

Spring 5-17-2014

Code Switching: A Tool in the Classroom

Karen Marie Algarin-Ruiz

The College at Brockport, karen_algarin@yahoo.com

Follow this and additional works at: http://digitalcommons.brockport.edu/ehd_theses

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Educational Methods Commons](#), and the [Gifted Education Commons](#)

To learn more about our programs visit: <http://www.brockport.edu/ehd/>

Repository Citation

Algarin-Ruiz, Karen Marie, "Code Switching: A Tool in the Classroom" (2014). *Education and Human Development Master's Theses*. 393.

http://digitalcommons.brockport.edu/ehd_theses/393

This Thesis is brought to you for free and open access by the Education and Human Development at Digital Commons @Brockport. It has been accepted for inclusion in Education and Human Development Master's Theses by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.

Code Switching: A Tool in the Classroom

by

Karen M. Algarín-Ruiz

May 2014

A thesis project submitted to the
Department of Education and Human Development of the
State University of New York College at Brockport
In partial fulfillment of the requirements for the degree of
Master of Science in Education

Code Switching: A Tool in the Classroom

by

Karen M. Algarín-Ruiz

APPROVED BY:

Advisor

Date

Director, Graduate Program

Date

Table of Contents

<u>Chapter 1</u>	
<u>Problem Statement</u>	7
<u>Significance of the Problem</u>	9
<u>Purpose</u>	16
<u>Rationale</u>	17
<u>Definition of Terms</u>	18
<u>Summary</u>	21
<u>Chapter 2</u>	
<u>Acquisition of L2</u>	23
<u>What is Code Switching?</u>	26
<u>Types of Code Switching</u>	29
<u>Why are Some Researchers Against Code Switching?</u>	29
<u>What does the Literature say about the Benefits of Code-Switching?</u>	32
<u>When and Why do Students Code Switch?</u>	34
<u>Why do Teachers Code Switch?</u>	35
<u>What Benefits does the Use of Code Switching have in the Classroom?</u>	37
<u>What Should Teachers Know About CS?</u>	39
<u>Chapter III</u>	
<u>Description of the Product</u>	41
<u>Chapter IV</u>	
<u>Limitations</u>	46
<u>Recommendations</u>	46
<u>Conclusion</u>	47

Abstract

There has been a tremendous growth of the Hispanic population in the United States leading to a large population of Spanish heritage speakers in our schools. Language diversity in the United States has been maintained primarily because of continuing immigration from non-English speaking countries (Gollnick & Chinn, 2009). Many school districts have adopted several types of programs to educate this growing population. One of the major issues being faced in the classroom concerns language development of learners using code switching. “Code switching, or the alternation of two languages within a single clause, sentence or turn is a complex, rule-governed use of language which offers a unique opportunity for studying some of the more complicated aspects of bilingual speech” (Dearholt & Valdes-Fallis 1978). While some teachers believe that students should only speak in the target language, others are indifferent or flexible with regard to the language students’ use in the classroom. Many of these teachers do not know to handle the situation or haven’t received adequate training to understand this process. This research project investigated the teachers’ knowledge about code switching and how they deal with it in the classroom with the purpose to identify the need of further information about Code Switching and how to use it to their advantage in the classroom.

The method used to investigate this topic consisted of a questioned survey given to teachers of Grades K-8 from Eugenio María de Hostos Charter School. The survey consisted of the following questions: What is your definition of code switching? When do students code switch? Why do you think students code switch? What are your beliefs about code switching in the classroom? From 1 to 5 what are your feelings about students code-switching in the classroom? In what subject areas do you find students code switching? In what subject areas do you find yourself code switching? Do you perceive a higher success in students’ achievements

when they code switch? What professional development would you like to see about code switching?

The results of this research have two implications. The first implication from this thesis project would be how educators can enhance instruction to use code switching as language enhancement. The second implication would help educators identify the content areas where students need language instruction to build the vocabulary in the target language.

Chapter I

Problem Statement

There has been a tremendous amount of growth of the multilingual population in the United States leading to a large population of multicultural heritage speakers in our schools. Due to the number of English Language Learners, many school districts have adopted several types of bilingual programs such the dual language program, the immersion program and the transitional program with the purpose of educating the growing population with similar experiences, where two or more languages influence their educational learning and social development process.

Even though code-switching is a natural part of being bilingual (Palmer D. , Code-Switching and Symbolic Power in a Second-Grade Two-Way Classroom: A Teacher's Motivation System Gone Awry, 2009), one of the major issues that is being faced in the classroom concerns language development of learners using code switching. Code switching, or the alternation of two languages within a single clause, sentence or turn is a complex, rule-governed use of language which offers a unique opportunity for studying some of the more complicated aspects of bilingual speech (Dearholt & Valdes-Fallis 1978).

As we may know, the change of language in the same clause is a controversial topic between researchers and also between educators. Some teachers will not accept any other language than the target language. Many multilingual speakers believe that code-switching is a sign of linguistic weaknesses or inadequacy and many bilingual teachers work hard to fight code-switching when it occurs in their classroom (Palmer D. , Code-Switching and Symbolic Power in a Second-Grade Two-Way Classroom: A Teacher's Motivation System Gone Awry, 2009). However, code switching, rather than reflecting the traditional view of a disadvantaged and semiliterate background, actually reflects an intellectual advantage (Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006).

One of the major issues that is being faced in the classroom concerns the language development of learners using code switching. While some teachers are flexible or even indifferent, others believe that students should only speak in the target language in the classroom. Many teachers do not know how to use students L1 as a tool to learn L2, how to handle the situation, or simply have not received an adequate training to understand and to use this process to their benefit.

Embracing students' culture and heritage through language is very important. The way a teacher responds to students using their home language in class could affect the way in which the pupils function in the classroom. To banish students' heritage language could bring students displeasure toward school and toward learning a second language. Teachers' lack of knowledge about the acquisition of a language and their opposition to a natural process like code switching can sometimes discourage students and lead them to lose interest in the class. An example of students' discouragement when there is opposition to the use of L1 was proved in the study:

"The Benefit of Code Switching within a Bilingual Education Program":

In this study, it should be noted that children within the bilingual classroom and the fifth grade bilingual tutoring sessions (where code switching was allowed) did not hesitate in their conversations or become blocked due to language barriers. It was in these bilingual settings that students' codes switched freely and were best able to convey information to their peers and teachers. Additionally, students' insertion of a new language in their dialogue or writing does not necessarily mean a weakness in one language or the other, but the enrichment and growth of the students' knowledge in two languages. The immersion setting, on the other hand, created an atmosphere where the Spanish-speaking students seldom volunteered to participate in classroom discussions. They often appeared disinterested and detached from lessons and were not able to convey an accurate picture of their subject matter knowledge to the class when called upon (Pollard, 2002).

In the United States, although English is not the official language, it is the language of power. The fact that English is the language of power creates a dilemma in how many educators and researchers think about what is best for emergent students. For many, the code change is a

battle we must fight to support the trend as U.S. bilingual programs move students toward English (Palmer, 2009). Other researchers express that “such thinking appears to derive from political and cultural ideology rather than from linguistic evidence” and “it often develops into full-fledged theories which have serious practical consequences (Shin and Milroy, 2000 as cited in Spanish-English Code Switching in a Bilingual Academic Context, (Becker, 2001).

Significance of the Problem

Eugenio Maria de Hostos Charter School in Rochester, New York is a dual language school in Grades K-8, and it is recognized for valuing both the Spanish and English languages. The school offers a dual language curriculum featuring Spanish and English instruction in Kindergarten. The enrichment model utilizes both languages for instruction in all areas. At the primary level, students alternate days and classrooms following a 6-day cycle. From Grades K-3 most students are part of the Bilingual Dual Language program. Students not meeting the standards receive their literacy block instruction in their dominant language until they reach their proficiency level, rather than alternating between English and Spanish. Once their proficiency level is achieved, the students return to the alternation between the two languages. For some students English represents their L2 and for others Spanish is their L2. At the intermediate level, the students receive their core instruction in English and continue to study the Spanish language when attending Spanish class (Halsdorfer J.;Vázquez J.;Vázquez M., 2014).

It is a school with a high population of Hispanic students. The annual 2012-2013 report from Eugenio Maria de Hostos Charter School showed the following student demographic: American Indian, Alaskan, Asian or Pacific Islander 0.2%, Black 38%, Hispanic 61 % and White 0.7 % (Halsdorfer, 2013). The school has an emphasis on embracing students’ culture and helping them to gain confidence acquiring L2. Teachers’ knowledge about acquisition of

language and the code switching phenomenon is very important to help the students reach literacy in both languages.

This being a school that supports bilingualism and bilaterality, it was important to identify the ways in which students execute their work in the classroom towards language. The researcher uses teachers' experiences and observations and the way teachers respond to CS in the classroom to identify areas of need in the school.

