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Code Switching in the Language Classroom:
Teachers' Attitudes and Practices in Beginner Spanish Classes

By

Nicole Barbara Attieh

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Lebanese American University
School of Arts and Sciences - Beirut Campus

Thesis Approval Form

Student Name: Nicole Barbara

I.D. #:200602946

Thesis Title Code Switching in the Language Classroom: Teachers' Attitudes
and Practices in Beginner Spanish Classes

Program / Department: Education

School: Arts and Sciences

Approved by:

Thesis Advisor: Dr. Rima Bahous

Committee Member Dr. Mona Nabhani

Committee Member Dr. Nahla Nola Bacha


Date November 24, 2014

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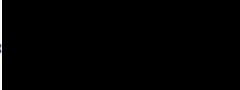
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“I can do all things through Christ who strengthens me”

– Philippians 4:13

Thank you dear Mom and Dad for having taught me this priceless lesson that has accompanied me through life. You have always taught me to rely on the Lord in everything, to be genuine in my work and not to take things too seriously!

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Code Switching in the Language Classroom:
Teachers' Attitudes and Practices in Beginner Spanish Classes

Nicole Barbara Attieh

ABSTRACT

This paper is a study dealing with code switching in the beginner Spanish classroom. The aim of the study was to explore teachers' attitudes and practices regarding the use of code switching in beginner Spanish classes in Lebanon. The study attempted to explore the benefits of the use of the students' native language in beginner Spanish courses in different contexts in Lebanon. It also explored on a small scale the students' attitudes on code switching, as this provided a more holistic understanding on the subject. Twelve teachers from different nationalities teaching at different educational institutes in Lebanon were randomly chosen. All of them were interviewed and were asked to fill in a questionnaire. Four of them were observed while teaching. The results of the study supported the current research that encourages the use of the native language when needed in the beginner language classroom as a tool to enhance the process of teaching and learning. The study also supported previous findings that state that code switching must not be considered as a fault of the teacher but rather a strategy that must be carefully employed; and that code switching should be allowed when necessary with some learners and in certain learning situations.

Keywords: Code switching, L1, L2, Monoligual approach, Bilingual approach

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Chapter One

Introduction

1.1 Statement of the Problem

“We acquire language when we understand what we hear and read, when we understand what people are saying to us, not how they say it.” – Stephen Krashen

How do we acquire a new language? This is the question.

Hundreds of years ago, teaching using two languages was the ‘norm’, where teachers and students used translation methods to teach and learn new languages. In the 19th Century, the trend slowly moved towards a monolingual approach (Miles 2004). During the decades that followed, the norm became the exclusive use of the target language. Recently, the use of learners’ native language (L1) in the language classroom has become the object of debate of many teachers and researchers (Rolin-Ianziti & Varshney, 2008). Teachers today still consider this issue a subject of great importance because of its impact on the process of teaching and learning. In a multilingual context like Lebanon, the issue of code switching has become of much concern. Both parents and teachers fear that code switching might negatively affect the language use and learning of the students (Bahous, Nabhani, & Bacha, 2014).

1.2 Significance of the Study

Many recent studies have revealed the importance of language code switching in the classroom, especially in the English language classroom, in helping students better understand and acquire the new language (L2) (Ahmad, 2009; Edstrom, 2006; Kim & Eleni, 2009; & Miles, 2004). Other studies have denied any benefits for code switching.

However, very few studies have explored the use of code switching in beginners' classes, where the learner is totally new to the language. More specifically, very few studies have focused on the Spanish language which has become of great importance today.

1.3 Purpose of the Study

For these reasons, this study aims at discovering teachers' beliefs and practices regarding the use of code switching in the beginner Spanish classrooms. The teachers and classrooms that will be investigated belong to various educational settings located in Lebanon. Teachers' views will be explored for the purpose of discovering which practices seem to be most efficient according to the teachers' experience. This study is based on the notion that considering and understanding the experience and attitudes of teachers concerning language reveals areas that can dramatically improve the process of teaching and learning and help promoting better communication in the classroom (Rolin-Ianziti & Varshney, 2008).

During the stages of the research, several questions and concerns were raised about the views and attitudes of the students concerning code switching in the classroom. An important element frequently mentioned by teachers was the influence of students' attitudes on their approach to the use of L1 in the classroom. It was therefore seen that considering and understanding the attitudes of students would enrich the data and give a more holistic approach on the subject. Thus, the purpose of the study was expanded to include an investigation on some of the students of our participating teachers, to discover their attitudes and points of view on the subject.

1.4 Research Questions

Under that purpose, I want to investigate the following questions:

1. What is the attitude of Spanish teachers regarding their own use of code switching in beginner classes?
2. What is the attitude of Spanish teachers regarding students' use of code switching in speaking?
3. What are the code switching practices of Spanish teachers in beginner classes?
4. What is the attitude of Lebanese students regarding the use of code switching in the beginner classes?

