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Code-Switching Practices in the Foreign-Language Classroom: Instructor Nativeness and Students' Perceptions

Zachary Ty Gill
University of Mississippi

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CODE-SWITCHING PRACTICES IN THE FOREIGN-LANGUAGE CLASSROOM:
INSTRUCTOR NATIVENESS AND STUDENTS' PERCEPTIONS

by
Zachary Ty Gill

A thesis submitted to the faculty of The University of Mississippi in partial fulfillment of
the requirements of the Sally McDonnell Barksdale Honors College.

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Approved by:

Advisor: Dr. Maria Fionda

Reader: Dr. Felice Coles

Reader: Dr. Daniel O'Sullivan

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ABSTRACT

**ZACHARY TY GILL: Code-switching Practices in the Foreign-Language Classroom:
Instructor Nativeness and Students' Perceptions
(Under the direction of Dr. Maria Fionda)**

In this study we investigated code-switching practices in the foreign language classroom among instructors who are native speakers of the target language (Spanish) instructors who are non-native speakers of the target language, as well as students' perceptions of L1 use. Participants were three college instructors of Spanish and 38 college students in an intermediate level Spanish course. The participants were observed and recorded during two hour-long classes involving group work. After the observations, the instructors completed an interview, and the students completed an online questionnaire. This study found that native instructors use less English than non-native instructors and the native English-speaking Spanish instructor used the most amount of English. Students' perceptions of English use in the classroom align with the amount of English used in the classroom. Students with the native instructor found English use less advantageous while students with the non-native instructors found English more advantageous. The findings in this study suggest that students' perceptions may be influenced by the amount of English to which they are exposed.

TABLE OF CONTENTS

Abstract.....	iv
Introduction.....	6
Background.....	9
Context and Methodology.....	15
Interviews with Instructors.....	21
The Classroom Observations.....	26
The Student Questionnaire.....	33
Discussion.....	43
Conclusion.....	50
References.....	51
Appendix A.....	54
Appendix B.....	56
Appendix C.....	57

Introduction

At the University of Mississippi, students enrolled in the College of Liberal Arts are required to take 6-12 hours of ancient or modern languages at the 200 level or above. Since Hispanics are the largest ethnic minority in the United States, students have interest in completing this requirement by enrolling in Spanish courses, in which they see economic and cultural value in learning (Luis, Alonso & Jiménez 2014). The Department of Modern Languages employs approximately 25 Spanish instructors and professors and eight graduate teaching assistants, comprising both native and non-native speakers. I began to see that students taking a foreign language class to fulfill the requirements preferred having non-native instructors and complained that too much of the class was conducted in Spanish, while students taking the class for advanced studies preferred native instructors and wanted full immersion during the class. These observations prompted the present study, in which I investigate classroom code-switching in native and non-native teachers, student perceptions of their teachers' nativeness, and their perceptions of English use in the classroom.

In order to understand the foundations of this study, I first define code-switching, report recommendations on language use in the classroom, and then describe an ongoing debate on the usefulness of code-switching in the classroom. Lin (2013) defines classroom code-switching as language alternation, “the alternating use of more than one linguistic code in the classroom by any of the classroom participants” (p. 195).

For this study, I define code-switching as switching between one's native language and the target language of the classroom. The American Council on the Teaching of Foreign Languages (ACTFL) recommends that educators use 90% or more of classroom time teaching in the target language (TL). The use of the target language refers to all that learners say, read, hear, write and view. The council suggests that learners should be actively engaged with the TL; just like riding a bike, language must be learned by doing. The intent is to maximize the exposure of the TL in order to prepare students to survive and thrive in the target culture. Therefore, ACTFL suggests that educators be purposeful in their use of the target language in the classroom and they not use the first language (L1) simply for the sake of using it (ACTFL, 2019).

Although ACTFL recommends that very little of the L1 be used in class, the use of code-switching between L1 and target language TL has been contested in the language acquisition research since the 1980s. On one side, scholars argue that teachers should exclusively use the TL in the classroom. Krashen (1981) suggested that that teachers should expose students to as much of the TL as possible, arguing that language is comprehensible input, input that students can understand without knowing all of the vocabulary nor the grammar structures. F. Chambers (1991), Halliwell & Jones (1991), Macdonald (1993) supported Krashen by stating that learners do not need to comprehend all that is being said as long as they are able to understand the general idea, and that switching to the L1 is detrimental to the learning progress. These authors suggest that TL exclusivity allows the learners to experience the unpredictability of language and to better develop their own language system.

On the other hand, some scholars argued that TL exclusivity can be detrimental to the process of second language acquisition. Guthrie (1984) questioned whether or not students benefit from a lesson taught entirely in the TL rather than using some L1, and Skinner (1985) argued that the lack of L1 in the classroom can be detrimental to the process of concept development. L1 is an important tool for learners and should not be excluded, as it would deprive learners of a common resource that they could all use in the classroom (Macaro, 1996; Simon, 1998). Macaro (2001) added to this debate by analyzing six student teachers' use of L1 and TL in the classroom. He found that the teachers used very little L1 during the observations and that the L1 was generally used for procedural instructions and classroom management. When the teachers used L1, it did not prompt the students to use more of the L1. Macaro concludes that there is no evidence to suggest that total exclusion of L1 improves acquisition of the TL.

Moreover, Pan (2010) suggests that the L1 should be used in the classroom, as it provides positive effects on language acquisition and assists the instructors in teaching the TL. Since then, second language research has tried to define language not as a static code with solid boundaries but rather as fluid resources in meaning-making practices (Pennycook, 2010). This definition suggests that differing languages do not exist separately in the mind but rather as a mixture that we, as speakers, can use to make meaning when speaking to others, a phenomenon called code-meshing or translanguaging. With this in mind, the debate continues with translanguaging in the classroom. Rasman (2018) urges educators to use translanguaging in the classroom and to encourage students to use their own native language while performing tasks in small groups.

Background

2.1 Code-switching in the Foreign Language Classroom and Nativeness

In this section, I will present past literature on code-switching practices in the foreign language classroom and differences in code-switching between native and non-native instructors. In the first wave of classroom code-switching studies, Duff and Polio (1990) investigated the native instructors' use of the target language versus English in several foreign language classrooms. They found that instructors use varying proportions of the target language (10-100%) and English based on their departmental guidelines and their own personal convictions regarding language use. In 1994, Polio and Duff expanded their study and conducted a qualitative analysis of English and TL alternation. They found eight instances in which teachers switched to English (i.e. i) administrative vocabulary; ii) grammar instruction; iii) classroom management; iv) empathy/solidarity; v) English practice for the teacher; vi) translation; vii) lack of student comprehension; viii) interacting with students who are speaking English. They found that instructors are not aware of the amount of English used in class. For example, one instructor perceived himself to use 45% English in his class when, in reality, he only used only 10%. The authors also found that the speaker spoke more quietly and quickly when speaking in English, which they suggest is "subconsciously linked to the notion that what [the speaker was] doing was inappropriate" (p. 323).

Building on Duff and

Polio's (1990, 1994) studies, Kraemer (2006) investigated the use of English among instructors of German with the added variable of native and nonnative teachers. The author found that all of the teachers used English in the classroom. Novice instructors used more English in the classroom than experienced instructors, and non-native instructors used more English than native (German) instructors. Unlike Duff and Polio (1990), Kraemer found a correlation between TL usage and years of teaching experience.

Following Kraemer (2006), Hobbs, Matsuo and Payne (2010) investigated code-switching practices among native and non-native instructors of Japanese in the United Kingdom. They found that the native instructors of Japanese used English the most while the non-native instructors of Japanese used primarily the TL. When asked why they did not use the TL as much in their classroom, the native instructors said that timekeeping and management issues make using TL-only use impossible. The authors suggested that the native instructors lacked an adequate amount of cultural competency of the United Kingdom to gauge when students are not understanding the material, such as facial expressions. All the teachers did use L1 the most in grammar explanations and both groups uttered TL the most in instructions and praise. In contrast to Kraemer's (2006) study, Hobbs et al. (2010) found that teaching experience is not linked to TL usage, a finding that supports the results of Duff and Polio (1990). Moreover, Hobbs et al. and Polio and Duff (1994) suggested that the teacher's use of the TL tends to influence students to use the TL, a phenomenon called "reciprocal reinforcing effect." Hobbs et al. (2010) used this phenomenon to explain that when the instructors use more of the L1, they will influence themselves to use even more of the L1 and less of the TL. This means

that they extended the effect not only from instructors to students but also to instructor to instructor, sometimes the instructor being themselves.