As part of the thesis project, teachers, administrators and teacher assistants were surveyed. Although staff from every grade received the survey, only 13 of them answered. From these 13, five are teachers, five are teacher assistants and three are in an administrative position (See Figure 1). The following questions were asked in order to identify the area of need related to this topic:

1. What is your definition of code switching?
2. When do students code switch?
3. Why do you think students use code switching?
4. What are your beliefs about code switching in the classroom?
5. From 1 to 5, what are your feelings about students code-switching in the classroom?

Please circle your answer:

Strongly dislike	Dislike	Indifferent	Like it	Love it
1	2	3	4	5

6. In what subject areas do you find that students code switch?
7. In what subject areas do you find yourself code switching?
8. Do you perceive a higher success in students achievements when they code-switch?

9. What PD (professional development) would you like to see about code-switching?

When these questions were presented to administrators, teachers, and teachers assistants, the researcher found that there was a good knowledge about CS among those with administrative assignments, and a general knowledge among teachers from Grades K-3 who are part of the Bilingual Dual Language program with some or no knowledge of higher grades, mostly Grades 5-8. Teachers from Grades 1, 3 and 4 were assertive in their answer to question #1. Of their answers about what CS is, the teacher from Grade 1 responded: “Changing between two languages or dialects depending on the context, environment, and audience” and a Spanish Language Arts teacher from Grades 3 and 4 said: “It is when a speaker alternates between two languages in the context of the conversation”. Teachers assistants from Grades K-2 also seemed to have really good knowledge about CS based on their answers. For example: the teacher assistant from Kindergarten said: “When you switch from one language to another to accommodate you at that moment”. These responses did not surprise the researcher because teachers and teachers assistants from Grades K-3 are part of the Bilingual Dual Language Program in the school. Additionally, the English Coach, the Spanish coach and an Administrator from Grades K-3 demonstrated extended knowledge about the topic. On the other hand, educators from Grades 5-8 were less knowledgeable about this phenomenon. Only the Spanish teachers demonstrated some knowledge about CS. For example, the teacher from Grade 5 answered: “I am not sure”; another teacher from Grade 6, left the question blank. Also a teacher assistant from Grade 5 responded to the first question: “Not sure/speaking in another language”, while the Spanish teacher from Grades 7-8 said: “I would define CS as speaking in both Spanish and English”. Although her answer was related, it was less detailed or specific than the teachers from Grades K-3. The researcher will include the definition of CS from different researchers, so those teachers that do not know this term have a better knowledge about it.

In the answers to the second question of the survey, which was when do the students code switch, the researcher found that the teachers' answers were varied. The teacher from Grade 1 said that students CS when they are at school or at home and between teachers and peers. On the other hand, the SLA teacher from Grades 3-4 said: "When they don't remember something in the second language; when they are in an informal conversation and change to a formal one" and the SLA teacher from Grades 7-8 said: "I think students do it when they start to feel uncomfortable in one language". The SLA teacher from Grade 7 showed some knowledge about the topic but demonstrated certain insecurities when she used the phrase "I think..." in her answers. Meanwhile, the SLA coach mentioned not to have too much experience observing students CS: "I have more experiences hearing more adults code switch than children. Students sometimes code switch when they are frustrated or trying to give an answer in the classroom". The answers from the kindergarten teachers assistant, Grade 2 teachers assistant and the K-3 administrator were very similar because they all mentioned that CS takes place when students are feeling uncomfortable or having trouble with one language and they recur to the other. On the other hand, the teachers assistant from Grade 2 was the only participant of the survey who said that students CS "to show their peers that they know another language". The researcher found that due to the variety of answers, it was important to bring information about when students code switch. The educators' answers were not necessarily incorrect, but this question does not have just one answer and it would be good if teachers could see other factors for which this phenomenon is used among bilingual students.

Why do students code switch? This was the third question on the survey. The answers to this question were very varied among educators in EMHCS. Three educators out of 13 said that it is due to the lack of vocabulary or words to convey their thoughts, five out of 13 participants mentioned something similar about fitting into a group of peers or to imitate others, while two

other participants mentioned that it was due to the excitement of learning a new language and trying to put in practice the new vocabulary learned. The questionnaire showed that teachers at EMHCS have a need for a deeper understanding of this phenomenon because there is much more that they could be aware of with regard to their students and CS in the classroom.

The fourth question on the survey was: What are your beliefs about code switching in the classroom? Many teachers who answered this question agreed that the use of CS is beneficial in the classroom, although some educators did not know or were not sure about what their beliefs was about CS. The beliefs varied among the teachers. The message among four out of 13 survey participants was that using CS in the classroom was a method to accommodate the students with language barriers and with different reading levels. One educator mentioned that “it is a life skill that everyone uses; especially helpful with vocab for our bilingual students”. Another one said that CS was a way to value students’ identities and promote a positive environment and help the students to understand better. On the other hand, the Spanish teacher from Grades 7-8 said: “I think it depends on the classroom. In a bilingual setting it is acceptable. In a foreign language classroom, it is better to speak the target language”. The ELA coach wrote that: “There is a time and place and students need to use it when appropriate (formal vs informal language)” and two other teachers from Grades 5-6 did not know what to think about CS due to their lack of knowledge. It will be important to bring more information to the professional development about why and when students CS because there is more than one answer and educators can see this phenomenon in depth and see different circumstances in which students may change from one language to another. They could be surprised by how much grammatical and syntax understanding students have to use when CS.

When participants were asked: From 1 to 5, 1 being strongly dislikes and 5 Love it, what are your feelings about students code-switching in the classroom?, seven out of 13 educators

agreed by giving a score of 4 = Like it; four out of 13 ranked CS as 3 = indifferent. Among the educators, the teachers from Grades 5-6 showed not having an opinion about CS due the lack of knowledge. Only one teacher ranked it as a 5= love it, and one other teacher just wrote N/A.

It was surprising for the researcher to see that some of the educators who ranked CS with a 3 or 4 showed to have a lack of knowledge in other areas of the questionnaire. On the other hand, the fact that no one was completely opposed to CS displayed some instructional flexibility among the teachers at EMHCS.

When the educators were asked about the subject areas in which they find students code switching, three educators from Grades K-3 mentioned seeing this phenomenon in all subjects areas, five out of 13 educators did not answer or wrote “I am not sure”, meanwhile others mentioned that they see this phenomenon between students’ transitions, in second language instruction (SLA or ELA), and content areas (e.g. Math). Some of these participants only have the opportunity to see the subject area in which they are teaching, so it would be good to give the teachers the opportunity to talk with educators of different content areas about when their students resort to the use of another language, either L1 or L2. With CS such a common phenomenon among students in contact with more than one language, it is important that teachers talk about it and exchange thoughts about the topic.

The next question is very similar to the previous one, but this time teachers reflected about themselves CS in the classroom. This question was mostly answered by bilingual teachers in all areas; those who only spoke one language did not answer the questions. Among the answers, all the Spanish teachers mentioned using CS in their classroom. Some of them mentioned that they CS after supporting the English class and transitioning to Spanish, but based on their answers, it seemed to be used by accident and not with an instructional purpose in the classroom. For example, an educator said: “I work in the morning for an hour in Intervention

which is English, and then switch with that group to Spanish. It's hard... I find myself going back and forth a lot without realizing it!" Spanish teachers also said that due to the different level of students reading in Spanish, sometimes it was necessary to CS and help the students with understanding, while other bilingual teachers teaching in content areas said that they use CS at home, at school and when talking to family members. Although educators who know only one language did not answer the questions, having students who are in constant contact with two languages will have some influence on the way teachers teach and approach a multicultural classroom. This phenomenon might have been a part of their instruction or it might be occurring in their classroom without them recognizing it. Consequently, it is important to include those teachers in the professional development about code-switching.

When educators at EMHCS were asked: Do you perceive a higher success in students' achievements when they code switch? Four out of 13 said yes, they see a higher success in students' achievements. Seven of the other participants talked about not being sure and one teacher said "most likely". The data showed that most educators do not know if students really can make progress by using CS and it would be a good experience for them if they learned some strategies in how to use it and then utilize those strategies in the classroom and see the positives results for themselves.

Finally, school staff was asked about what PD would they like to see about code-switching? Most of them responded that they would be interested in receiving further information about CS. There were some common questions or concerns between staff surveyed that they would like to receive more information about:

1. What is code switching?
2. What are the reasons for CS?
3. How it is positive?

4. How is it negative?
5. How can CS be beneficial in the classroom?
6. How can it be integrated into the instruction to maximize the students' learning?
7. Almost all the teachers would like to see a PD of CS covering how to implement it in the classroom.

These questions gave the researcher a guide to know how to help teachers become knowledgeable about the topic and know how to use it in the classroom to help maximize the students' learning.