1.5 Definitions of Key Terms

For the purpose of our study, code switching may be defined as alternating between the use of two or more languages in the same sentence or utterance (Muysken, 1995). Code switching includes the borrowing of words, phrases and complete sentences from another language (Brice, 2000).

L1 refers to the native language, also known as the mother tongue.

L2 refers to the language that is studied in class, also known as the target language.

The monolingual approach is a language policy that uses the target as the only medium for teaching.

The bilingual approach is a language policy that permits the use of L1 in teaching the target language.

1.6 Division of the Study

This paper is divided into six chapters. Chapter one consists of an introduction including the purpose and significance of the study, and the research questions that will be investigated. Chapter two presents an overview of the literature and previous studies that have been conducted on the subject of code switching. Chapter three includes a detailed description of the methodology that was used to conduct the study. Research context, methods and procedures are discussed. Chapter four presents the findings of the research, categorizing the results into four areas of focus. Chapter five consists of the discussion and analysis of the findings. Finally, in chapter six, conclusions are drawn and suggestions for further research are stated.

In the following paragraph, the literature will be presented, underpinning the research work with the theory of code switching before entering into the methodological details and results of the study.

Chapter Two

Literature Review

2.1 Definition of Code Switching

Code switching is a common phenomenon of language (Nilep, 2006) usually defined as "the alternative use by bilinguals (or multilinguals) of two or more languages in the same conversation" (Muysken, 1995, p. 7) or "in the unchanged setting, often within the same utterance" (Bullock & Toribio, 2009, p. 2). According to Myers-Scotton (1997), the codes in code switching do not necessarily involve standard languages. Code switching can include switching between languages (Azuma, 2001; Treffers-Daller, 1998; etc.), dialects (Alfonzetti, 1998), styles and registers (Farris, 1992).

2.2 Types of Code Switching

Sankoff and Poplack (1981) have identified three types of code switching: tag-switching, inter-sentential switching and intra-sentential switching. Tag-switching, also known as extra sentential code switching, is the insertion of a short fixed phrase (or tag) of L1 (the native language of the speaker) into an utterance of L2 (the target language). Inter-sentential code switching is the use two consecutive clauses or sentence boundaries in two different languages. Finally, intra-sentential code switching is switching within the sentence boundary or clause.

2.3 The Debate

The dispute over whether the use of the students' native language in the language classroom is acceptable or not has been a debatable issue (Brown, 2000, p. 195) ever since the foundation of language classrooms. This debate and the studies concerned with

it have largely focused on the EFL classrooms. The advocates of the English-only policy have mainly argued that learning is determined by the quantity of exposure to the target language (TL), while the opponents of the English-only policy have argued that the use of L1 (the native language) facilitates learning and is supported by students.

2.3.1 The Grammar Translation Method

The view towards the use of L1 in the L2 classroom has taken several turns throughout the course of history. Hundreds of years ago, teaching a language by referring to the native language was the norm. This bilingual approach was known as the Translation Method (or the Grammar Translation Method). In this method, lessons are carried out in the native language of the students, vocabulary items are taught in the form of long lists, and lessons focus greatly on elaborate explanations of grammar, morphology and syntax and translating exercises. The translation method was originally used to teach dead languages, which explains why it focuses on written rather than oral forms of learning (Brown, 2006). Thus, during the years before the 19th century, it was universally accepted to rely on L1 to study L2 (Miles, 2004).

2.3.2 The Monolingual Approach

Towards the 19th Century, the translation method was largely criticized and fought (Khresheh, 2012). Emphasis of language learning shifted towards the spoken word, thus slowly reversing towards a monolingual approach. This approach was also strengthened by the influence of mass migration, colonialism and new research (Miles, 2004). The mass migration of people especially from Europe to America forced educators to shift their lessons from small translation-based classrooms to bigger ones, with students who have mixed L1 native languages (Hawks, 2001, p. 47). The only language they could use as the medium of teaching was the L2. British colonialism also reinforced the

monolingual approach because the English language became so dominant and perceived as superior that the use of other languages was viewed as something inefficient (Pennycook, 1994), shameful and worth punishment (Phillipson, 1992, p187). Moreover, many teachers themselves were monolinguals. This approach implicitly implied that native speaker teachers were better than non-natives.

Around a hundred years ago, the Direct Method of teaching emerged reinforcing the monolingual approach and advocating the exclusion of all L1 languages from the classroom (Harbord, 1992, & Pennycook, 1994). The direct method was based on the premise that the process second language learning was similar to first language acquisition (Miles, 2004). This means that language learning must focus more on oral interaction and less on grammatical analysis and translation. The Direct Method soon failed in the public education system (Brown, 1994, p44) and was discredited, but its influences lasted for a long time on the ESL/EFL classrooms.