The studies discussed in this section show that code-switching practices vary across different variables. Polio and Duff (1990) found that code-switching is linked to departmental guidelines and personal convictions while Kraemer (2006) found that code-switching corresponded to teaching experience. However, Hobbs et al. (2010) suggest that code-switching practices are not linked to teaching experience, but rather are determined by instructor nativeness. The main takeaways of this section are that teachers are not aware of how much L1 they use in class, teachers use more L1 through reciprocal reinforcing effect, and nativeness is a variable among code-switching practices in the foreign language classroom. Nevertheless, these studies only investigate code-switching practices and teachers' beliefs but do not investigate students' perceptions of code-switching.

2.2 Students' Perceptions of L1 Use in the Foreign Language Classroom

Students who have had previous experience learning a foreign language may come into the foreign language classroom with preconceived ideas of how a language should be taught. Horwitz (1985) suggests that students' beliefs on teaching languages should be accounted for by teachers. She further argues that the Foreign Language Attitude Scale¹ should be used by all instructors in order to gauge students' second language acquisition beliefs and adapt their teaching methodology to it. When it comes to students' perceptions of L1 use in the classroom, Duff and Polio (1990) found that the

¹ The Foreign Language Attitude Scale is a Likert-type scale used to gauge students' attitudes on foreign language learning and teaching.

students of their study were satisfied with the amount of L1 used in class, regardless of whether it was 0% or 90%.

Using the research of Duff and Polio (1990), Varshney and Rolin-Ianziti (2006) studied whether students believed that the use of L1 in the classroom would benefit or hinder their learning experience. The authors collected data by having students in their first year of language studies complete a questionnaire that asked both open- and closed-ended questions for qualitative and quantitative analysis, respectively. The authors found that students perceived both advantages and disadvantages to L1 usage. Students perceive what Varshney and Rolin-Ianziti label cognitive advantages, such as clarification and explanations of concepts; cognitive disadvantages, such as slow proficiency development; affective advantages, such as reducing pressure and building confidence; affective disadvantages, such as lack of motivation to learn the TL; and administrative advantages, such as saving time and avoiding confusion. However, the students also perceived methodological disadvantages, such as reducing the amount of TL in the classroom and preventing TL immersion. Moreover, Azlan and Narasuman (2013) investigated students' perceptions of code-switching between their L1 (Malay) and the TL (English) by collecting data through a questionnaire and student interviews. The questionnaire of five different sections gathered data on demography, language use, perceptions, frequency, and reasons for code switching. The authors found that students perceived that using the L1 would affect their acquisition of English by not improving fluency and translating abilities from Malay to English, but the majority claimed that code-switching is beneficial in terms of “ease of communication, bridging the gap

between the students and the instructor, and helping them understand the concepts and terms in lessons better” (p. 464).

Almohaimeed and Almurshed (2018) investigated students’ perceptions of L1 use, in this case, Arabic, and how they relate to their level of proficiency. They conducted the study by means of a student questionnaire that contained ten multiple choice questions aimed at gauging students’ opinions on the purposes and appropriateness of L1 use in the classroom. The authors found that students at a more advanced level saw L1 use as less advantageous than students at the beginning level. However, the findings of Almohaimeed and Almurshed’s study show variation in perspectives among students from the same level, and these findings suggests that proficiency is not the only factor that affects students’ perspectives.

The studies discussed in this section show that students’ perceptions of L1 can be used to inform decisions about classroom pedagogy. Overall, students perceive different advantages and disadvantages to code-switching. Some students think that it will hinder their communicative abilities in the TL while others believe that it will save time by avoiding confusion. More recent research suggests that students’ perceptions are motivated by their language proficiency but Almohaimeed and Almurshed suggest that there is another factor linked to perceptions. Lastly, Polio and Duff (1990) found that students were fine with the level of L1 to which they were exposed which might indicate that perceptions are motivated by L1 exposure.

Study Questions

Although there is an ongoing debate regarding the (appropriate) use of the L1 in the foreign language classroom, linguists have set out to find how the L1 is used along

with the TL, and how students feel about the use of the L1 in language acquisition. Studies have found that the L1 is used for different purposes, both advantageous and disadvantageous, but students still perceive advantages and disadvantages of using the language. Moreover, the studies discussed above have tried to find differences in code-switching practices between native and non-native instructors. Despite the interest in this topic, no studies have tried to investigate the relationship between nativeness and students' perceptions. With this in mind, the goal of the present study concerns the benefit of L1 (English) use in the classroom and how the potential benefit relates to native and non-native instructors. Four research questions guided this investigation:

1. How much do native and non-native instructors of Spanish code-switch into English?
2. How do students perceive the nativeness of their instructors?
3. What are students' perceptions of using English in the Spanish-as-a-foreign-language classroom?
4. Are there any relationships among code-switching practices, nativeness, and students' perceptions?

Context and Methodology

3.1 Participants

3.1.1 Instructors

Three instructors of Spanish 211, or Intensive Intermediate Spanish, were chosen to participate in this study based on their linguistic and cultural background. The three instructors consist of one native Spanish speaker, and two non-native Spanish speakers, the latter two being from Latin America and the United States. The first instructor, Angela,² is a native Spanish speaker from Uruguay. Angela has resided in the United States for 23 years and received a Master's in Spanish from the University of Mississippi. She has taught Spanish as a second language at the university level for 17 years. As well as English and Spanish, Angela can read and understand German, Hebrew, Portuguese and French.

The second instructor, Belem³, was chosen because of her background as a native Portuguese speaker from Brazil. This background is important because, although she is not a native speaker of Spanish, students may perceive her as being one. Belem first learned English as second language and then learned Spanish as a foreign language. She has lived in the United States for 17 years and received her Master's in Spanish from the

² The instructors' names were changed in order to maintain anonymity and to protect their identity.

³ Belem was a co-teacher of her class and the other teacher was a native Spanish speaker from Cuba.

University of Mississippi. Belem has taught Spanish at the high school and university level for 12 years. The last instructor, Charles, was chosen because of his background as a non-native speaker of Spanish from the United States. His background is important because students may perceive him as a non-native speaker of Spanish. Charles's native language is English and he has lived in the United States all of his life, 39 years. Along with Spanish, Charles also speaks and understands Portuguese, French, German, and Italian. He received a Master's degree and is working on a PhD in Second Language Studies with an emphasis in Spanish at the University of Mississippi. Charles has taught Spanish for 3.5 years as a graduate instructor and 2 years at a community college.

3.1.2 Students

Student participants were students enrolled in three different sections of Spanish 211 during the fall semester of 2018. Each class corresponded to the three instructors introduced above. Of the 72 students, only 38 participated (a 53% response rate) in the online survey through Qualtrics⁴. Of these 38, 15 students were from Section 1, taught by Angela; 14 students were from Section 2, taught by Belem; and 9 students were from Section 3, taught by Charles. Students ranged from freshman to 5th year classification, with 31 identifying as female and 7 identifying as male. Only 2 students identified as a native speakers of Spanish, one having lived in Costa Rica and the other only living in the United States. Thirty-two of the students had previously studied Spanish at the high school or community college level before entering the University of Mississippi.

⁴ Qualtrics is explained on page 20 in section 3.2.3

Eighteen of the students that completed the survey plan to continue their education in Spanish while 19 did not.

3.2 Pedagogic Context

The Spanish 211 class is taught using the textbook *Gente* (2016), which uses a task-based learning approach. The syllabus states:

You will be learning Spanish in a communicative, task-based language teaching program. Communicative, task-based teaching is highly student-centered and engaging! The philosophy of the communicative approach is that language is a social activity and learning happens through the act of meaningful communication. The task-based approach is based on the concept of “learning by doing.” This philosophy simply means that with the right tools you will learn the new skill of communicating in Spanish by actually doing real-life tasks [...]. The task-based approach avoids the practice of giving long and explicit grammar explanations in class. Instead, this precious time is reserved for communicative practice (interaction) with your peers and instructor, and completing real-world tasks. This does not mean you will not be learning grammar! You will learn and practice grammar structures, as well as vocabulary, at home through our online platform. The online component of the course will serve as both preparations for class as well as for homework (The University of Mississippi, 2018).