Based on the survey, the researcher perceived that although the school promotes bilingualism and bilaterality, once students are out of the Bilingual Dual Language Program, the staff is less knowledgeable about some important aspects of being bilingual. Code switching is a very common occurrence between students who possess more than one language, and it is important as a Eugenio Maria de Hostos Charter School staff member to become knowledgeable about CS. Additionally, those educators that already know or have heard about this phenomenon mentioned the need for further understanding about how it could benefit the students.

Purpose

The alternation of two languages in a single clause is a significant phenomenon that happens frequently when students are learning or mastering a second language. The phenomenon can happen either when the student is speaking or writing. More than identifying the point in which students code switch, the intentions and focus of the project are to inform teachers about what CS is about, help teachers be aware of the process students go through when learning a second language, and to give some suggestions about how to work in the classroom when two languages are influencing the students' learning.

As a result of the findings of the survey administered to staff members at Eugenio María de Hostos Charter School and the need and the desire for a professional development about the topic from all staff surveyed, the researcher created a professional development presentation using Powerpoint to answer the teachers' questions and concerns such as: What is code switching?, What are some positives and negatives?, When is it most likely to occur?, and How can it be integrated into the instruction to maximize student learning?

Also, for the educators who mentioned that there is a time and a place for the use of CS, and that students should speak the target language in certain classrooms, the researcher would like to bring an opportunity for them to see why flexibility in the classroom in terms of language is so important and how the use of CS in the classroom could bring more opportunities for students to learn the target language and be successful.

In addition, the fact that no one was completely opposed to the use of CS displayed some instructional flexibility among the teachers at EMHCS, which gave the researcher the opportunity to bring new ideas, strategies and techniques to the classroom. As well, through a professional development about CS, there is a way to give those educators who did not know about CS the opportunity to learn more about the concept and bring more opportunities into the classroom for students to succeed.

Rationale

Although teachers and administrators at Eugenio Maria de Hostos Charter School (EMCHS) have been trained and they receive a large group of heritage learners every year, the researcher found that many had never heard about the term code-switching and have little or no information about the best ways to address students when the phenomenon occurs in the classroom.

In the survey given to teachers and school staff from Grades K-8, many of EMHCS staff expressed their interest to know more about the subject. Although some of them were familiar with the topic, mostly teachers from Grades K-3, there was a higher need for understanding of teachers from Grades 5-8. For example, teachers and staff from Grades 5-8 were uninformed or had a limited knowledge about the topic, and consequently, the need for further information about the benefits that code switching can bring to their classroom is important. Code switching, more than being seen as a natural phenomenon among people in contact with more than one language, needs to be utilized as a tool in the classroom to help students developing language. Teachers at Eugenio Maria de Hostos Charter School need to know about the advances and achievements students can make in order to gain a better understanding of the target language.

Definition of Terms

- Bilingual Program:** Is the universal name for all the bilingual programs. The general significance of bilingual education is to teach English and the native language; to help the students that do not speak English to increase their competence in English, develop their abilities of their native language, and involve students who are English dominant to be competent in L2 (Crawford, 2004).
- Biliterate/Biliteracy:** At its most basic level, it refers to a person's ability to read and write in two languages. The concept, however, has taken on a sociopolitical dimension, especially as reflected in the work of the Brazilian educator Paulo Freire, who

links literacy with issues of social justice and empowerment (Ovando & Carols, Students, 2012).

Code Switching (CS):

Bilingual speakers often code-switch from one language to another, especially when both languages are used in the environment, it follows functional and grammatical principles, and is a complex, rule-governed phenomenon (Heredia & Altarriba, 2001).

Critical Period Hypothesis (CPH):

The hypothesis that there is a limited period during which language acquisition can occur. The strong version of the CPH is that there are biological mechanisms specifically designed for language acquisition and that these cease to be available at or even before puberty. Thus, an older learner has to use general learning mechanisms that are not designed for –and thus not as effective for– language acquisition (Lightbown & Spada, 2011).

Dual Language Program:

A program in which the students are educated in two languages. This kind of program utilizes and values both languages in the same way. For example, students whose native language (L1) is Spanish, and are learning English (L2) at the same time, will also enrich their L1. This program seeks for literacy in both languages. The student will become proficient in L1 and L2. The goals of this program are that students become bilingual and biliterate, and to succeed academically in both languages (Crawford,

2004). An additive or enrichment model that is designed to achieve bilingualism in both the minority and majority language. In general, it serves two linguistically diverse population groups: speakers of the minority language and speakers of the majority language. It is designed to cultivate the native language skills of both groups. These programs provide content-area instruction and language development in both languages. To achieve the full benefits of two-way bilingual education, students from the two language backgrounds are in each class, and they are integrated for most or all of their content instruction (Ovando & Carols, Students, 2012).

Heritage Learners:

Students, whose dominant language is English, but can speak or are culturally exposed to another language at home.

English Language Learner (ELL)/
Emergent student:

A term favored over Limited English Proficient, for it conveys that the student is in the process of learning English without having the connotation that the student is in some way defective until full English proficiency is attained (Ovando & Carols, Students, 2012).

English as a second language

(ESL):

A system of instruction that enables students who are not proficient in English (English Language Learners) to

acquire both interpersonal communication skills and academic proficiency in spoken and written English. ESL is an essential component in all bilingual education programs in the United States (Ovando & Carols, Students, 2012)

Mother tongue, First language (L1): First language learned.

Multilingual Competence: Also called “multicompetence” refers to the compound state of a mind with two or more grammars which is distinguished from monolingual competence which refers to knowledge of only one language (Saville-Troike, 2006).

Second Language (L2): The second language is whichever other language that is not the first language learned (Lightbown & Spada, 2006).

Target Language: The language that is being taught as a second language (Davis, 2012).

Transitional program: Students receive instruction in L1 with the goal of learning L2. English as a Second Language (ESL) is taught daily and literacy starts initially in L1 and then gradually moves to L2. A compensatory or remedial model designed to prepare linguistic minority students to enter mainstream (all English) classes (Ovando & Carols, Students, 2012).

Summary

Thinking about the increasing population coming from a broad and multi-cultural background is important for teachers to understand the process of acquiring a second language,

the importance of being culturally aware and sensitive about the learning process of the students, and learning how to address the behavior in a way that enriches the students' cultural and educational process.

This thesis project intends to inform teachers about what the researchers and literature say about Code-switching, both the negative and positive aspects. Also, it will propose to offer a variety of tools to help teachers to be culturally aware by allowing the use of L1 when it is necessary and promote students' participation in class while allowing code switching and teachers' best practices.

Chapter II

Acquisition of a L2

In order to understand the code switching phenomenon it is important to know how L2 is acquired. We all experienced the acquisition of language. As babies, we mumble or babble the first word and it is a big celebration for the whole family. It seems that babies come with a chip that at some point place codes together and surprisingly one day they start talking. Noam Chomsky supports this idea by challenging the behaviorist explanation for language acquisition. In B. F. Skinner's book "*Verbal Behavior*", he argued that children are biologically programmed for language and that language develops in the child in just the same way that other biological functions develop (as cited in Lightbown & Spada, 2011).

Second language acquisition does not occur the same way. Becoming bilingual and biliterate is influenced by several factors, but a major difference is the brain of a second language learner has already created preconceptions of the first language. The acquisition of L2 is influenced by the following factors:

- a. Age: Young language learners begin the task of first language acquisition without the cognitive maturity or metalinguistic awareness that older second language learners have. For example: Cognitive maturity and metalinguistic awareness allow older learners to solve problems and engage in discussions about language. Many researchers argue that this awareness can actually interfere with language acquisition because younger children are more frequently exposed to the second language in informal settings for many hours every day. This view is related to the idea that there is a critical period for language acquisition. (Lightbown & Spada, 2011). (See Figure 2)

- b. Culture and attitudes toward maintenance or revitalization of the home language and culture
- c. Socioeconomic status: Those who are wealthier have access to better education and more opportunities to learn outside of the classroom.
- d. Social interactions
- e. Prejudice and discrimination: How others perceive you can have an effect on the way people learn and the aptitude towards learning L2
- f. Previous schooling experience
- g. Personality: hypotheses about extroverted or introverted people claim that these behavior characteristics can influence the way language is learned. While extraverted learners could acquire better basic intrapersonal communication skills due to having more opportunities to practice, introverted students will do better at developing cognitive academic language ability.

“Extraverts are sociable, like parties, have many friends and need excitement; they are sensation-seekers and risk-takers, like practical jokes and are lively and active. Conversely introverts are quiet, prefer reading to meeting people, have few but close friends and usually avoid excitement” (Eysenck and Chan 1982:154 as cited in Ellis, 2012).

- h. Motivation: Motivation in a Second language is complex. It has been defined in terms of two factors:
 - 1. Learner’s communicative needs
 - 2. Their attitude towards the second language community(Lightbown & Spada, 2011).
- i. Intelligence: It is usually associated with the performance of certain kind of tests. These tests are often associated with success in school, and link between intelligence

and second language learning has sometimes been reported (Lightbown & Spada, 2011).