Another advocate of the monolingual approach was Krashen. His studies promote maximum exposure to the target language. He stated that there was a direct relationship between comprehensible L2 input and proficiency (Krashen, 1985, p14). He even attributed failure in proficiency to the access that students have to their L1 in and out of class.

Gatenby 1950 (in Phillipson, 1992, p. 185) claimed that the target language should be the means for communication in the lesson in order to maximize exposure, and thus learning.

The Makere report in 1961 was also a step forward in the monolingual approach (cited in Miles, 2004). The five basic tenets that originated from this report held that:

1. That English should be taught in a monolingual context.

2. The ideal teacher is the native English speaker.
3. The earlier English is taught the better.
4. The more English used in the classroom during lessons, the better.
5. The use of other languages will make English standards drop (Phillipson, 1992, p185).

These tenets were described by Phillipson as the ‘five fallacies’ of modern English language teaching (Phillipson, 1992, p185) but their implications and influence have widely impacted EFL classes, even until today.

By the 1970s, the rise of Communicative Approach, incorporating these five tenets, dominated language teaching (Miles, 2004). It supported the English-only approach used in classes taught by native English teachers. Many advocates of this approach insisted on the exclusive use of target language (Wringe, 1989, p9) even when the reasons for using it remained unclear (Hawks, 2001, p47). Communicative researchers believed that the use of L1 interfered with L2 learning (Pacek, 2003), thereby hindering learning. This principle originated from the belief that L2 learning happens in a similar way to L1 acquisition (Phillipson, 1992, p191).

The English-only movement was influential even throughout the 1990s, especially when various national curricula in the UK established the target language as the mean of communication in class (Pachler & Field, 2001, p84). The various methods that emerged out of this movement include the Oral Approach, the Communicative Approach, the Audiolingual method, Suggestopedia, and the Silent Way.

According to Cook (2001a), (who does not support the Monolingual Approach), the strong support for the Monolingual Approach is usually supported by three main claims:

1. Learning a new language should model the learning of the native language. Thus L2 should be learnt similar to the way children learn a language: through maximum exposure, listening and copying.
2. For the learning to happen, L1 and L2 must be separated, because translation might encourage the belief that the two languages are equivalent, which is not the case. However, opponents of the monolingual approach argue that in order to understand the distinction between the two languages, explanation needs to be given in the L1. On the other hand, supporters of the monolingual approach claim that grammar can actually be taught using the target language, especially with the help of visual displays (Pachler & Field, 2001, p92).
3. Students will learn the importance of L2 if it is continuously used (Cook, 2001a, p. 412 & Pachler & Field, 2001, p. 86). However, this point is not in accordance with SLA (Second Language Acquisition) theories, which encourage modifying the input for the sake of learning (Polio, 1994, p156). This input modification often ends up in using the L1 (Weschler, 1997).

Finally, one area that strongly supports the monolingual approach is the existence of a multilingual classroom. In this case, the students do not have one common L1, and unless the teacher is capable of speaking all the native languages of the students, he/she is forced to use the L2 as the only means of communication (Miles, 2004).

2.3.3 Decline of Monolingual Approach

In recent years, the support for the monolingual approach has been declining. Many teachers and researchers have begun to advocate a bilingual approach to teaching that incorporates the use of L1 as a tool for teaching. Some have even claimed that L1 use is

necessary (Schweers, 1999). China and many other countries that have experimented with bilingual English classes are finding success (Zhou, 2003).

The effort to discredit the Monolingual Approach has focused on the following three points:

1. The Monolingual Approach's main problem is that it is very impractical (Phillipson, 1992, p. 191), partially because if the teachers are not extremely proficient in English, this can undermine their communication ability and thereby their teaching. Another reason is that if it reduces the performance of the teacher, this can create student alienation from the learning process (Pachler & Field, 2001, p. 85). Monolingual teaching is also inappropriate in many cases, especially when something is not being understood. This may create be a barrier and a source of tension between students and teachers (Pachler & Field, 2001, p. 86).
2. The Monolingual Approach' support to the idea that the native teacher is the ideal teacher, has been criticized by the fact that non-native teachers may possibly be better having gone themselves through the process of learning the L2, thereby acquiring the learner's perspective on learning the language (Phillipson, 1992, p195). Excluding non-native teachers from the language classrooms means refusing to use this valuable resource. Finally, there seems to lack scientific evidence support neither to the notion of native teachers being ideal (Phillipson, 1992, p195) nor to the notion of exposure alone being sufficient for learning.
3. This brings us to the third belief of the Monolingual Approach that claims that L1 should be excluded from learning because greater exposure to language leads

to learning. Research lacks evidence that teaching in the L2 directly leads to better L2 learning (Pachler & Field, 2001, p85). The quantity of exposure is surely important, but other factors also play a similar important role: the quality of the study material, the good training of teachers, and sound teaching methods (Phillipson, 1992, p210). Teaching using the target language surely has its benefits but teaching in the target language alone will not necessarily guarantee the learning (Pachler & Field, 2001, p101). Ellis (1994), Cook (2001a), Richards & Rodgers (2001) and Widdowson (2003) claim that although exposure to the target language can ensure success, the exposure may not work in every classroom.