The basic requirements and description of the *tarea*, which cumulatively counts as 5% of the final grade, are also outlined in the syllabus:

Each chapter in the book culminates in a task, or *tarea*, that you will complete in class in small groups. These tasks provide you with an opportunity to use the vocabulary, culture and grammar that you have learned and practiced in the chapter. You will work in small groups, using only Spanish, in order to finish the *tarea*. Your *tarea* grade will be based on the quality of the product, your active participation in carrying out the task, and your effort in communicating in Spanish spoken during its completion (The University of Mississippi, 2018).

In terms of language use in class, students are expected to communicate in Spanish only and are discouraged from using any other language inside the classroom. Spanish usage is encouraged by a daily participation grade in which a student can earn anywhere from zero to five points. A student can only obtain a score of five for the day if they exclusively use Spanish yet will earn a one if they use more English than Spanish. All classes observed in this study are taught on Monday, Wednesday and Friday, and consist of two 50-minute halves. After the first 50 minutes, the students and teacher have a 10-minute class break.

3.2 Data Collection

3.2.1 Observation

Data were collected through observations of three classes of Span 211 over the span of two days, a Friday and a Monday, separated by a week long holiday. The first day was chosen because the material being taught included lessons concerning grammatical concepts, *gramática*, as well as some group work. The grammar lessons included differentiating between the preterit, imperfect and perfect tenses, and the

difference between *no.. pero* (“no.. but” for contrasting ideas) and *no..sino* (“no.. but rather”) phrasal constructions. The second day was chosen because the students completed *la tarea* (task) for most of the class. During *tarea*, students divided themselves into groups and completed the tasks in order to solve the main task, the mystery of a disappearing actress. Upon completion of the tasks, students created their own ending to the story.

I received consent from the students and instructors through a written consent form on the day of the first observation, and then audio recorded one hour of each individual class on each day. I observed the class and took field notes of the usage of English and Spanish in the classroom while observing from the back or side of the classroom. I used English when explaining my study to the students to receive consent and only participated with the class if the teacher called on me. In one instance, Charles called on me to read a sentence from a book, which was in Spanish. When possible, such as during breaks, I asked students why they would use Spanish or English during group work. After the observation, the investigator transcribed six hours of audio, specifically looking for usage of English initiated by the instructors and the students (Appendix A).

3.2.2 Interview

The last observations were completed on a Monday, and the instructors were interviewed by the end of the same week. Each interview lasted approximately 20 minutes and contained questions concerning the instructors' background and their teaching methods. The background portion asked about the instructors' native language, language education and teaching experience. The next section asked about the rules for

the usage of English in the classroom and their code-switching beliefs (Appendix B). The interviews were then transcribed and analyzed for qualitative data.

3.2.3 Qualtrics Student Survey

Students participated in an online student survey powered by Qualtrics. Qualtrics is an online-based tool that provides software to easily create and distribute surveys and polls as well as organize and analyze feedback. The University of Mississippi pays an annual subscription to the service; therefore, it was free for the investigator and students to use. The teachers delivered the survey to the students via a link sent by email. As an incentive, students who completed the survey were awarded a \$10 Amazon gift card through research funds provided by the Sally McDonnell Barksdale Honors College. The survey consisted of two sections, background questions and study questions (Appendix C). The background questions asked about their university background and language background, including questions concerning their native language, university classification, and intent to continue or stop studying Spanish at the University of Mississippi. The study questions asked the students about their code-switching practices during group work and lectures as well as their perceptions of their teachers' nativeness or non-nativeness.

Results: Interviews with the Instructors

Spanish 211 students across the department are held to a rubric found in the syllabus. The students are allowed 5 points of participation each day but the use of English can penalize a student. Each professor is allowed to use English when they feel it is necessary; however, they each have their own personal rules regarding when to use English in their classroom. The instructors were interviewed about their practices in their classrooms, their classroom management skills concerning code-switching and the code-switching of their students during *la tarea*, which is the final task of a chapter that is completed in group work.

4.1 Angela

In her classroom, Angela tries to speak in Spanish for 90% of the time at the beginning of the semester and reserves English for only 10% of each class. During class time, she always responds in Spanish when a student asks a question in English. Angela allows her students to get used to her style of teaching and tries to gradually progress to 100% Spanish usage by the end of the semester. She uses English for a quick explanation when the students need it. During group work, Angela encourages them always to try first in Spanish before giving up and switching to English. She tries to “get rid of [their] automatic reflex to express themselves in English right away” (ZT Gill, Personal Interview, Nov 30· 2018). She claims that she follows this approach so that

students will learn that they do not have to say everything perfectly but rather try, even if it is wrong.

Angela observes her students mainly using Spanish during group work, although she knows that there is always one group that continuously speaks English, and it is reflected in their grade. She says code-switching by students from Spanish to English varies from class to class. The physical arrangement of some classrooms can affect the amount of direct contact Angela can have with her students; however, in the observed classroom, the arrangement allowed for mobility. She further states that the students know her expectations and follow them accordingly. When trying to maintain Spanish during group work time, Angela never scolds the students but rather reminds them that they are in a Spanish-speaking environment.

In terms of using English for a particular use, Angela believes that it should only be used when it helps the students grasp a difficult concept in a shorter amount of time. An example would be teaching the subjunctive mood, where she uses English to explain the concept of mood, how it applies to Spanish and then the students will work on assignments to use what they learn. She provides her students with a translated copy of her PowerPoint presentations in English, in which she explains main topics with more detail than the textbook does and rewrites instructions for the day's activities so that the students can view the PowerPoint before class. Angela believes that the rules of code-switching should be general and adaptable to what works for the students. Although Angela aims to use 100% of the TL, she is very cautious of when she uses English in the classroom and tries to limit herself to three or four times per class period. According to Angela, English should only be used when it makes sense to clarify a specific lesson in

which the students may get frustrated if they cannot understand lengthy explanations in Spanish.

4.2 Belem

Belem attempts to speak in Spanish for most of the class time because she knows that it is the only time of the day that the students are exposed to the language. She herself tries to use English only when it is necessary for her students to understand the concepts covered in a lesson, such as a grammar explanation, directions for an activity or a new vocabulary word. However, she does state that she gives hints and gestures before she feels it is necessary to use English. In terms of rules for the use of English among her students, she encourages them to find a way to say what they need to by using the vocabulary words that they have already learned. When a student asks a question in English, she usually responds in Spanish.

Belem observes her students speaking a mix of Spanish and English during group work. During group work, she visits different groups to help them and keep them on track. She comments that she always listens to all of the other groups as well, although sometimes it can be difficult to apprehend all of the groups speaking in English due to the layout of the room. Since the classroom is large and there are approximately six groups spread throughout the space, she must constantly observe all groups in order to make sure that they stay on task. When she observes a group speaking in English, Belem calls their attention and reminds them to speak in Spanish.

As a speaker of English as a second language, Belem believes that English can be used as tool in the classroom; however, she does recognize that excessive use of the

native language can be detrimental to students' acquisition of the foreign language. The instructor aims not to use English in the classroom very much because she wants the students to have as much access to Spanish as possible. If there is confusion, she will repeat or rephrase what she has said using simpler vocabulary.

4.3 Charles

Charles attempts to speak in English only when he feels that it is necessary, like Belem. He also uses English on review days or when answering questions. He says that he speaks English if he notices that the students are not able to understand the lesson in Spanish. He expects his students to try to speak in Spanish before and resort to speaking in English only when they are unable to communicate successfully in Spanish. As his general rule, Charles only allows his students to speak Spanish during group work and discourages students from speaking in English. Charles does hold his students to the participation rubric but mentions that he holds them more accountable for being responsible and respectful during the lesson (i.e. no technology in the classroom).

During group work, Charles observes that his students use both English and Spanish; however, he does not think that they use one language more frequently. He claims that most of his students attempt to speak Spanish before switching to English. For classroom management, Charles walks around the room to ensure that his students are on task. If he hears English he reminds the students to use Spanish but if most of the class is speaking English, he uses a louder voice to address the whole class and remind them to conduct group work in the TL. He mentions that he likes to think that they are on

task all of the time in terms of language use, but he knows that they are not, which he reflects in their grades.

Regarding code-switching between English and Spanish, Charles believes that English should only be used when necessary. If he does not know a particular word, he uses the English word in its place and then switches back to Spanish. He encourages his students to use English for a word that they do not know in Spanish so that they do not get bogged down. He would rather his students use one or two English words so that their frustration does not impede further communication. Charles does not believe that more English use in the classroom would be beneficial; he is of the opinion that minimal English only when necessary is beneficial to the process of learning Spanish.