Although learning occurs differently in adults and children, all second language learners, regardless of age, have already acquired at least one language (See Figure 2 for more details). The prior knowledge may be an advantage for them in the sense that they have an idea of how languages work (Lightbown & Spada, 2011). The ability to know more than one language is known as multilingual competence or “multi-competence”, which refers to the compound state of a mind with two or more grammars which is distinguished from monolingual competence which refers to knowledge of only one language (Saville-Troike, 2006).

Language Acquisition Analysis

The theoretical framework of Becker describes CS as a phenomenon that includes linguistic also identified as “out of the mouth”, psycholinguistic known as “in the head”, and social-situational dimensions recognized as “on the spot” (Becker, 2001). These perspectives give readers a better understanding of how language is developed in emergent students. Also, these categories or factors may be a factor in why some emergent learners could be more successful than others and guide educators and assessors to determine the learner’s language acquisition stage (See Figure 3 for more details).

- a. Linguistics’ perspective emphasizes the characteristics of the differences and similarities in the languages that are being learned, and the competence and linguistic performance of learners at various stages of acquisition.
- b. Psychologists and psycholinguistics emphasize the mental or cognitive processes involved in acquisition, and the representation of language(s) in the brain.

- c. Social psychologists emphasize group-related phenomena, such as identity and social motivation, and the international and larger social context of learning (Saville-Troike, 2006).

There are two types of linguistic tradition in Second Language Acquisition (SLA): Typological Universals (TU) and Universal Grammar (UG). Typological Universal, from the behaviorist perspective, claims that language is learned by the actual study of the language grammar. It is the study of the structure of the language in a formal approach. On the other hand, Universal Grammar, from the innatist perspective, consists of highly abstract linguistic principles, which claim that there is not one set of rules found in one specific language but consists of ethical principles. In other words, it is the idea that UG exists in the unconscious learner's mind and it is reflected in the rules of specific languages. Two assumptions of UG are:

- a. human beings possess a highly special specific capacity for language learning,
- b. the capacity is innate and biologically determined (Ellis, Linguistic Universals and Second Language Acquisition, 2012).

What is Code Switching?

Code Switching (CS) is a common phenomenon not only around the United States but around the world. The aforementioned is a natural part of being bilingual (Palmer D. , Code-Switching and Symbolic Power in a Second-Grade Two-Way Classroom: A Teacher's Motivation System Gone Awry, 2009), so it is very normal for people who have developed two or more languages to use it frequently.

Heredia & Altarriba (2001) stated: "Bilingual speakers often code-switch from one language to another, especially when both languages are used in the environment and it follows functional and grammatical principles and is a complex, rule-governed phenomenon" (p. 164). It

is a verbal strategy available only to fairly proficient bilinguals (Becker, 2001). Code switching, or alternation of two languages in a single clause or sentence is a complex process, governed by rules of the use of the language that offers a unique opportunity to study some of the most challenging aspects of bilingual speech. The code change includes the use of complete sentences, phrases and borrowed words from another language (Brice & Brice, 2000 as cited in Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006). This phenomenon is also known as code alternation or code-mixing (Fakeye, 2012).

Recently, new researchers from CUNY College in New York City had used the term “translanguaging” to describe this phenomenon in a different context: daily life. The meaning of this term is very similar to code-switching, with a few variations. Translanguaging indicates the action in which people coexist while utilizing more than one language in their daily life. Although the researchers have made it clear that this is not the same as code-switching, the definition still gives us an extended vision of what this phenomenon (CS) is in the life of a bilingual person.

Translanguaging refers to the language practices of bilingual people.

If you’ve ever been present in the home of a bilingual family, you will notice that many language practices are used. Sometimes the children are speaking one language and the parents another, even to each other! Often both languages are used to include friends and family members who may not speak one language or the other, to engage all. In an English-Spanish bilingual home the television might be tuned into an English-language channel, while the radio may be blasting a Spanish-language show. But if you listen closely to the radio program, you will notice that the call-ins are not always in Spanish. Sometimes they’re in English only, with the radio announcer negotiating the English for the Spanish-speaking audience. But many times, the radio announcer also reflects the language practices of a bilingual speaker, with features of Spanish and English fluidly used to narrate an event, explain a process, inform listeners, or sell a product. Indeed, what is taking place in this bilingual family, their flexible use of their linguistic resources to make meaning of their lives and their complex worlds. Translanguaging takes the position that language is action and practice, and not a simple system of structures and discreet sets of skills. That’s why translanguaging uses an –ing form, emphasizing the action and practice of languaging bilingually (Celic & Seltzer, 2011, p. 1).

From the international perspective, Muysken (1995) used the term “mixed code” to refer to the outcome of language alternation in a sentence or clause, meanwhile, the utilization of the term “code-switching” is used to denote the alternate use of two or more languages in an extended stretch of discourse, where the switch takes place at sentence or clause. (Li, 2008). Here, the terms can connote a positive or negative intonation. Moreover, it is generally defined as a nonstandard use of L2 within an L1 situation by bilinguals or even those who speak two or more languages in the same conversation (as cited in Moghadam, Samad, & Shahraki, 2012).

Code Switching is shifting from one language to another in a conversation. It is normal everyday practice among people in the world for various reasons and usually an unconscious activity (Moghadam, Samad, & Shahraki, 2012). In order to code switch effectively, students must possess a high level of understanding of the two cultures, as well as a deep understanding of the underlying structures and purposes of two language systems. Code switching is prevalent throughout our society, delineating differences between cultural, generational, and technological users (Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006).

Even though CS has been defined as a natural process of possessing and understanding two or more languages, the perspectives towards bilingualism and the CS phenomenon are diverse. There are two inclinations in which researchers have perceived the knowledge of two languages. Bilingualism can be perceived as a subtractive or an additive language process.

- a. The subtractive aspect denotes that as fluency and vocabulary grow in one language, fluency and vocabulary decrease in the other, replacing the original language as the “primary language”.
- b. In contrast, additive bilingualism is the process of acquiring the terms and fluency in a second language acquisition without losing the skills with the first (Lamberts, 1975 as cited in Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006).

Types of Code Switching

CS can occur in different ways and with different purposes. Borrowing, calque and intersentential are the three major types of code mixing. The table below explains each one of these concepts.

Types of Code Switching	
1. Borrowing	It refers to the use of a single word from a language different than the primary language, which is similar in grammatical usage, but is a term that is not available in the target language.
2. Calque	Translating an expression from another language without the use of appropriate syntax. Example: <ul style="list-style-type: none"> • “el lote de parquear” instead of el “area de estacionamiento” Translation: the parking lot
3. Intersentential	Interjecting and entire sentence or phrase from one language into the target language. This may serve to emphasize a point made in the other language; to signal a switch in the conversation participants; to indicate to whom the statement is addressed. Also, is usually used to dictate or command something: <ul style="list-style-type: none"> • “Siéntate” – sit down • “Ya, se acabó” – it is over

(Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006)

Why are Some Researchers Against Code Switching?

Historically, code switching has been discouraged in the educational system and society at large because of concerns that CS will influence one or both of the languages and lead to

language decay (Aitchison, 1991 as cited in Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006).

In the United States and around the world, English has been the language symbol of power. Although the United States does not have a national official language due the multicultural background that created the nation, English has been the formal language used in governmental agencies and when used to communicate across the country. For many people in the United States, speaking a language other than English creates a sense of separation. As a new nation in comparison with others in the world, for many Americans it is important to create a sense of identity, and English gave them that comfort. As a result, even some bilingual programs in the United States pushed for moving students towards English and the traditional policy that most school districts have employed has been the eradication of the original language or culture and assimilation into the majority language and culture (Salluzzo, 1994 as cited in Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006).

Palmer (2009) claimed that given that students in two way classrooms are all expected to develop bilingualism and biliteracy, and given the extent to which English serves as the language of power in the United States, it does seem that options are limited in terms of encouraging students to maintain and deepen their hold on the minority language.

Due to the influence in business that the English language has across the world, many multilingual speakers believe that CS is a sign of linguistic weakness or inadequacy and many bilingual teachers work hard to fight code-switching when it occurs in their classrooms (Palmer, 2009). This perspective is in many ways due to the opposition from the purists of the language, who have opposed the interfusion of two languages. Fundamentally, traditions of language alternation became known with the ban on the use of the learners' first language (L1) in foreign language teaching (L2) and it was introduced with the Direct Method at the end of the nineteenth

writing in Spanish if their formal education has been in English (Heredia & Altarriba, 2001).

In the past, many researchers advocated and favored the exclusiveness of the use of the target language. Now, those perceptions are losing popularity. There is an increase in people who support the use of the mixture of language in the classroom. Allowing CS or translanguaging in the classroom is important. Teachers often are lacking an awareness of the process of code switching and increased training should be sought to increase linguistic awareness of the possibility of giftedness among new English speakers. If teachers were aware of the challenges and requirements of CS as evidence of intellectual behavior, then this perspective could change (Harris, 1993).