It can be thus said that researchers have found that the practice of English-only is neither conclusive nor pedagogically sound (Auerbach, 1993, p15). In many cases it can even have a negative effect on the students' learning process as argued by Chaudron (as cited in Polio, 1994, p. 159). The findings presented in the following section here indicate that L1 use in the classroom can be effective, and is possibly necessary in some situations.

2.3.4 Support for the Bilingual Approach

Later on and recently, much research has been done on language code switching in the classroom and has mostly focused on (1) teacher learner interaction, (2) the influence of code switching on students' learning (see Kraemer, 2006; Macaro, 2001; Polio & Duff, 1994), and (3) patterns of teachers' code switching in foreign language classrooms (Greggio & Gill, 2007).

These studies have led to a recent belief held by a large number of researchers that the use of L1 may be an important resource and a useful tool in assisting teaching and

facilitating the learning process (e.g. Blackledge and Creese 2010; Butzkamm 1998; Chavez, 2002; Cook 2001a&b; Cole, 1998; Critchley, 1999; Schweers, 1999; Burden, 2001; Tang, 2002; Greggio & Gil, 2007) and that significant research and attention should be given to it (Atkinson, 1987, p241).

Many researchers have argued that English-only classrooms lead students to frustration when they do not understand the input (Brice & Roseberry-McKibbin, 2001; Lai, 1996; Widdowson, 2003).

Schweers (1999) reported that 88.7% of Spanish students who were studying English wanted L1 to be used in the classroom because it facilitated the learning. They reported wanting up to 39% of class time to be spent communicating in L1 (Schweers, 1999, p. 7). Other studies also reveal that students tend to prefer having teachers who understand their native language (Briggs, 2001, p. 1). It has also been shown that increasing the use of L2 instead of explaining something simply in the L1 is likely to produce a negative effect and increase the frustration of the learners (Burden, 2000, p6).

Tien and Liu (2006) show that students with low proficiency consider code-switching in class helpful to gain comprehension, particularly when the teacher provides equivalent comprehension or gives classroom procedures. Hobbs et al. (2010) compared the code switching behavior of native and non-native speaker teachers in Japanese language classrooms indicating that code-switching practices often differ substantially depending on the teacher's culture of learning.

The studies mentioned above assume that code switching must not be considered as a fault of the teacher but rather a strategy that must be carefully employed (Ahmad, 2009). Several studies add that code switching should be allowed when necessary with some learners and in certain learning situations (Schweers, 1999; Burden, 2001; Tang, 2002).

2.3.5 Functions of L1 Use

Supporters of the bilingual approach have often been criticized for trying to promote an exaggerated use of the L1 in the classroom (Miles, 2004). However, these researchers have clarified their view by showing the situations in which it should be used as opposed to situations in which it should not be used and revealing the functions and purposes of L1 use. These studies have revealed several positive and facilitating functions of code switching that have been approved by both the teachers and learners.

Humanistic views of teaching see that using the L1 allows students to slip sometimes comfortably into their mother tongue because it is important to express themselves while they are still learning (Miles, 2004). Surveys conducted by Bahous et al. (2014) revealed that students code switch to learn better. Furthermore, since they will naturally try to compare the L2 with their L1, trying to exclude L1 use will have a negative effect on their learning (Harbord, 1992, p. 351).

Mitchell 1988, surveyed teachers and saw that teachers viewed L1 use as acceptable mainly when explaining grammar, and also in other situations such as disciplining the students, giving out instructions for activities, and providing background information (Mitchell, 1988, p. 29). Other areas of L1 use have included eliciting language, checking for comprehension, giving out instructions and encouraging learners to cooperate with each other (Atkinson, 1987, p. 243). Harbord (1992) stated that the most important reason for using L1 in class is that it can save a lot of time and confusion. He deduced three reasons for using L1: facilitating communication, teacher-student relationships, and L2 learning (Harbord, 1992, p. 354). Cook (2001a) added that L1 should be used to transmit meaning, organize the class, scaffold learning concepts, and for cooperative learning (p410). Polio and Duff (1994) categorized the functions for which language

teachers employed code switching into: classroom administrative vocabulary, grammar instruction and classroom management. Kraemer (2006) examined the quantity and purpose of L1 use by five teacher assistants, and reported a "fair amount" of L1 use, particularly for the management of the classroom and for translation.