Results: The Classroom Observations

5.1 Angela's Class

On the grammar day of her class, Angela spoke only Spanish to her students. Over a span of an hour, only three instances of English were present in the class, not including group work. The first instance consisted of the written word on the board (Figure 1). Angela was explaining the deictic marker “that” and the difference between the two corresponding Spanish forms, *aquella* and *esa*. It should be noted that during this explanation, Angela did not speak English but rather allowed the written word to do the talking, so to speak. The second instance consisted of a student-initiated switch to English, in which the student was making a reference to American culture. In this switch (1), the student said “noticias falsas” and then translated the phrase to English, “fake news.” The last instance of an utterance in English in the class is the onomatopoeia uttered by Angela of a telephone ringing (2) in order to index the meaning of the verb *sonar*. In this study, I considered this onomatopoeia a form of code-switching into English; although it should be noted that no known studies have been conducted looking at code-switching of onomatopoeias between languages.



Figure 1

(1) “Esta es noticias falsas, fake news.”

(2) “El teléfono sonó, ‘riiing,’ sonó.”

During this lesson, Angela uses a variety of methods to engage her students to understand linguistic concepts, such as grammar and meaning. In terms of grammar, she emphasizes morphological endings to differentiate the first person singular present form from the third person singular preterit form (i.e., *sueno* vs *sonó*). Angela engaged students with the grammar by asking them to repeat verbs using the third person singular preterit form that show the procession of events in a story (i.e., *se acostó* ‘He went to bed’, *sonó* ‘It rang’, *se levantó* ‘He got up’). In order to facilitate students' understanding of lexical meanings, she used several different hand gestures to index meaning. For example, Angela made a rising motion with her hands to index *levantarse* (‘to get up’), and then made the motion of drinking coffee to index *tomar café* (‘to drink coffee’). During these difficult tasks, Angela maintained Spanish and hardly used English in her classroom.

On grammar day, there were also small group tasks to be completed. During this group work, a majority of the students in the class spoke only in Spanish. There was only one group of three students that spoke English during this time. Relative to the other groups in the class, this group was somewhat quiet; however, the students in this group

were discussing the grammar problems, and not discussing topics irrelevant to the assignment. Angela walked around the room and actively engaged with students during this time.

During the *Tarea* day, Angela did not use any English at all and only spoke to students in Spanish. Once again, all groups of students spoke in Spanish throughout the entire class, except for one, which spoke in English at a lower volume compared to the rest of the groups speaking in Spanish. Students only used English when they were engaging with the story and had revelations about the plot (3-6):

- (3) “He was in the room, right?”
- (4) “Oh is he the mafia boss?”
- (5) “Well, that doesn’t make sense.”
- (6) “Well, Enrique was close to her.”

5.2 Belem’s Class

On the grammar day of her class, Belem spoke substantially more English than Angela. Like Angela, Belem used several hand motions and sounds to index lexical meaning. She acted out the action of smoking a cigarette to index the meaning of *fumar* (‘to smoke’) and made car noises while acting out the motion of driving to index the meaning of *conducir* (‘to drive’). She explained the topics several times in Spanish before she switched to English. Over the course of an hour, Belem spoke English a total of five times. The first instance of English in her class was repetition of a question:

- (7) (Belem, referring to the characters in the *tarea*) “Quién es? Who is he?”

Belem used English through repetition so that her students can understand the question. The next set of code-switching served two purposes: translation and conjugation. The first instance of code switching in this set (8) is used to provide a translation of the meaning of the vocabulary word *estacionar* ('to park'). After having clarified the meaning of the verb, she uttered (9), the past perfect form in English, to show how the phrase is first conjugated in Spanish and then how it is translated into English.

(8) “Qué es estacionar?... to park.”

(9) “había estacionado... had parked”

With the last two utterances, Belem used English as forms of classroom management. While giving directions to students, Belem used English to relate an anecdote to her students (10). After her brief anecdote in English, she explained that she now gives her students more time to complete the activities. In doing so, she sang the word *despacito* (“slowly”) as sung in the popular song by Luis Fonsi. The last instance of code-switching seems to function as a tool to encourage students to volunteer to speak aloud (11).

(10) “I had two friends that were observing me one time and they said that I don't give my students enough time to finish an activity; entonces, ahora yo despacito.”

(11) “Chicos, voluntarios... We can talk about it now.”

During the class period, Belem often encouraged the students to speak only in Spanish. She used repetition and emphasis of verb forms, like Angela. Her students switched to English a few times because they did not understand the grammar concepts or

they forgot vocabulary, as shown in examples 12 and 13, but Belem responded to students only in Spanish. Rather than scolding them, Belem commended them for asking for help and then aided them to produce the sentences or explain the concept. For example, after the student in example 13 code-switched into English, Belem then briefly explained the use of the subjunctive and reviewed the conjugations with the student, all in Spanish.

(12) "Yo estaba en el restaurante pero, um, busco ... I don't know, I can't remember, I'm trying."

(13) (About the subjunctive) "[...] I don't know how to use it, sorry."

During their small group work on grammar day, two groups spoke English while the rest of the groups spoke Spanish. As observed in Angela's classroom, the students speaking English spoke at a lower volume but stayed on task. They discussed vocabulary, translation and grammar.

During the *tarea* class, Belem did not use any English at all. However, most of the groups spoke in English while completing their tasks. As she heard her students speaking English, Belem would remind them to speak in Spanish; nonetheless, as she moved from group to group, the groups farthest away from her immediately switched back to English. When I asked the students after class about why they speak English instead of Spanish, the students said that speaking English helps them understand the material better and then translate it into Spanish. Throughout the class, four instances were recording in which a student asked a question or made a statement in English, and Belem responded in Spanish (sentences 14-17).

(14) Student: "Señora, para paso 2, can we just [...]" Belem: "Sí."

(15) Student: “This is fun.” B: “Sí, es divertido.”

(16) Student: “Are we ever going to figure out who did this?” B: “No, es abierta para la creatividad de Uds.”

(17) S: “How do you say prison?” B: “la cárcel”

5.3 Charles' Class

During his grammar day, Charles spoke the greatest amount of English of all the instructors. He used paralinguistic cues in order to index the lexical meanings of the vocabulary words. When trying to give the meaning of *desaparecer* 'to disappear', Charles acted out the scene behind his podium in order to demonstrate that he had disappeared. Like Angela, he also used the onomatopoeia of a telephone ringing for the verb *sonar*. Over the course of the class period, Charles spoke English eleven times. Unlike his counterparts, Charles extended his use of English into the directions he gave to students, as seen in sentences 18 to 20. He also used English when he could not think of the right word in Spanish (sentences 21 and 22).

(18) “Entienden? Do y'all know what we are doing? We're inserting these circumstances into the story para contar la historia.”

(19) “Okay, pick your victim.”

(20) “Timer set for six minutes.”

(21) “I don't know if that's the right word, or even if it is a word.”

(22) “I'm trying to find the meaning here.”

Charles then used English during his lesson when negotiating the status of a man in the mystery (sentence 23). All other instances of code-switching during the class period were used as repetition like Belem (24-26).

(23) “Quién dice novio? Quién dice amante? Ok, we're going with amante.”

(24) “Es lo que preguntaste? Is that what you asked me?”

(25) “...para ir de compras... You're going to go shopping.”

(26) “Quieres una pista? una pista? a hint... pistas son clues or hints.”

During group work, there more groups of students spoke English than in Angela's or Belem's classes, and they also differed in function because a few groups in Charles' class engaged in conversation about off-topic subjects, rather than focusing on the grammar exercises. During the *tarea*, the same pattern was observed. A greater number of students spoke English with greater frequency. Charles walked around the classroom and interjected into conversations that were occurring in English. When interjecting, he spoke in Spanish and encouraged the students to speak in Spanish as well. Most of the conversations during *tarea* group work were in English and there was only one group in the classroom that consistently spoke in Spanish. Even though most of his students were speaking in English, Charles maintained his Spanish the entire *tarea* class period, and did not code-switch to English.

Results: The Student Questionnaire

The instructors distributed the online student questionnaire to their students via email after the observations had taken place. The questions asked about their background in studying and speaking Spanish, their English usage in the classroom and their perceptions towards English in the classroom. For the majority of the questions, a student first received a multiple choice portion and then an open-ended portion to explain their reasoning. Therefore, the data in this chapter consists of quantitative presentations of the multiple choice portions, in the form of percentages, followed by qualitative presentations of the open-ended portions.