What the Literature says about the Benefits of Code-Switching?

Switching rather than reflecting the traditional view of a disadvantaged and semiliterate background actually reflects an intellectual advantage (Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006). An example of L1 being an advantage to learn L2 is when students are able to identify the changes in grammar from one language to another. Those children who can operate smoothly between two languages seem to be especially good on subtests that require mental manipulation and reorganization of visual patterns (Patillo, 1999 as cited in Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006). In a conversation, students may insert a word from L1 in their L2 conversation or vice versa without affecting the syntax patterns of the sentence. The students are definitely applying the syntax rules of the language but using another language in parts of the conversation without altering the meaning. A good example is this stanza from a conversation in a video among students from Sacramento:

- What are you focusing “para este examen”?

- Debes conocer un poco de ambos textos “because you never know”...
(Roseberry, 2012)

When CS it is used due the lack of linguistic expression, tranlanguaging provides continuity in speech rather than presenting interference in language.

Bilingualism is present in practically every country of the world, in all classes of society, and in all groups of people. Not only is bilingualism worldwide, it is a phenomenon that has existed since the beginning of language in human history (Saville-Troike, 2006).

Research on code-switching demonstrates that fluent bilinguals use code-switching as they may use many other linguistic resources, drawing on both (or all) of the codes available to them in patterned and structured ways in order to express their meanings (Chung, 2006; Clyne, 2000; Myers-Scotton, 1995; Poplack, 2000 as cited in Palmer, 2009). Additionally, CS serves users to claim membership and affiliation in multilingual communities. In an examination of young Spanish/ English bilingual students’ patterns of code switching, (Reyes, 2004) found that for children just as for adults code-switching was to communicate competence and about maintaining a sense of control in a conversation, not about lack of language proficiency (Palmer, 2009).

The translanguage phenomenon has become very handy for teachers with students from diverse cultures. In a study published in “Science and Education Center Canadian” Fakeye (2012) stated that it is recommended that parents and teachers should have a positive attitude towards code switching and it should not be seen as a sign of linguistic incompetence but valuable in the classroom with the intention of:

- a. providing essential meaning to create lessons across the curriculum and work with texts that are mostly written in English
- b. learning new vocabulary in the classroom

- c. establishing a relationship with students or asserting the authority of the teacher.

Additionally, an article from the United Kingdom mentioned that there is a pedagogic potential behind CS. These include increasing the inclusion, participation, understanding of pupils in the learning process, developing less formal relationships between participants, conveying ideas more easily, accomplishing lessons and, contributing to a “teachable” pedagogic resource (Creese & Blackledge, 2010).

Garcia (2008) demonstrated how being flexible in the classroom and allowing translanguaging can help the students to make progress in L2.

In a fourth grade bilingual class, a recently arrived Spanish speaking girl writes a sophisticated Spanish essay in September. But during English as a Second Language (ESL) class, she can only copy simple English language sentences that she illustrates in child-like ways – “I see a teacher”, “I see a student”, “I see a clock”. But when the teacher gives her the option to write in any language she wants, the student immediately tries to incorporate new English words and phrases into her Spanish essays (p. 154).

When and Why do Students Code Switch?

Acquisition of the mother tongue starts at home. Once the emergent learner enters into contact with L2 and people from different culture backgrounds, code change starts occurring. “Research on code switching shows that people fluent in two languages use the same code change used by many other linguistic resources, using both (or all) of the codes available to them in many ways modeled and structured, to express their meanings and also as a way to claim membership and affiliation in multilingual communities” (Chung, 2006; Clyne, 2000; Myers-Scotton, 1995; Poplack, 2000, as cited in Palmer, 2009, p.42). Perez and Torres-Guzman (2002) stated that the reasons children most often switch to a given language are the following:

- a. The child uses the language most frequently used by the adult in interactions between them. For example, a child might speak Spanish to an aunt who constantly addresses and responds to the child in Spanish.
- b. The child associates the use of a language with a particular person because this person is perceived to be more fluent in that language

Also, Hammink (2000) included that the emergent student is most likely to change from a language to another:

- c. Before and after tags. For example, “*You are almost done with school, verdad?*” instead of “*You are almost done with school, right?*”
- d. Before predicate adjectives. For instance, “*Es muy cute*” rather than “*It’s really cute*”.
- e. And, between clauses. Perhaps, “*That is the lady que tiene cuatro hijos*” in place of “*That is the lady who has four children*” (as cited in Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006, p. 13).

Students code switch in two different environments. It occurs during socialization between two bilinguals (Gulzar, 2010). Sometimes, changing codes works as a way for an emergent student to establish himself/herself as a member of a particular group or as a way of identifying his/her own peer group. Students use CS as a manifestation of a strong integration of two or more cultures (Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006).

Why do teachers Code-Switch?

Teachers are generally the principal speaker who guides the lessons and bilingual teachers in multicultural classroom have more tendencies to switch their speech from one language to another when the situation requires it. “The motivation for using the L1 in language instruction ranges from the perceived need to accommodate students in their native tongue”

(Chavez, 2006 as cited in Jones, 2010, p. 11) “to offering explanations of L2 concepts that do not exist in the L1”. The speaker shifts to the second language in order to capture students thinking processes or to reflect the inadequate understanding of the other person. This type of CS is most likely considered strength when it is used as a sociolinguistic tool to aid the understanding of another person who is not facile in both languages. In the classroom, CS may have very specific functions:

- a. for translations,
- b. as a “we code” which is used for establishing and maintaining solidarity and group membership,
- c. for giving procedures and directions,
- d. for clarifications especially when introducing new vocabulary words,
- e. and as a check for understanding (Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006)

Fennema-Bloom (2009) concurred that investigations of the CS phenomenon in the classroom suggest that teachers’ code-switching, whether in teacher-led classroom discourse or in teacher-student interaction, serves many pedagogical purposes:

- a. Code-switching is employed in more subtle and diverse ways in bilingual classroom communication. Teachers and learners exploit code contrast to demarcate different types of discourse, to negotiate and renegotiate joint frames of reference and to exchange meaning in the spur of the moment.
- b. At the informal level, code-switching performed a role of administration or management.

- c. In the formal level, it was formally used in order to do functions like introducing, explaining, commenting, practicing, the target language, and so forth (Gulzar, 2010).

We can summarize that for teachers in general, CS can be helpful to reach students' background knowledge and help them acquire L2 in a less stressful and a biliteracy valuable way: translating, using we code form, understanding procedures and directions, clarifying, and checking for understanding.

What Benefits Does the Use of Code Switching Have in the Classroom?

English language learners learn best when their needs are met (Ovando & Carols, Students, 2012). The flexibility of the teacher in the classroom in terms of code-switching can support that the language literacy occurs. Also, it is important to be culturally sensitive and aware. Supporting code-switching as a tool to acquire a second language enables teachers to increase those "aha moments" in the students. Additionally, it can promote a positive environment in the classroom. By allowing students to learn new words, phrases or terms while feeling that their previous knowledge in their mother tongue is valuable and is a part of them can help them to succeed in a the new environment.

There is a large increase in people who support the use of combination of language (CS) in the classroom. For teachers, it is important to ensure that when they are using quotes students understand the message and, therefore, in many cases in order to help students understand quotations, the insertion of words or direct translations is required. Fakeye (2012) recommended that parents and teachers have a positive attitude towards the code switching and it should not be seen as a sign of linguistic incompetence. The code change should be utilized and is beneficial in bilingual classrooms:

- a. to provide essential means to create successful lessons across the curriculum and work with texts that are mostly written in English,
- b. to learn new vocabulary in the classroom, and
- c. to establish a relationship with students or assert the authority of the teacher

Becker (2001) indicated that CS storytelling provides students the opportunity to gain experience with the linguistic, psycholinguistic, and social-communicative aspects of two languages and to signal meaning by shifts. Teachers should consider CS as a viable academic phenomenon and explore ways for bilingual students to use this activity to enhance verbal skills and reading development

De Mejía (1998) investigated two Colombian preschool teachers use of code switching in storytelling sessions. Her research suggested that preschool teachers' code-switch story telling with students' interaction can facilitate comprehension and narrative skill development that are critical to school related activities with literacy development (as cited in Becker, 2001). Shin and Milroy (2000) investigated CS as a contextual cue in the sequential development of conversational interaction among elementary Korean-English children in classroom activities including story telling. In this research, CS appears to be an additional resource to achieve particular linguistic goals. For example, it helped to accommodate other participants' language competencies and preferences such as organizing conversational tasks such as turn-taking, emphasis marking, and clarification (as cited in Becker, 2001).

CS can be a useful technique in classroom interaction, especially if the goal is to clarify and convey the information to students in an efficient way. Better understanding of CS and bilingualism has had positive impacts on the planning for bilingual education. Program developers and policy makers should bear in mind that in the case of language, first we develop understanding and then we develop language (Moghadam, Samad, & Shahraki, 2012).