Although all these researchers have encouraged the use of L1 in the language classroom, many of them have cautioned against its overuse (Burden, 2000), in order to avoid creating an over reliance on it (Polio, 1994), oversimplifying the differences between languages, or creating laziness among the students (Atkinson, 1987). Still others have stated that the ratio of L1 to L2 does not necessarily lead to reliance on L1 nor to the acquisition of L2 (Chaudron, 1988, p124). Others have even shown that a frequent use of L1 at the beginning tends to give students way to English (Auerbach, 1993).

2.3.6 Eclecticism

It is widely argued today that there is no need to search for a best method because there can never be one method that suits all situations (Lewis, 1993, p189). Many methods and techniques fit in different teaching circumstances, and excluding the use of L1 greatly limits the number of methods available to teachers (Miles, 2004). That is to say, excluding the use of L1 may be positive in certain methods but on the other hand, that L1 use may be facilitative when the context requires it: learners needs, level of proficiency and cultural norms (Kresheh, 2012).

Therefore, although the Monolingual and Bilingual Approaches are supposedly very opposed to one another, we know that most teachers actually fall somewhere in the middle. They use the L2 but also use L1 when needed (Miles, 2004). However, studies show that most teachers face a sense of guilt when they use L1 in the classroom, (Mitchell, 1988, p28; Burden, 2000, p5) even when modestly used (Auerbach, 1999,

p14). They are afraid that it labels them as being lazy or unable to control their students (Burden, 2000, p5). This sense of guilt is probably due to the prevalence of the English-only ideology (Auerbach, 1999, p14), to the fear from falling into the translation method and to the absence of this topic in teacher training programs (Atkinson, 1987, p241; Hawks, 2001, p47).

In view of the different contradicting views and practices of the Monolingual versus Bilingual approach, this study attempted to investigate this issue in the Spanish beginner classroom in Lebanon, and answer the fundamental question: “Is teacher code switching in the language classroom a facilitating tool for the process of teaching and learning?” In this study, code switching is referred to as the alternation between the target language L2 which is Spanish and the native language L1 which is Arabic and English. All the participating students have Arabic as a native language and English as a second native language, with equal proficiency in both languages.

The next chapter introduces the methodology used to conduct this study.

Chapter Three

Methodology

3.1 Introduction

The main aim of this study was to explore teachers' and some students' attitudes and practices associated with code switching in the beginner Spanish class. The study also included an investigation on students' attitudes towards the subject, as this was found to have an effect on the results of the study. In this chapter I provide a description of the methodology. The mixed method approach was used for the study. Mixed methods is defined as the, "class of research where the researcher mixes or combines quantitative and qualitative research techniques , methods, approaches, concepts or language into a single study" (Johnson & Onwuegbuzie, 2004). The mixed methods approach is becoming increasingly prevalent in educational research because of the insight that is gained by joining the qualitative approach with the quantitative one (Auguste-Walter, 2011). In addition, many have claimed that the mixing of methods in a single study aids in highlighting several aspects of the phenomenon being investigated and provides, "a more holistic understanding of it, and resulting in better informed education policies" (Giannakaki, 2005, p. 323).

3.2 Research Questions

The following questions are addressed in the study.

1. What is the attitude of Spanish teachers regarding their own use of code switching in beginner classes?

2. What is the attitude of Spanish teachers regarding students' use of code switching in speaking?
3. What are the code switching practices of Spanish teachers in beginner classes?
4. What is the attitude of Lebanese students regarding the use of code switching in the beginner classes?

3.3 Research Context

The research context included the participants, the language teaching policies and the linguistic context which is Lebanon.

3.3.1 Participants

Teachers and students were both part of the study.

3.3.1.1 The Teachers

The investigation was made with 12 teachers of the Spanish language. They were selected using convenience-case sampling. They were all “accessible, easy to contact, and well-known [to us]” (Wellington, 2000, pp. 61-62). Their nationalities are as follows: one is Lebanese-Argentinian, one is Lebanese-Mexican, one is Spanish, one is Costa Rican, one is Venezuelan, one is Argentinean, one is French and five are Lebanese. All of them teach in different academic institutions across Lebanon: four of them teach in private universities, four of them teach in high schools and four of them teach in a private Spanish language institute. All are females except the Spanish teacher, who is a male. Most of them have been born and raised in a Spanish speaking country; others have spent some years there. Therefore, all of them have a high level of proficiency and an excellent command of the Spanish language. Their ages range between 30 and 50 years. Their teaching experience ranges from 3 to 11 years. All of

them speak or at least understand languages other than Spanish, like English, Arabic or French.

3.3.1.2 The Students

The investigation covered four sets of students in four different classrooms.