6.1 Students' Perceptions of Nativeness

Students responded to two questions regarding their perceptions of the instructors' nativeness. The first question asked if they perceived their instructor to be a native speaker of Spanish or another Romance language. The second question asked if they perceived their instructor as being a non-native speaker of Spanish. I divided the answers between instructors, and then calculated the percentages for each individual question. Table 1 shows the results of these questions. Angela's students identified her, for the most part, as a native speaker of Spanish. Ninety-three percent of her students thought of her as being a native speaker of Spanish or another Romance language while 100% of her students perceived her as a native speaker of Spanish. One hundred percent of Belem's students thought that she was a native speaker of Spanish or another Romance language,

and 100% perceived that she was not a non-native speaker of Spanish. Even though it is possible that her students responded to this question with their other native teacher in mind, there is still no indication that Belem’s students perceived her to be non-native. Therefore, her students perceived her to be a native speaker of Spanish. On the other hand, Charles’ students’ responses showed a different pattern. Fifty-six percent of his students thought of him as a non-native speaker of Spanish or another Romance language while 67% thought of him as a non-native speaker of Spanish. Although there are some mixed opinions surrounding his nativeness, the majority of his students perceived him as being a non-native instructor of Spanish. Therefore, the students perceive Angela and Belem as native Spanish speakers, and Charles as a non-native Spanish speaker.

Table 1: *Perceptions of Nativeness by Students*

	Do you perceive (one of) your instructor(s) as being a native speaker of Spanish or another Romance language?		Do you perceive (one of) your Span 211 instructor(s) as being a non-native speaker of Spanish?	
	Yes	No	Yes	No
Angela	93%	7%	0%	100%
Belem	100%	0%	0%	100%
Charles	44%	56%	67%	33%

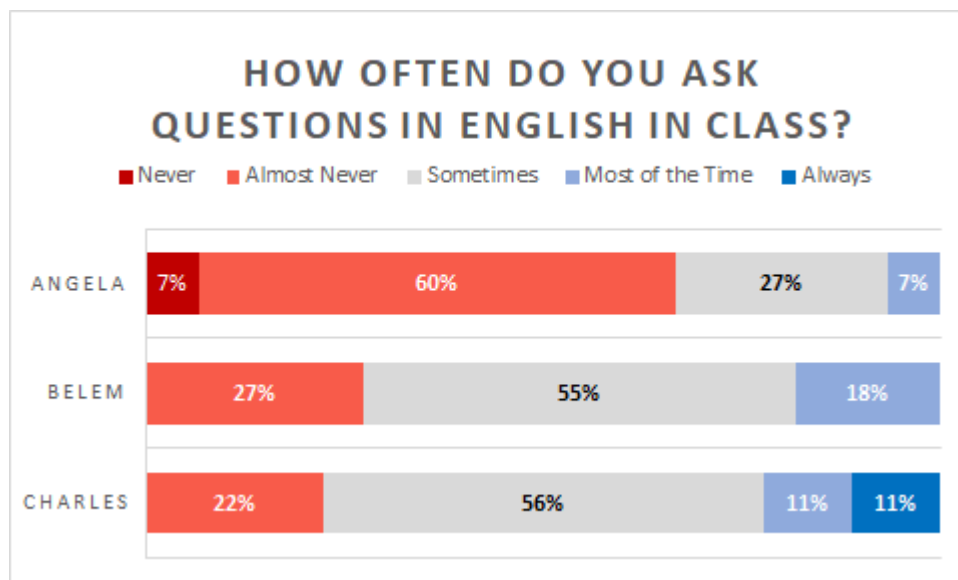
6.2 English Use in the Classroom

Concerning their English usage in the classroom, students were presented with three questions about English used in general, English used in asking questions, and English used during group work. Regarding the first question, 87% of Angela's students acknowledged that they used English during class. When asked why they use English, most of the students said that they used it when they did not know a vocabulary word or understand directions; however, most of the responses indicated that they use English only during the breaks or before class starts. Even though the qualitative data contradicts the quantitative data, I suggest that these responses indicate that the students used less English during actual class time and considered breaks to be acceptable class time to speak English. Ninety-two percent of Belem's students acknowledged that they used English during class and over half of these students said that they used English when talking to other students. Otherwise, they only used English when asking for a vocabulary word or needing clarification on directions to avoid confusion. One hundred percent of Charles' students indicated using English during their class. They said that they used English when asking questions or speaking in groups.

The questionnaire then asked students how often they asked questions in English during class. A Likert-type scale asked students to answer with the following responses: *Never, Almost Never, Sometimes, Most of the Time* and *Always*. Chart 1 shows the results of the survey using 100% stacked bar chart which, shows the percentage of answers within a 100% range. Angela's students never or almost never asked questions in English during class, 67%. The other 33% of the students used English some of the times or most of the time, but none of her students acknowledged always using English in the

classroom. Belem’s students admitted to asking more questions in English. The majority of the responses, 55%, said that they sometimes ask questions in English while 27% almost never ask in English and 18% uses English most of the time. Charles’ students were the only group to acknowledge always asking questions in English, with 11% indicating always and another 11% indicating most of the time. Like Belem, the majority (56%) of Charles’ students said that they sometimes ask questions in English.

Chart 1



The last question regarding English usage in the classroom asked students which language they use during group work. Thirteen percent of Angela’s students used English during their group work. When asked why they chose English, they said that it helps them understand the topic. The students who used Spanish said that they used it because it was required and they did not want to obtain a bad grade, and because they wanted to improve their speaking capabilities. In contrast, 60% of Belem’s students used English during group work because they were more comfortable with the language and it

was easier for them to complete their activity on time. The 40% of students who used Spanish said that they used it because it was required of them. Only twenty-two percent of Charles' students acknowledged that they used English during this time, which contradicts what I had observed in the classroom observations. The students who chose English, once again said that it is easier to speak in English and the students who chose to speak in Spanish chose so to practice their Spanish speaking abilities and to avoid losing participation points. The data show a trend that in most of the aspects of classroom speech, Angela's students acknowledged using English the least of the three classes, while Charles' students acknowledged using the most, and Belem's students fell in the middle of the two classes.

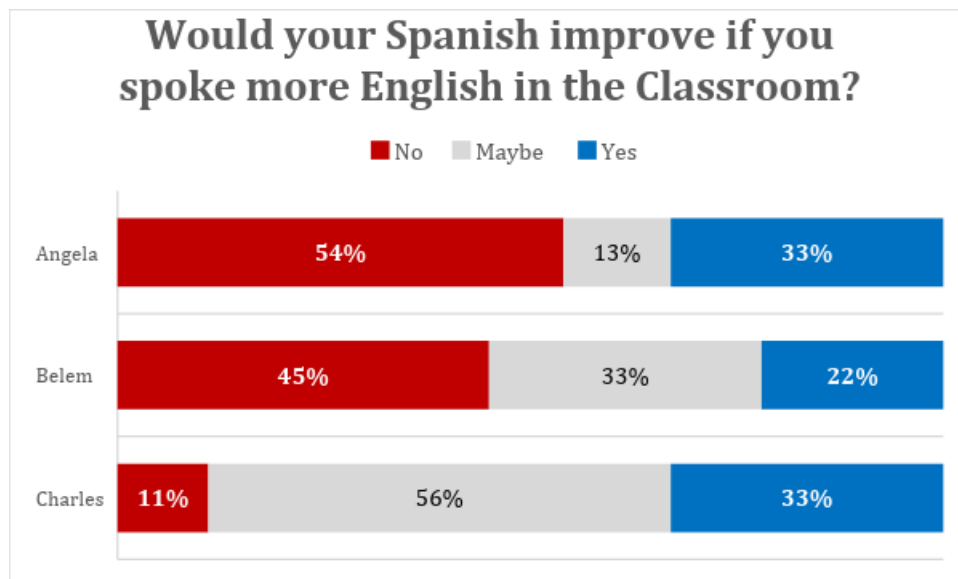
6.3 Perceptions of English Usage in the Classroom

The last portion of the student questionnaire gauged students' perceptions of English use in the classroom. Students were asked if they thought their Spanish would improve by using more English in the classroom, if it was it was beneficial to use more English, and which type of instructor they would feel more comfortable speaking to in English. Each question followed the same Likert-type scale response, and the responses were graphed in the same manner described above. Each contained a followed up question that asked why they chose their previous answer.