What Should Teachers Know About CS?

Due to the increasing multicultural population in schools, teachers should be prepared to attend to the needs of the emergent students. That implies certain flexibility in language use in the classroom. Recent literature about language development in emergent students suggests “that public school classroom teachers need to be much more knowledgeable about the learning needs of emergent bilingual children and English learners” (Gándara, Maxwell-Jolly, & Driscoll, 2005; Wright & Sung, 2012 as cited in Faltis, 2013, p. 18)

Teaching a second language, whether in a monolingual or bilingual setting, necessarily raises questions of methodology; among these questions is one concerning language distribution issues and the role of L1 in second-language acquisition. Moore (2002) said that teachers should know how to approach the use of a second language in the classroom, because it is definitely a tool that a bilingual student has to communicate and put in practice all their knowledge.

Language forms a large part of students’ culture. Teachers should know that students respond better if they can identify their culture in the literature. “The findings show that culturally relevant books facilitate culturally responsive teaching in bilingual classrooms. Participants responded positively to children’s literature that was representative of their culture. Children identified themselves with cultural traditions portrayed in the books and with the characters’ identities and personalities” (Rodríguez, 2014, p. 2).

Teachers should know that “CS is for the development of the students in the learning process and should not be taken for granted. Overall, it does not show their competence or lack of competence in L2. CS should rather be seen and used as a tool that serves to several functions that facilitate both learning and teaching.” (Horasan, 2014, p. 42).

Based on the survey conducted at EMHCS and what the literature said about CS, it is important that educators receive a professional development presenting information concerning

why CS is an important phenomenon in the classroom, and how it can be beneficial for students to use it.

Chapter III

As a result of the survey, it was found that the EMHCS personnel needed further information about CS. In order to reach the staff at EMHCS and bring more information about CS in the classroom to them, the researcher decided to prepare a professional development to serve those needs found: lack of familiarity about CS in Grades 5-8, lack of understanding about the reason a child code switches, lack of knowledge about the benefits of using or allowing the use of CS in the classroom, and the desire to know how can it be integrated into the instruction to maximize learning. In order to understand the phenomenon of code alternation, first it is necessary to identify how L2 is acquired. This phenomenon occurs mostly among those that are able to speak two or more languages, so, it is necessary to explain it first and then define code-switching as a phenomenon; a result of acquisition of L2. Below, you will find in detail how the product of this thesis project was presented.

Powerpoint Presentation: The presentation provides information about code switching. It will be divided into several parts and activities that will help educators to create their own feelings and comfort about CS. Also, it provides answers to the questions realized in the survey. These answers are supported by quotes and references from other researchers who also study the phenomenon of CS. The outline below describes the product:

- I. Introduction to CS
- II. Main questions and concerns from the staff as result of the survey in EMHCS
- III. Some factors of Second Language Acquisition
- IV. What is code switching?
- V. Code Switching is everywhere!

In this section of the training, the researcher will present some examples of how CS is present in our daily lives through television, radio, music, literature, school, etc. The use of the Internet is required to access the links available in the presentation.

VI. Types of code switching

VII. Two Big Perspectives:

This section is an introduction of the two big perspectives of researchers towards knowing two or more languages: Additive or Subtractive.

VIII. What do researchers say about this phenomenon? Positives and negatives

In this part of the PD, the staff will be exposed to different opinions from part of researchers about CS. The staff will be able to understand the pros and cons, and form their own opinions about the topic.

IX. Think – Pair – Share - Write Activity: Why do you think students CS?

This activity enables colleagues to exchange their ideas about the topic. Also, it gives them some time to think about their group of students and how they interact in the classroom. The instructions for this activity are the following:

1. Think about the question,
2. Talk with your group,
3. Once you receive a sticky note, write your group answer to the following question: Why do you think students code switch?
4. Then, stick your note on the board.

X. Why do students code switch?

XI. When do students CS?

XII. Why, when and how do students code switch? (Video)

Within the presentation of a video called: Code switching Celeste Roseberry, teachers have the opportunity to see how students CS in a conversation. The video gives the staff a better idea of why, when and how this phenomenon occurs. This video was published on April 16, 2012. In the same video, students from California State University, Sacramento demonstrate typical code switching between English and Spanish.

XIII. Walk – Turn - Talk Activity: Why do teachers CS?

This fun and interactive activity will give the staff the opportunity to move around, talk with colleagues about the question posted on the board and analyze their dialogues in the classroom. The instructions will be the following:

1. There will be a question on the board: “Why do teachers CS?”
2. Staff will stand up
3. Staff will wait for trainer to play music.
4. Once the music starts, the staff will move around the classroom in different directions.
5. When the music stops, the staff will freeze and turn to the closest colleague and talk about the question on the board.
6. The process will be repeated two more times so the staff has the opportunity to exchange ideas with different colleagues in the training.

XIV. Why do teachers CS in the classroom?

There are three slides of information about why teachers CS and the functions of it in the classroom.

XV. What are the benefits of CS in the classroom?

XVI. How can we integrate CS into the instruction to maximize students learning?

As part of the survey, teachers and staff wanted to see how CS could be part of the lessons, and what it looks like. There are several ways in which CS could be integrated in the instruction to fulfill our learning targets and goals in the classroom. In this PD, the staff has the opportunity to practice one activity that could be used in the classroom with different subjects and different learning targets. This activity is modeled and practiced for the staff with the purpose of promoting flexibility towards language in the classroom and a safe and fun environment for students to learn. The grammar mistakes of the students are not corrected at the moment. Also, there should not be any translation of the student's contributions to the story while the story is still in its developing process. After each student in the classroom contributes his/her part of the story, the teacher can go back and read the story with the students and ask them if something in the story should be changed or modified in order to accomplish the learning targets. The sample can be used over and over in order to create teachable moments for the students. The instructions for the activity are the following:

1. Teacher introduces the character or object
2. The teacher starts the story and passes the object to a student who is going to add to the story
3. Each time a student adds to the story, the teacher will write it down on a big sheet of lined paper
4. The teacher should not change students' word selection, even if the word is in a different language
5. Once everyone finishes, the teacher goes back and reads the story, focusing on the learning targets

In addition to the story telling activity, the teachers and staff have the opportunity to see how to integrate CS in their class. They see how even not knowing a second language, it is possible to integrate CS into their lesson plans when working in a multicultural classroom. This year the students in Grade 5 at EMHCS had the opportunity to read the book, “Esperanza Rising” by Pam Muñoz. The author of the book includes words and phrases in Spanish to the literary book, which is written mostly in English.

At the end of the training, the staff at EMHCS has a section for their questions and can complete a feedback form with the following questions/prompts:

- ✓ I especially liked...
- ✓ It might be better if...
- ✓ How can you integrate this in your instruction and classroom environment?
- ✓ Other suggestions and comments
- ✓ A question/concern I still have is...

As educators of students that are learning a second language we have the responsibility to model and offer as much exposure as possible to the target language. But sometimes L1 is required to gain a better understanding of L2. For that reason, it is important that when teachers use code switching, it has a purpose in class.

Chapter IV

Limitations

In the process of working with the thesis project the researcher faced some limitations. The most challenging part was to be able to survey the staff at the school, which is divided between two buildings. During in this process, the school's administration and the use of the Internet were very helpful to make sure everyone received the survey, although receiving it did not guarantee that it would get completed and returned.

In addition, during the administration of the survey, part of the staff did not know or had never heard about the topic. This was a limitation because the researcher could not acquire information from the teachers' experiences and observations.

Another limitation was that the sample size of responses was too small. Had a larger number of surveys been returned, the researcher could have seen a wider vision of the school's needs about this phenomenon.

Because the purpose of this thesis project was to use the educators' perspective, a limitation for this purpose was to not have evidence directly from students that shows or proves the students' progress at EMHCS by using CS.

Recommendations

As the main resource for this thesis project, the researcher used educators' points of view and observations; an additional research needs to be done focusing on the students' use of this phenomenon in the classroom.

In order to continue helping educators develop better practices in the classroom, a pre-service training program should be given to help educators to prepare lesson plans that promote flexibility and also focus on the development of the target language by using CS.

Moreover, after receiving the professional development about CS, it would be good to obtain and record information from teachers' code switching practices, and the students' success in the acquisition of the L2.

Since teachers do not have the opportunity to see how CS functions in different content areas, teachers should have the opportunity to meet and talk with educators of different content areas about when their students resort to the use of another language, either L1 or L2.

Conclusions

English language learners learn best when their needs are met (Ovando & Carols, 2012). The flexibility of the teacher in the classroom in terms of code-switching can ensure that language literacy occurs. Also, it is important to be culturally aware and sensitive. Supporting code-switching in the classroom as a tool to acquire a second language enables teachers to increase those "teachable moments" in students. Additionally, it can promote a positive environment in the classroom by allowing students learn new words, phrases or terms while feeling that their previous knowledge in their mother tongue is valuable and that it is a part of them that can help them succeed in a different environment.