Classroom 1 was a beginner level Spanish class, located in a private university in Beirut.

The class took place during Spring 2013 and comprised 40 students: 25 females and 15 males.

Classroom 2 was an intermediate level Spanish class, located in the same private university in Beirut. The class took place during Spring 2014 and comprised 10 students: 7 females and 3 males.

Classroom 3 was a beginner level Spanish class, located in the same private university in Beirut. The class took place during Summer 2014 and comprised 18 students: 9 males and 9 females.

Classroom 4 was a beginner level Spanish class, located in a private Spanish language institute. The class took place during Summer 2014 and comprised 8 students: 4 males and 4 females.

All the students' ages ranged between 18 and 26 years. All of them were Lebanese. They all shared a common native language which is spoken Arabic, and a common acquired language which is English. For the purpose of the study, both Arabic and English will be referred to as L1.

3.3.2 Language Teaching Policies

To a great extent, the teachers' teaching methods are dictated by the teaching policies of the educational context where they teach. And since this study comprises three different educational contexts, it was important to know the policy of each institution towards the use of code switching. This information was gathered through section B of the questionnaire and through the informal conversations with the teachers. The results revealed diverse policies and attitudes. However, in most schools and universities, teachers stated that the administrations do not enforce any clear policies related to the teaching style of the teachers. They do not require the teachers to follow any specific code switching strategies. Some school teachers even showed discontent with the fact that their administrations are not involved and have no idea about what happens in class. Nonetheless, most university and school teachers claimed that despite the absence of a clear policy, they always try to maintain the use of L2 in class. On the other hand, the Spanish institute teachers claimed to have a clear language policy forbidding the use of L1 in the classroom. The institute teachers receive continuous formation about how their teaching strategies are supposed to be and about the importance of maximum exposure to the target language. Nevertheless, some of these teachers said that it is sometimes allowed to use the L1, but in rare occasions.

3.3.3 Linguistic Context of Lebanon

Lebanon is a highly multilingual society. In fact, multilingualism in Lebanon goes back to the time of the Phoenicians (Suleiman, 2003). Various civilizations have lived in Lebanon, and this has left a huge impact on the people. Arabic, French and English are the three main languages that make up the linguistic space of the Lebanese cultural scene. Having a good command of Arabic, French and/or English is common to find

among most literate Lebanese people. This can be noticed on the streets, in the workplace and in most places. Support for the French language is related to the belief that the Lebanese people have an identity that goes further beyond the Arab Orbit, and belongs to the sphere of western and non-Islamic Mediterranean culture (Suleiman, 2003). On the other hand, the spread of the English language is attributed to its expanded use in the global language of international relations and business.

In many of the Lebanese schools, children learn 2 or more languages from a very young age. In general, Lebanese people are proud of their multilingualism and code switching is very common in most informal conversations. They find it easy to move from one language to another, to find the right words they need to say.

This explains why many Lebanese people from all ages have great interest in learning foreign languages like Spanish, Italian, and Chinese. During the past 10 years, the demand for learning Spanish has tremendously increased in Lebanon. Every year, thousands of Lebanese students from all ages enroll in Spanish classes in universities and institutes.

3.4 Research Method

As mentioned previously, a mixed methods approach was used for the study, as it was found suitable to provide answers for the research questions raised.

Three methods of data collection were used:

- Questionnaires
- Semi-structured and focus group interviews
- Classroom observations

3.4.1 The Questionnaires

The questionnaires in this study were designed because they were considered to be a very useful tool in measuring attitudes and required information from the participants. Questionnaires are an inexpensive way to gather data from a potentially large number of respondents (Auguste-Walter, 2011). They cover the quantitative part of the study. The first questionnaire was addressed to the 12 teachers of our study (refer to appendix B for a copy of the teachers' questionnaire). It was used to elicit information related to the attitudes and practices of the teachers' code switching. Specifically, the questionnaires aimed to find out whether the teachers believed that code switching is a useful tool and how often they use it in class. The questionnaires also provided useful data on their views about the purposes for which code switching may be used in the classroom.

As mentioned previously, the investigation at first did not aim at including the students' attitudes. Later on during the research, it was found that the students' views about the subject would enrich the data, especially because teachers are usually affected by their students' opinions and attitudes. Therefore, another questionnaire was designed and pilot-tested to be addressed to students of beginner Spanish courses, in order to explore their views on code switching (refer to appendix E for a copy of the students' questionnaire). The questionnaire aimed specifically at discovering whether students believed that the teachers' code switching is a motivating and useful tool for them to learn Spanish.

3.4.1.2 Teachers' Questionnaires

The teachers' questionnaire was adapted from Auguste-Walter (2011) and modified and pilot-tested to fit the purpose of this study.