The first question asked if students thought their Spanish would improve if they spoke English in the classroom. Approximately 45% of Belem's students and 54% of Angela's students believe that their Spanish would not improve, while only 11% of Charles' students agreed with Belem and Angela's students. The majority of Charles'

students were unsure if their linguistic abilities would improve. However, 33% of Charles and Angela’s students agreed that English would help them improve their Spanish. To the students who answered *Yes* to the question, the biggest attraction to English use is to avoid confusion. The students agreed that they would learn more if they were able to first understand what was being taught. One student even stated, “It is hard to learn a language when your native language is not used in explaining the directions and new concepts.” Contrarily, students who answered *No* said that it would be hard to improve Spanish if too much English was being used. One student said that English would only be better when giving directions, but, other than that, immersion is the best way to learn a language. Several students who chose *Maybe* indicated that they know they should only speak Spanish in class but English would help clear a lot of confusion.

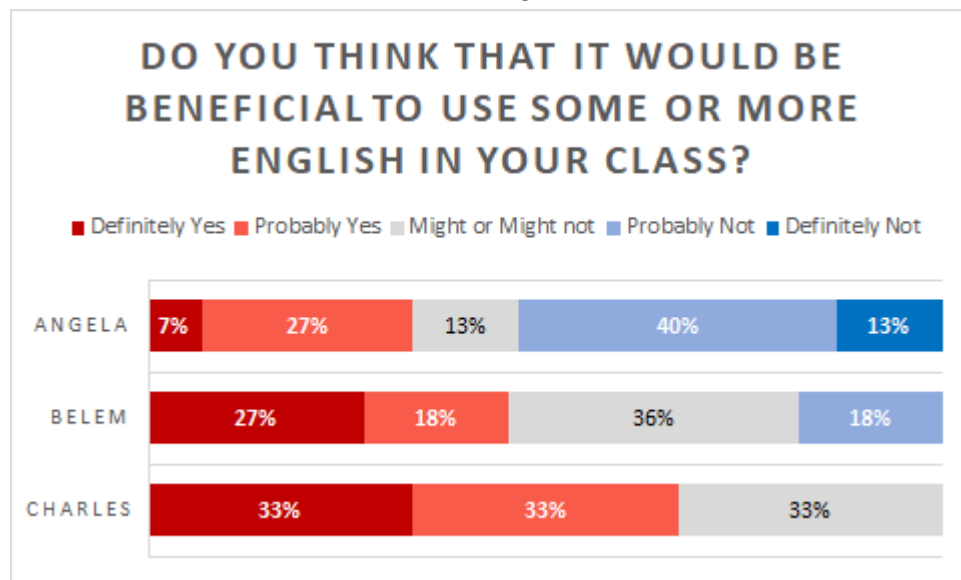
Chart 2



The next question asked if students found it more beneficial to use some or more English (Chart 3). Overall, Angela’s students thought that it would not be beneficial to

use English in class. The majority of Angela’s students do not think English would be beneficial. Thirteen percent of her students said that English is definitely not beneficial, which is unique to Angela’s class as no other class indicated this response. None of Belem’s and Charles’ students indicated that some or more use of English would not be more beneficial. The students said that English would be more beneficial in asking questions, giving directions and explaining topics. In contrast, the majority of Charles’ students indicated that they think it would be beneficial to use more English in class. His students suggested that English should be used in explaining new concepts, grammar and activities.

Chart 3



In light of the difference in preference patterns between Charles’ and Angela’s students, I compared the responses of all the students who indicated their intention to continue their education in Spanish after Span 211 and those who claimed they did not intend to continue studying Spanish. The results suggest that students who wish to continue their education in Spanish prefer less use of English in the classroom and those

who do not intend to continue their Spanish education prefer more English (Chart 4). Moreover, I decided to look at the distribution between teachers, and their students who will continue their education (Chart 5) versus teachers and students who will not continue their education (Chart 6). In doing so, I found the same pattern of Angela's students preferring less English in both instances and Charles' students preferring more English in both instances.

The data show that Belem and Angela's students (~45%) do not think that English will help improve their Spanish while Charles' students for the most part are not sure if it will help them. However, the students vary by class on their perceptions on the benefit of English. The majority of Angela's students believed that it is not beneficial while the majority of Charles' students believed that English is beneficial. Belem's students, once again, fell in the middle with the majority of them believing English is beneficial but more students than Angela and Charles' are unsure about the benefit. After separating all of the students by their future plans for Spanish education and then by their class, the same pattern emerges in both cases, students continuing their Spanish studies and students who are not.

Chart 4: Students' Responses by future Spanish education plans

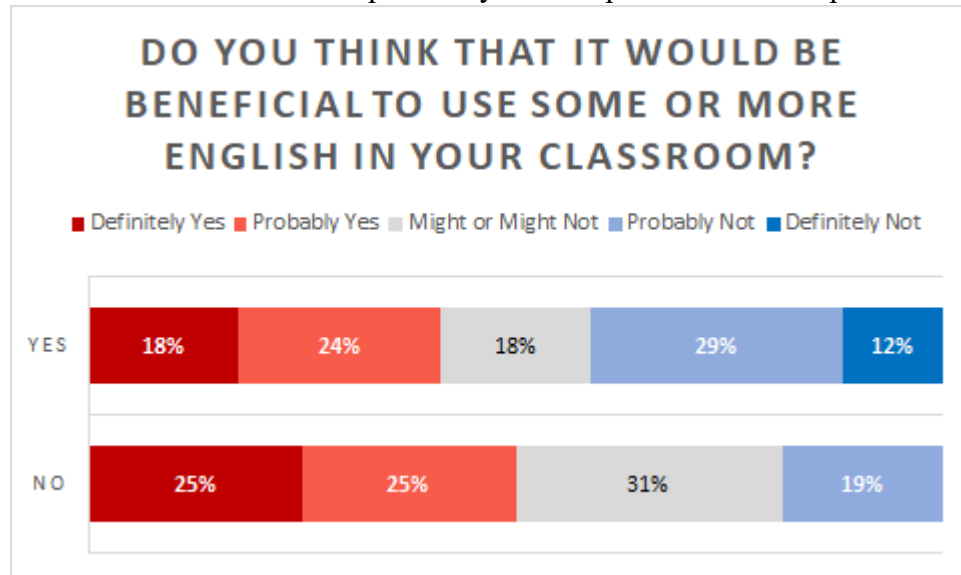


Chart 5: Students' Responses by class of "Do you think that it would be more Beneficial to use some or more English in your classroom?"

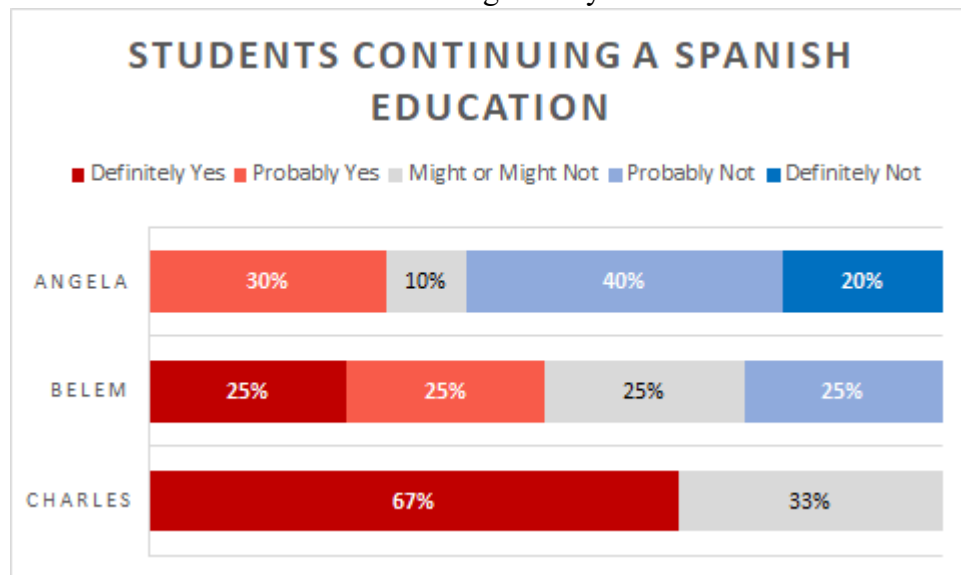
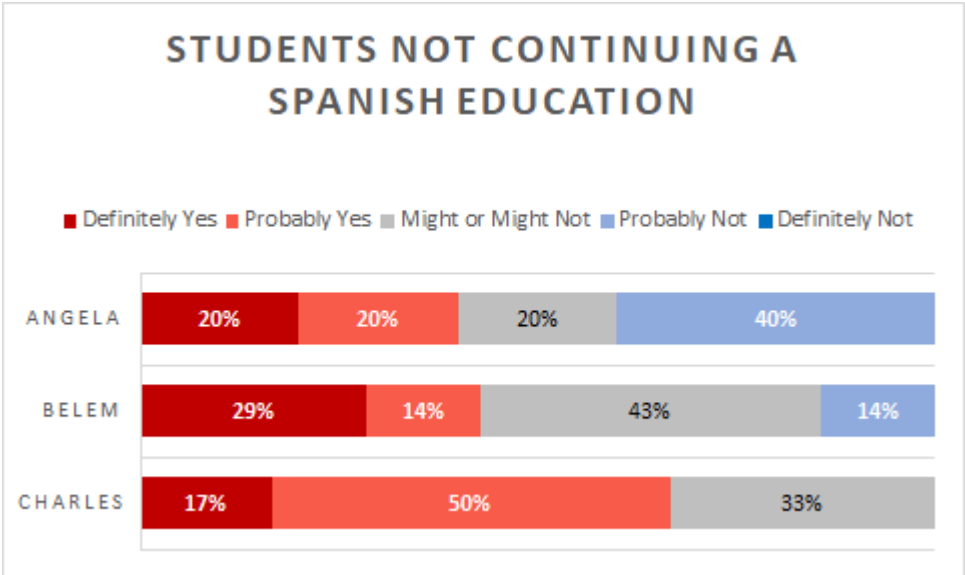