As part of the practices in education programs today, teachers try to incorporate other materials into their lessons so students make connections. Similarly, the code-switch serves as a tool that educators can use to make connections with the cultural background of the student where the pupil uses prior knowledge to learn new information.

Although there are investigations against the use of code switching, there are others that support this phenomenon and through this thesis project, the researcher sees the great purpose that CS has in multicultural classes and bilingual programs. Even those teachers who do not

speak a second language but who work with multicultural and multi-competence classrooms can benefit from the use of this tool in the classroom.

As a result of the questionnaire realized among educators at EMHCS about CS, the researcher found that educators need to become well-informed and knowledgeable about CS; mostly among those whom teach Grades 5-8. Also, the educators need to see and understand that CS is a great resource to maximize the second language acquisition. Therefore, in order to resolve the lack of knowledge found among educators of EMHCS, the researcher will offer a professional development using a Powerpoint presentation and different interactive activities to inform educators and offer ideas about how to use or allow the use of CS in the classroom.

References

- Becker, R. R. Spanish-English code switching in a bilingual academic context. *Reading Horizons*, 42, 100-115.
- Blackledge, A., & Creese, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94(1), 103-115. Retrieved from http://www.education.leeds.ac.uk/assets/docs/simpson/creese_blackledge_mlj_paper.pdf
- Celic, C., & Seltzer, K. (2011). Translanguaging: a CUNY-NYSIEB guide for educators. In (pp. 1-183). New York: CUNY-NYSIEB. Retrieved from <http://www.nysieb.ws.gc.cuny.edu/files/2012/06/FINAL-Translanguaging-Guide-With-Cover-1.pdf>
- Combs, M. C., & Ovando, C. J. (2012). Chapter 1: Students. In *bilingual and ESL classrooms: Teaching in multicultural contexts* (pp. 6-46). New York: McGraw-Hill.
- Crawford, J. (2004). Chapter 1: Options for English learners. In *educating English language learners: Language diversity in the classroom* (pp. 28-54). Los Angeles: Bilingual Education Services, Inc.
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? In (pp. 103-115). United Kingdom: The Modern Language Journal.
- Cromdal, J. (2004). Building bilingual oppositions: Code-switching in children's disputes. In (pp. 33-58). Cambridge: Cambridge University Press. Retrieved from <http://www.jstor.org/stable/416915>

- Davis, T. L. (2014). Supporting ELLS by addressing cultural differences in the classroom: A professional development program. In (pp. 1-50). Fredonia: State University Of New York At Fredonia. Retrieved from https://dspace.sunyconnect.suny.edu/bitstream/handle/1951/58340/Tonya_Davis_Masters_Project_July2012.pdf?sequence=1
- Ellis, R. (2012). Chapter 12: Linguistic universals and second language acquisition. In *The study of second language acquisition* (pp. 557-638). Oxford: Oxford University Press.
- Fakeye, D. O. (2012). Motivational factors for code alternation in pre- service teachers' verbal communication in oyo and ekiti states. *Asian Social Science*, 8(8), 149-154. Retrieved from <http://dx.doi.org/10.5539/ass.v8n8p149>
- Faltis, C. (2013). Language, language development and teaching English to emergent bilingual users: Challenging the common knowledge theory in teacher education & k-12 school settings. *Association of Mexican American Educators Journal*, 7(2), 18-29. Retrieved from <http://amaejournal.asu.edu/index.php/amae/article/view/123/102>
- Fennema-Bloom, J. R. (2010). Code-scaffolding: A pedagogic code-switching technique for bilingual content instruction. *Journal of Education*, 190(3), 27-35. Retrieved from <http://www.bu.edu/journalofeducation/files/2012/06/Vol-190-No.3Fennema-Bloom.pdf>
- Garcia, O. (2009). Chapter 8: Education, multilingualism and translanguaging in the 21st century. In *Bilingual education in the 21st century: A global perspective* (pp. 140-158). Oxford: Wiley-Blackwell. Retrieved from <http://ofeliagarciadotorg.files.wordpress.com/2011/02/education-multilingualism-translanguaging-21st-century.pdf>
- Gollnick, D. M., & Chinn, P. C. (2008). *Multicultural education in a pluralistic society*. Columbus, Ohio: Pearson.

- Gulzar, M. A. (2010). Code-switching: Awareness about its utility in bilingual classrooms. *Bulletin of Education and Research*, 32(2), 23-44. Retrieved from <http://results.pu.edu.pk/images/journal/ier/PDF-FILES/2-Malik%20Ajmal%20Gulzar.pdf>
- Halsdorfer, J., Vazquez, M., & Vazquez, J. (n.d.). EMHCS academic programs. Retrieved from Eugenio Maria de Hostos Charter School website: <http://www.emhcharter.org/academics.html>
- Halsdorfer, J., Vazquez, M., & Vazquez, J. (2013). Eugenio Maria de Hostos Charter School annual report 2012-2013. Retrieved from Eugenio Maria de Hostos Charter School website: http://www.emhcharter.org/uploads/9/1/3/4/9134696/accountability_progress_report_2012-13.pdf
- Harris, C. R. (1993). Identifying and serving recent immigrant children. Retrieved from Gifted Education Digests website: <http://www.gifted.uconn.edu/siegle/tag/Digests/e520.html>
- Heredia, R., & Altarriba, J. (2001). Bilingual language mixing: Why do bilinguals code-switch?. *Current Directions in Psychological Science*, 10(5), 164-168.
- Horasan, S. (2014). Code-switching in EFL classrooms and the perceptions of the students and teachers. *Journal of Language and Linguistic Studies*, 10(1), 31-45. Retrieved from <http://www.jlls.org/index.php/jlls/article/viewFile/159/175>
- Hughes, C. E., Shaunessy, E. S., & Brice, A. R. (2006). Code switching among bilingual and limited English proficient students: Possible indicators of giftedness. *Journal for the Education of the Gifted*, 30(1), 7-28. Retrieved from <http://files.eric.ed.gov/fulltext/EJ750758.pdf>

- Jones, H. (2010, March 25). First language communication in the second language classroom: A valuable or damaging resource. website:
<http://nativelanguageuse.weebly.com/uploads/4/0/4/5/4045990/roleofnativelanguage.pdf>
- Li, D. (2008). Understanding mixed code and classroom code-switching: Myths and realities. *New Horizons in Education*, 56(3), 75-87. Retrieved from
<http://files.eric.ed.gov/fulltext/EJ832911.pdf>
- Lightbown, P. M., & Spada, N. (2011). *How languages are learned*. Oxford: Oxford University Press.
- Lightbown, P. M., & Spada, N. (2011). Language learning in early childhood. In *How languages are learned* (pp. 1-27). Oxford: Oxford University Press.
- Moghadam, S. H., Samad, A. A., & Shahraki, E. R. (2012). Code switching as a medium of instruction in an EFL classroom. *Theory and Practice in Language Studies*, 2(11), 2219-2225. Retrieved from
<http://ojs.academypublisher.com/index.php/tpls/article/view/tpls021122192225/5791>
- Moore, D. (2002). Code-switching and learning in the classroom. *International Journal of Bilingual Education and Bilingualism*, 5(5), 279-293. Retrieved from
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.131.366&rep=rep1&type=pdf>
- Palmer, D. K. (2009). Code-switching and symbolic power in a second-grade two-way classroom: A teacher's motivation system gone awry. *Bilingual Research Journal*, 32(1), 42-59.
- Perez, B., & Torres-Guzman, M. E. (2002). Chapter 1: Society, culture and literacy. In *Learning in two worlds: An integrated Spanish/English approach* (pp. 3-22). Boston: Pearson Education Company

- Perez, B., & Torres-Guzman, M. E. (2002). Chapter 2: The child learner. In *Learning in two worlds: An integrated Spanish/English approach* (pp. 23-44). Boston: Pearson Education Company.
- Pollard, S. (2002). The benefit of code switching within a bilingual education program. *Honors Projects*, 1-17. Retrieved from http://digitalcommons.iwu.edu/cgi/viewcontent.cgi?article=1002&context=hispsu_honproj
- Qing, X. (2010). To switch or not to switch: Examine the code-switching practices of teachers of non-English majors. *Canadian Social Science*, 6(4), 109-113. Retrieved from [file:///C:/Users/HP%20COMPUTERS/Downloads/1081-1121-1-PB%20\(1\).pdf](file:///C:/Users/HP%20COMPUTERS/Downloads/1081-1121-1-PB%20(1).pdf)
- Rodriguez, A. D. (2014). Culturally relevant books: Culturally responsive teaching in bilingual classrooms. *NABE Journal of Research and Practice*, 5(1), 1-24. Retrieved from <https://www2.nau.edu/nabej-p/ojs/index.php/njrp/article/view/30/31>
- Roseberry, C. (Director). (2012, April 16,). Code switching Celeste Roseberry. *YouTube*. Podcast retrieved from <http://www.youtube.com/watch?v=NuqXuy3AcBU>
- Saville-Troike, M. (2005). Chapter 1: Introducing second language acquisition. In *Introducing second language acquisition* (pp. 1-6). Cambridge: Cambridge University Press. Retrieved from <http://books.google.com/books?id=-Bnu98KHv74C&pg=PP7&lpg=PP7&dq=Chapter+1:+Introducing+Second+Language+Acquisition&source=bl&ots=DRjLJKNCiE&sig=AuLkyDizDqluE6m7as-w03iQhQ8&hl=en&sa=X&ei=4dNiU7b5C5ehyATMhILYAg&ved=0CC0Q6AEwAQ#v=onepage&q=Chapter%201%3A%20Introducing%20Second%20Language%20Acquisition&f=false>

Saville-Troike, M. (2005). Chapter 2: Foundations of second language acquisition.