Section A of the questionnaire consisted of a cover letter introducing the researcher, the nature and aim of the study and the definition of code switching.

Section B consisted of a set of general information questions. It included questions about gender, nationality, age, experience, and education. It also included questions about the institution where they teach (school, university, language institute) and the policy of the institution regarding the use of the L1 in the classroom. These questions were purposely included because teacher attitudes vary according to their professional training, experience and most importantly the policy of the institution where they teach. These findings were important in considering what factors affect either positive or negative attitudes towards code switching.

Section C of the questionnaire consisted of a set of declarative statements that were designed to be answered by using a 4-points Likert-type scale. Participants were asked to indicate the answer that best described their attitude to each statement by stating whether they “strongly agree”, “agree”, “disagree” or “strongly disagree”. The statements in section C were divided into Part 1 and Part 2. The statements in Part 1 were designed to answer the first and third research questions:

What is the attitude of Spanish teachers regarding code switching in teaching speaking in beginner classes?

What is the attitude of Spanish teachers regarding students' code switching in speaking?

The statements in part 2 were designed to answer the second research question:

What are the code switching practices of Spanish teachers in beginner classes?

Section D of the questionnaire consisted of 2 multiple-choice questions where the participants had to indicate the specific contexts where they thought it is acceptable for teachers and students to code switch, and add more examples if needed.

This questionnaire (specifically sections C & D) focused mainly on the opinion of teachers' regarding the use of code-switching in the beginner Spanish classroom, the actual practices of teachers regarding code switching, the effect code-switching on the process of teaching and learning and the various situations the participants think that code-switching can be beneficially used.

The answers collected from sections C and D were operationalized into four areas of focus: attitude toward teachers' use of code switching, attitude towards students' use of code switching, personal practice and personal knowledge. A thematic analysis approach was undertaken to categorize the items of the questionnaire: the data was specifically collected for this study, coded and developed into themes. The development of themes provided "an accessible and theoretical approach to analyzing" (Braun & Clarke, 2006, p. 77) the qualitative data, and aided in the interpretation of the different aspects of the research. Table 1 below presents a description of the categories of the questionnaire items.

Table 1

Four main areas of focus in teachers' questionnaire

Area of focus	Item Number	Number of Items	Sample Item
Personal Knowledge	C.12,13,16,17	4	I want to learn more about code switching so I can assist my students more effectively.
Attitude towards self-use of CS	C.1,5,6,7,8,9,10,11	8	Saying some words in L1 can save a lot of time and energy in a beginner's class

Attitude towards students use of CS	C.14,15,18,19,20,21	6	It is acceptable if a student code switches during oral expression as long as he/she is able to express himself/herself.
Personal Practice	C.2, 3, 4. D.1,2	5	I sometimes code switch during my instruction because it helps students understand the lesson/concept being taught.

3.4.1.2 Students' Questionnaire

The students' questionnaire also consisted of a set of 12 declarative statements that were designed to be answered by using a Likert-type scale. Students were asked to indicate the answer that best described their attitude to each statement by stating whether they “strongly agree”, “agree”, “disagree” or “strongly disagree”. These declarative statements were designed to answer the fourth research question:

What is the attitude of Lebanese students regarding the use of code switching in the beginner classes?

The students' questionnaire was performed with 2 sets of classrooms in 2 different educational institutions: a university and a language institute. It was distributed during the last weeks of the courses. It focused on the impact of the teachers' codes switching on the students' motivation and ability to learn Spanish, and on their personal preferences regarding the use of teachers' code switching throughout the semester.

3.4.2 The Interviews

In order to cover the qualitative part of our study, the participating teachers were interviewed about their attitudes and practices regarding the use of code-switching in the classroom. Since the main focus of our study was to investigate the views and practices

of teachers, the interviews were conducted with the teachers only. These interviews were valuable in obtaining further information on teachers' attitudes, knowledge, and personal practices in regard to code switching in the classroom. Eight of the teachers were interviewed using semi-structured interviews. The remaining four teachers were interviewed using a focus group interview. Two of them were university teachers and two others were school teachers. The focus group interview had the same goal like the semi-structured interviews, however, the interaction between school teachers and university teachers in the focus group interview provided more insight on the similarities and differences of the use of code switching in the different educational settings.

All the interviews (see appendix D) were designed to cover the first three research questions of the study.

All the interviews were audio-recorded and transcribed.

3.4.3 Classroom Observations

In order to identify the practices of teacher's code-switching, four of the participating teachers' classes were observed through non-participant observation. Nonparticipant observation is a data collection method where the researcher enters into a certain social context to observe behaviors and interactions with the aim of understanding them in their natural context (Liu & Maitlis, 2010). This kind of observation was seen to fit the purpose of the current study, as it creates a distance between the researcher and the participants, thus minimizing the risk of affecting the participants' behaviors.