Chart 6: Students' Responses by class of "Do you think that it would be more Beneficial to use some or more English in your classroom?"



Discussion

7.1 Code-switching Practices

The first research question that guided this study asked how much do native and non-native instructors code-switch into English. In order to answer the question, we must look at the data collected in the classroom observations and from the interviews. Angela used the least amount of English. As a native speaker of Spanish, she switched from Spanish to English twice, once orally and once non-orally. However, both were used for purposes outlined in Polio and Duff (1994); Figure 1 shows Angela used it for grammar instruction, and she used onomatopoeia for vocabulary translation. As a non-native speaker of Spanish but a native speaker of another Romance language, Portuguese, Belem spoke considerably more English than her colleague, Angela. Belem used English five times for a wider range of purposes: grammar instruction, classroom management, translation, and clarification. Charles, a native speaker of English, used the most amount of English. The eleven instances of use comprised the largest range of functions, using Polio and Duff's categories, among all three instructors: grammar instruction, classroom management, translation, clarification, and interacting with students who are already speaking English.

Although each instructor used varying amounts of English during their class, all instructors had the same philosophy concerning code-switching. Angela, Belem and

Charles each perceive themselves to use English a small amount of time, although Belem and Charles seem to use more English than they think. Polio and Duff (1990) found that instructors were not aware of the amount of English they spoke in the classroom. In this study the same is true. However, unlike their study, in which the instructor used less L1 than they perceived, the present study finds that two of the three instructors used more English than they perceived. Therefore, Angela, the native instructor perceived herself to use a small amount of English and actually used a small amount while both of the non-native instructors, Belem and Charles perceived themselves to use a small amount but in reality used more English in the classroom.

Moreover, during group work, students used the least amount of English in Angela's class, and the students used their L1 spoke in a much lower volume than the rest of the students speaking the TL. A greater number of groups spoke English in Belem's class than in Angela's class, but the student groups stayed on task. On the other hand, the largest number of groups that spoke English occurred in Charles' class, and these students spoke at a comparable volume to those speaking in Spanish, and some groups interacted about topics other than the assigned task. In contrast with Macaro (2001), in which the author found that instructors' use of the L1 did not affect students' use, the data in the present study suggest that an increase in the instructor's use of L1 leads to an increase in the amount of the students' use of the L1. These findings fit the phenomenon of reciprocal reinforcing effect (Polio & Duff, 1994; Hobbs, Matsuo & Payne, 2010)

Concerning the relationship between nativeness of the instructor and their use of the L1 in the classroom, the native Spanish-speaking instructor used the least amount of English in the classroom, while the native English-speaking instructor used the most. In

turn, the students of the native English-speaking instructor seem to be more open to using English during group work without fear of being penalized. Meanwhile, the students of the native Spanish-speaking instructor seem to be more apprehensive about speaking English during group work, which may be a result of not having heard as much English during class time as the students of the native English-speaking instructor. The native Portuguese-speaking instructor, on the other hand, uses English, but not as much as native English-speaking instructor.

7.2 Students' Perceptions of Nativeness

The second research question asked how students perceive their instructors' nativeness. Overall, students perceived both the native Spanish speaker and the native Portuguese speaker as being native speakers of Spanish. On the other hand, some of the native English speaker's students perceived him to be a non-native Spanish speaker; although it should be noted that not all of the students agreed on his nativeness as in the case of the native Spanish and native Portuguese instructors' students. More than 40% of the non-native instructor's students perceived him to be a native speaker of a Romance language and more than 30% of his students perceived him to be a native Spanish speaker.

7.3 Students' Perceptions of L1 English Use

The third research question asked about students' perceptions of L1 English use in the foreign language classroom. By looking at the data presented in the previous chapter, it is evident that there is a trend among students' perceptions in each classroom. All questions concerning whether or not students found English to be beneficial in the classroom

show the same pattern. Angela's students are less open to English use in the classroom while Charles' students are more open. One of the survey questions in the questionnaire asked students whether they intended to end their Spanish education with the current class or continue studying for a major or minor. I thought that this question would show a contrast between the two groups of students desiring to continue Spanish; however, after separating the responses by future plans and then class, the same pattern is still observed. Overall, students continuing their education see English use as less advantageous while students not continuing their education saw it as more advantageous. After I separated the *Yes* and *No* responses (Chart 4), I then grouped the *Yes* students by class (Chart 5) and the *No* students by class (Chart 6). In both of these charts, the native Spanish speakers' students, once again are less open to English use in the classroom while the native English speaker's students are more open to using English. Meanwhile, the native Portuguese speaker's students fell in the middle of both groups.

Conversely, it is also important to note that the data set that comprises the responses to the question concerning the improvement of Spanish skills by using the L1 does not follow this pattern. The responses to this question suggest that Angela and Belem's students do not believe that English will not improve their Spanish, while Charles' students believe that it will improve but regardless, they do think that English in the classroom would be beneficial in their learning process, whether or not it improves their ability to communicate in Spanish. These data align with most with the students' perceptions of nativeness and are discussed in the next section.

7.4 Relationships among Code-switching, Nativeness and Students' Perceptions

The fourth research question sought to see if there are any relationships among code-switching practices, nativeness, and students' perceptions. The results of this investigation suggest that the amount of code-switching performed in the classroom is linked to both nativeness and teaching experience. However, as the findings of Polio and Duff (1990) and Kraemer (2006) indicated, teaching experience is not a stable variable in the analysis of code-switching practices. Therefore, I argue that the code-switching practices outlined in the present investigation align with the instructors' nativeness, which in turn influence the students to use more or less of the L1 through the reciprocal reinforcing effect.

Moreover, students' perceptions of the benefit of English in the classroom appear to be motivated by the amount of code-switching by the instructor that occurs in the classroom. As a result of the reciprocal reinforcing effect, the students used more English if their instructor used more English. The greater the amount of English the instructor used, the more beneficial students thought that the use of English would be in their learning process. In the native instructor's class, where the instructor spoke very little English, students did not see the benefit of using English as much as they did in the English non-native instructor's class, where students were exposed to the highest number of L1 use. Therefore, students with a native teacher prefer to use a minimal amount of English in the classroom while students with non-native instructors prefer to use more English, which suggests that code-switching may be linked to nativeness.

7.5 Limitations

This study presents itself with several limitations. The first limitation was a small data set from a small sample size. As a student, I was only able to collect data by

observing two days of lessons without missing my own classes. The second limitation is the number and variety of instructors. Due to time limitations, I was only able to observe 3 sections out of 14 sections of Spanish courses offered during the semester in which I collected my data. Additionally, due to the limited availability of non-native Spanish instructors teaching Span 211, I observed only the first hour of each class. That is, the native instructors class lasted from 8-9:50 am while the Brazilian non-native instructor's class lasted from 9-10:50. Only 53% of the enrolled students in the three sections participated in the online survey, which comprised more students from Angela and Belem's class, 15 and 14 students respectively, than Charles' class, 9 students. The third limitation to this study is that it only investigates intermediate Spanish classes at the end of the semester. I studied no other languages nor levels taught, and I did not study the full semester in order to compare the beginning of the semester with the end.

