much
9. I believe that I use _____ English in the classroom			
10. I believe that I use _____ Spanish in the classroom			
11. I believe that my instructor uses _____ English in the classroom			
12. I believe that my instructor uses _____ Spanish in the classroom			

Instructions: Mark all of the situations in which you feel your instructor should use some Spanish:

Classroom administration		Grammar instruction	
Classroom discipline		To explain any new topic or assignment	
Translation of unknown vocabulary		Lack of comprehension of material	
To develop a positive relationship with a class		Respond to students' use of English	
Other:			

Appendix D

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Professor Language Questionnaire INGL 3101 2017

<u>Instructions:</u> Mark within the scale the answer that most accurately describes your current English language classroom and your own feelings regarding language teaching and language use in the classroom. Unless otherwise specified, limit your responses to your IN CLASS behavior.

	Never	Rarely	Sometimes	Most of the time	Always
1. I _____ use English to communicate with students in the classroom.					
2. I_____ use Spanish to communicate with students in the classroom.					
3. My students_____ use English to communicate with me					
4. My students_____ use Spanish to communicate with me.					
5. My students_____ use English to communicate with other students.					
6. My students_____ use Spanish to communicate with other students.					
7. I _____ use English to give directions for activities exclusively (i.e., no translation) in English.					
8. I _____ use English to communicate about grammar and usage.					
9. I _____ use Spanish to communicate about grammar and usage.					
10. I _____ use English to communicate about tests, quizzes and other assignments with my students.					
11. I _____ use Spanish to communicate about tests, quizzes and other assignments with my students.					
12. Students _____ use English to communicate with me outside of class time (e.g., office hours, in the hall, before or after class).					
13. Students _____ use Spanish to communicate with me outside of class time (e.g., office hours, in the hall, before or after class).					
14. While students work with a partner or group in my English class, they _____ switch to English as soon as they are through with a particular activity.					
15. While students work with a partner or group in my English class, they _____ switch to Spanish as soon as they are through with a particular activity.					
16. When students do not understand what I am saying in English, they _____request in English that I repeat or clarifies.					
17. When I do not understand what my instructor is saying in English, I _____ request in Spanish that she or he repeats or clarifies.					

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Instructions: Mark the answer that most accurately describes your BELIEFS about English and English usage in the language classroom.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I believe the more English that student's use in the classroom, the better they learn how to communicate in English.					
2. I believe that in order to really master/acquire English, students must use English exclusively in the classroom.					
3. I believe that there are no situations in which Spanish should be used in the English language classroom (i.e., I believe that total immersion in English classes is best).					
4. I believe that only English should be used to learn about grammar and usage of the English language.					
5. I believe that only English should be used to discuss tests, quizzes, and other assignments.					
6. I believe that only English should be used to discuss course policies, attendance, and other administrative information.					
7. I believe that, the instructor should use English at all times in the classroom regardless of how much English students choose to use.					
8. I believe that students should use only English the entire time they are in the classroom with both the instructor and fellow students both during and between activities.					

	Too Little	The Right Amount	Too Much
9. I believe that I use _____ English in the classroom			
10. I believe that I use _____ Spanish in the classroom			
11. I believe that my students use _____ English in the classroom			
12. I believe that my students use _____ Spanish in the classroom			

Instructions: Mark all of the situations in which you feel you should use some Spanish:

Classroom administration	
Classroom discipline	
Translation of unknown vocabulary	
To develop a positive relationship with a class	
Other:	

Grammar instruction	
To explain any new topic or assignment	
Lack of comprehension of material	
Respond to students' use of English	

Code-Switching as a Language-Based Classroom Management Strategy Class
<u>Video Classroom Assessment Rubric</u>

Focal participant (Pseudonym):_____

Researcher:_____

Lesson/Unit:_____

Date:_____   Time:_____

Categories	Language Usage (Amount)		Time (For Video Recording [SE or ES])	Comments
	<u>Spanish</u>	**<u>English</u>**		
Classroom Administration				
Grammar Instruction				
Discipline				
Relationship with Class				
Explain New Topic or Assignment				
Translation of Vocabulary				
Lack of Comprehension				
Respond to Student's L1				
Other				

Other Notes:

Appendix F
Semi-Structured Exit Interview Questions
(Teaching Experience)

1. How much formal training have you had in ESL teaching (workshops, courses, internships, etc.)?

2. How do your previous teaching experiences compare to your current one at the University of Puerto Rico, Mayagüez Campus in terms of the student population?

3. What do you consider to be your areas of strength and improvement in teaching Basic English at the University of Puerto Rico, Mayagüez Campus this semester?

(Language/ Code-Switching Experience)

4. What are your classroom language policies/strategies related to students' use of English and Spanish?

5. What is your opinion on students' use of Spanish in the English classroom?

6. Which best describes your self-assessed language proficiency in English?

7. Which best describes your self-assessed language proficiency in Spanish?

(Classroom Management Experience)

8. What are some frequently used strategies you use in the classroom to manage your students?

9. What is your perception of code-switching as a strategy for classroom management?

10. How do you use language (English/Spanish) to address questions or concerns which are not centered on the lesson at hand?