In *Introducing second language acquisition* (pp. 7-32). Cambridge: Cambridge University Press. Retrieved from <http://books.google.com/books?id=Bnu98KHv74C&pg=PP7&lpg=PP7&dq=Chapter+1:+Introducing+Second+Language+Acquisition&source=bl&ots=DRjLJKNCiE&sig=AuLkyDizDqluE6m7as-w03iQhQ8&hl=en&sa=X&ei=4dNiU7b5C5ehyATMhILYAg&ved=0CC0Q6AEwAQ#v=onepage&q=Chapter%201%3A%20Introducing%20Second%20Language%20Acquisition&f=false>

Valdes-Fallis, G. (1978). Code switching and the classroom teacher. *ERIC Clearinghouse on Languages and Linguistics*, 4, 1-31. Retrieved from <http://files.eric.ed.gov/fulltext/ED153506.pdf>

Appendix A

Teachers Questionnaire

**Code Switching: How Teachers, Teachers Assistants or Classroom Helpers Use
Code Switching in the Classroom as a Resource.**

**Master's Thesis Project
SUNY College at Brockport**

Grade _____

1. Mark with an (X) one of the following to identify your position in school:
 _____Teacher _____Teacher Assistant _____Classroom Helper
2. What is your definition of code switching?
3. When do students code switch?
4. Why do you think students use code switching?
5. What are your beliefs about code switching in the classroom?
6. From 1 to 5, what are your feelings about students code-switching in the classroom?
 Please circle your answer:

Strongly dislike	Dislike	Indifferent	Like it	Love it
1	2	3	4	5
7. In what subject areas do you find that students code switch?
8. In what subject areas do you find yourself code switching?
9. Do you perceive a higher success in students achievements when they code-switch?
10. What PD (professional development) would you like to see about code-switching?

Appendix B

Professional Development Feedback Form

**Professional Development
Code Switching: A Tool for Educators
Eugenio María de Hostos Charter School**

Trainer: Karen Algarín

I especially liked...

It might be better if...

How can you integrate this in your instruction and classroom environment?

Other suggestions and comments

A question/concern I still have

Figure 1

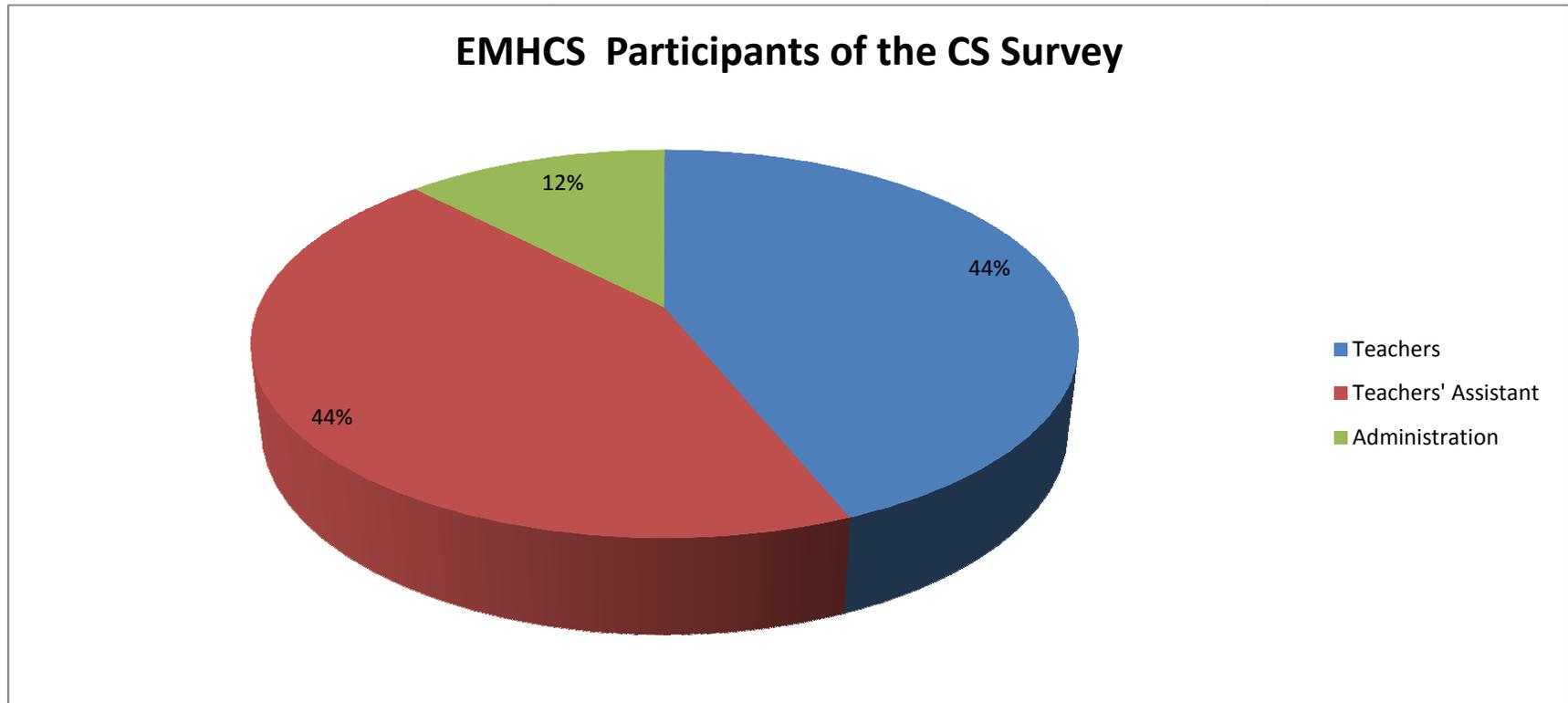


Figure 2

Differences between child and adult's acquisition of L2	
Younger learners	Older Learners
<ul style="list-style-type: none"> ➤ Is not cognitive mature or metalinguistic awareness 	<ul style="list-style-type: none"> ➤ Has Cognitive maturity and metalinguistic awareness
<ul style="list-style-type: none"> ➤ Culturally, children are willing to try to use the language even were their proficiency is quite limited. 	<ul style="list-style-type: none"> ➤ Culturally, many adults and adolescents find it stressful when they are unable to express themselves clearly and correctly.
<ul style="list-style-type: none"> ➤ In informal second language environment, they are allowed to be silent until they are ready to speak. 	<ul style="list-style-type: none"> ➤ In informal settings, they are forced to speak to carry out everyday tasks such shopping, medical visits, or job interviews.
<ul style="list-style-type: none"> ➤ In school, this group has opportunities to practice their second language “voice” in songs and games that allow them to blend their voices with other children. 	<ul style="list-style-type: none"> ➤ In school, older learners are often forced to speak in order to meet the classroom requirements.
<ul style="list-style-type: none"> ➤ They are exposed to the second language for more hours, either in a formal or informal environment. 	<ul style="list-style-type: none"> ➤ Usually, fewer hours of second language exposure. For example, classroom learners in foreign classes spent a few hours exposure in formal L2 classes while less time of exposure in informal L2 environments.
(Lightbown & Spada, 2011)	

Figure 3

Becker's Theoretical Framework of CS	Factors that contribute to CD
<p>1. Linguistic</p>	<ul style="list-style-type: none"> a. Number of switches b. Total number of words in both languages c. Student's grade level d. English Language Proficiency (ELP) e. Second Language Proficiency (SLP) f. Student's fluency g. Students language dominance
<p>2. Psycholinguistic</p>	<ul style="list-style-type: none"> a. Frequency of exposure b. Cultural untranslatability – some terms are familiar in a particular language c. Emphasis d. Mode / topic shift e. Personalization/ objectification of the message – “we code”
<p>3. Social factors</p>	<ul style="list-style-type: none"> a. The physical characteristics of the addressee b. The language proficiency and preference of the addressee c. The speaker's role relative to the addressee d. A sequential response to prior CS e. The atmosphere in which CS is occurred

(Becker, 2001)