7.6 Future Research

The limitations in this investigation provide the foundations for future research in code-switching and perceptual studies of foreign language classroom dynamics. In the future, I would like to survey more classes with more teachers and students. I would adjust the student questionnaire to include preferences of native and non-native teachers and then modify the question concerning the improvement of the TL to include the distinction between metalinguistic knowledge of the language and communicative abilities. Moreover, I would like this study to extend to other levels and languages, such as investigating Beginning Spanish, and Beginning and Intermediate French, Italian and Chinese. Additionally, I would like to look further into students' perceptions of using L1

in the classroom with students who have native and non-native instructors. Using these studies, I would like to see if there are any advantages, based on perceptions, to separating language classes for students continuing their language education from students taking the language as a requirement. In terms of type of study, I would improve all aspects of my methodology in order to conduct full qualitative analysis as well as quantitative analysis.

Conclusion

This study investigated code-switching practices in the foreign language classroom, perceptions of instructor nativeness, and perceptions of the use of L1, English, in an intermediate Spanish classroom. Through oral interviews, classroom observations, and an online student questionnaire, the results of this study show that native Spanish-speaking instructors use the least amount of English in the classroom and non-native Spanish-speaking instructors use the greatest amount of English. The quantity of English used by instructors relates to students' perceptions of L1 usage in the classroom, which in turn, seems to correspond to instructor nativeness. These relationships seem to indicate a possible implicit bias towards using more English in the non-native instructor classroom than in the native instructor classroom. In conclusion, students' perceptions of the benefit of L1 use in the classroom are motivated by instructor nativeness and code-switching practices. Therefore, students' perceptions of L1 usage should not be used as an argument for more or less L1 in the foreign language classroom, as student's perceptions are motivated by nativeness and code-switching practices.

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Appendix A: Instances of Code-Switching

Instructor	Instructional Day	Initiator	Code-Switching Instance
Angela	Grammar	Instructor	El teléfono sonó, "riiing," sonó.
Angela	Grammar	Student	Esta es noticias falsas, fake news
Belem	Grammar	Instructor	Quién es? Who is he?
Belem	Grammar	Instructor	I had two friends that were observing me one time and they said that I don't give my students enough time to finish an activity; entonces, ahora yo despacito
Belem	Grammar	Instructor	Chicos, voluntarios ... we can talk about it now
Belem	Grammar	Instructor	Qué es estacionar?.... to park.
Belem	Grammar	Instructor	había estacionado... had parked
Belem	Grammar	Student	yo estaba en el restaurante pero, um, busco ... I don't know, I can't remember, I'm trying
Belem	Grammar	Student	(subjunctive) ... I don't know how to use it, sorry.
Belem	Tarea	Student	Señora, para paso 2, can we just... (sí)
Belem	Tarea	Student	S: This is fun I: Sí, es divertido
Belem	Tarea	Student	S: Are we ever going to figure out who did this? I: No, es abierta para la creatividad de Uds
Belem	Tarea	Student	S: How do you say prison? I: el carcel

Instructor	Instructional Day	Initiator	Code-Switching Instance
Charles	Grammar	Instructor	Quién dice novio? Quién dice amante? ok, we're going with amante
Charles	Grammar	Instructor	I don't know if that's the right word, or even if it is a word
Charles	Grammar	Instructor	okay, pick your victim
Charles	Grammar	Student	estacionó, oh sorry, él
Charles	Grammar	Instructor	El teléfono sonó, "brp brp," a la siete de la mañana.
Charles	Grammar	Instructor	Es lo que preguntaste? Is that what you asked me?
Charles	Grammar	Instructor	I'm trying to find the meaning here
Charles	Grammar	Instructor	Entienden? Do y'all know what we are doing? We're inserting these circumstances into the story para contar la historia
Charles	Grammar	Instructor	...para ir de compras... you're going to go shopping
Charles	Grammar	Instructor	Quieres una pista? una pista? a hint
Charles	Grammar	Instructor	pistas son clues or hints
Charles	Grammar	Instructor	timer set for six minutes
Charles	Tarea	Instructor	I: En ingles, como se dice sospechoso? S: suspects

Appendix B: Teacher Interview Questions

1	Are you a native speaker of Spanish? - If no, what is your native language?
2	Are you from a Spanish-Speaking Country? - If no, are you from a Romance-speaking country?
3	What is your highest level of formal education in Spanish?
4	How long have you taught Spanish as a foreign language?
5	How long have you been in the United States?
6	Did you live in any other countries after moving away from your home country? Where?
7	Are there any rules regarding the use of English in your classroom: a. ... for students? b. ... for yourself?
8	Are these rules standardized across all Span 211 classes?
9	Are students held to a participation rubric? If yes, does the rubric include the rules on the use of English, and how does this rubric used to calculate a student's grade? If no, how do you formulate their participation grade, and is the use of English counted in their grade?
10	According to some research, code-switching, the alternation of languages, may be beneficial to the classroom. What are your thoughts on that?
11	If a student responds and/or asks a question in English, which language do you respond in?
12	What language do you observe students using most during group work?
13	Do you attempt to maintain classroom Spanish during this time? If so, how? If not, why?
14	Do you think allowing more English into the classroom would be beneficial to the students? Why or why not?

Appendix C: Student Questionnaire

This questionnaire is broken into two sections. The first part is a language background and the second part contains the questions.

FOREIGN LANGUAGE BACKGROUND

- Gender: Male Female

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Age:

Please indicate which class you are in

- Sec 1 MWF 8-9:50, Hume 108
- Sec 4 MWF 9-10:50, Conner 113
- Sec 8 MWF 12-13:50, Holman N. 120
- Your current rank at Ole Miss is (circle one, if applicable):
Freshman Sophomore Junior Senior Graduate
- What is your native(s) language(s)? _____

- Are you studying any other languages besides Spanish? Yes or No
➤ If yes: Which language(s)?

What level are you studying?

- Are you fluent in any other languages besides English? Yes or No
➤ If yes: Which language(s)?

Are you fluent in (circle all that apply):
Reading? Writing? Speaking? Listening comprehension?

- Have you ever studied Spanish in a formal instruction setting before entering the University of Mississippi?
Yes or No

➤ If yes: Where? _____
 For how many years? _____

- Do you usually socialize with anyone outside the class (friends or family members) who only speaks Spanish with you?

Yes or No

➤ If yes: How often? _____
 Who? _____
 Where do they live? _____

- Have you lived in a Spanish-speaking country?

Yes No

➤ If yes: Where? (country/s) _____
 For how many months/years? _____

- After this class, do you have plans to continue studying Spanish (if applicable)?

Yes or No

- Thinking only about English and Spanish, what language(s) do you use the most in the following contexts (circle one for each context)?

At current home:	only Engl.	mostly Engl.	mostly Span.	only Span.
At school:	only Engl.	mostly Engl.	mostly Span.	only Span.
At work (if applicable):	only Engl.	mostly Engl.	mostly Span.	only Span.
With friends:	only Engl.	mostly Engl.	mostly Span.	only Span.
With family:	only Engl.	mostly Engl.	mostly Span.	only Span.

How would you rate your Spanish proficiency in the following skills (circle one option for each skill according to the scale):

	very poor	poor	low	average	good	advanc.	highly proficient
Spanish listening	1	2	3	4	5	6	7
Spanish reading	1	2	3	4	5	6	7
Spanish speaking	1	2	3	4	5	6	7
Spanish writing	1	2	3	4	5	6	7
Spanish vocabulary	1	2	3	4	5	6	7
Spanish grammar	1	2	3	4	5	6	7

QUESTIONS

1. Do you ever speak English in your Spanish 211 class? If so, in what situations?
2. Do you ask questions in English during class? If so, what language does your instructor respond in?
3. Do you think that it would be beneficial to use some or more English in your class? If so, in what situations?
4. When doing group work, what language do you usually speak in? Why?
5. Do you think that your level of proficiency in Spanish would improve if you spoke more English in the classroom? If so, why?
6. Do you perceive your instructor as being a native speaker of Spanish or another Romance language? (Romance languages include Italian, French, and Portuguese.)
7. Do you perceive (one of) your Span 211 instructor(s) as being a non-native speaker of Spanish?
8. Would you or do you feel more comfortable speaking English in the classroom with an instructor that is a non-native Spanish speaker or a native Spanish speaker? Why?