Each classroom was observed three times throughout the semester. As the observer, I sat at the back of the class the entire class time, making comprehensive field notes. These notes mainly focused on the instances when code switching was used: how often and for what purposes. The notes also focused on the interaction between the students and the

teacher. Therefore the purpose of the classroom observations was to answer the third research question:

What are the code switching practices of Spanish teachers in beginner classes?

3.5 Data Collection Procedures

During the research, I was fortunate to assist in a series of training workshops for Spanish teachers in Lebanon. This is where I met all the participating teachers of the study. All the teachers willingly used part of their break time or extra time after the workshop to have the interviews conducted. Also, many of them took the time to fill out the questionnaire during the break time; others took it home and gave it back to me during the following training session.

It must be noted that the interviews were also transcribed while out in the research field, in order to provide the participants with an opportunity to comment or alter any statement they made.

The students' questionnaire was performed during the class time. The teachers willingly offered 10 minutes of the class time to let the students fill out the questionnaire.

3.6 Research Quality

It was a necessity and an obligation to maintain quality in educational research throughout the research process. Consequently, the following elements were considered in order to maintain the quality of the study: triangulation, validity and reliability, trustworthiness and ethical considerations.

3.6.1 Triangulation

It has been recognized that data triangulation is one of the best approaches to improve the validity and reliability of research, especially in mixed methods studies (Auguste-

Walter, 2011). The process of using and relating several sources of data is an effective strategy in ensuring that data is valid and reliable (Mertler, 2009). Relying on one method of data collection may bias the research or provide a different picture to the researcher of the facts and figures under investigation. Thus, triangulation in this study was established through three instruments: questionnaires, semi-structured and focus-group interviews and classroom observations. The results of these instruments were categorized and compared to each other.

3.6.2 Validity and Reliability

According to Cohen et al. (2007, p. 133), “validity is an important key to effective research. In positivist educational research, any data gathering method is considered valid if it collects the data it purports to collect (Bell, 2009) and the analysis can confirm or refute the hypothesis. If a piece of research is invalid then it is worthless”. In addition, valid research is “plausible, credible, trustworthy and, therefore defensible” (Johnson & Christensen, 2000, p. 207). Hence to provide validity, this research relied on the mixed method approach and on triangulation, since this provided the opportunity to shed the light on divergent views.

Most researchers believe that validity and reliability are intertwined. Lincoln and Guba (1985) state that, "since there can be no validity without reliability, a demonstration of the former [validity] is sufficient to establish the latter [reliability;]" (p. 316). Reliability as defined by Bell (2005) is “the extent to which a test or procedure produces similar results under constant conditions on all occasions” (p. 117). To achieve reliability the information received must be “consistent, accurate, precise and dependable” (Auguste-Walter, 2011). Prior to the survey, the teachers’ questionnaire was pilot tested by a masters’ level classroom at a private American university in Beirut. It was translated

into Spanish and was reviewed by two Spanish language experts: Maria Pilar Galvan from Mexico and Eliana Esmeralda from Colombia. As for the students' questionnaire, it was pilot-tested by my own beginner Spanish students at university. Thus, reliability was achieved in our study through continuous proofreading by several readers, pilot-testing of all the questionnaires in similar educational settings, and regular transcription and rechecking of the data.

3.6.3 Approval and Ethical Considerations

Before going out into the field, I was guided by ethical principles that meet the requirements of the educational institution to which I belong: the Lebanese American University, LAU.

Hemmings (2006) explains:

Education researchers are to respect the 'rights, privacy, dignity and sensitivities of their research populations and also the integrity of the institutions which research occurs', and protect human subjects by maintaining confidentiality, obtaining informed consent and adhering to IRB policies and procedures. (p. 12)

Therefore, before going out into the research field, I sought approval from LAU and obtained an official letter of approval. After my research proposal was approved, I made all the arrangements with the different participating universities and institutes to show them the letter of approval and receive consent to carry out the investigation. Afterwards, consent was sought from all the participating teachers and students. They all willingly agreed to be part of the study. Administrators, teachers and students were all fully informed about the purpose of the questionnaire, interviews and observations. They

were given the opportunity to ask questions regarding any issue related to the study. They were also informed that they could withdraw at any time during the data collection process.

The next chapter will present the findings of the research.

Chapter Four

Findings

4.1 Introduction

This chapter presents the findings derived from the different methods of data collection used for the study. The major aim of this research was to examine teachers' attitudes and practices associated with code switching. The research also aimed to identify students' views and opinions on the use of code switching in the classroom. This was done through a questionnaire distributed to two classes in different educational settings.

Given the aims of this research, the teachers played the major role in the findings, while the students played a secondary role. Data was obtained from interviews, questionnaires and observations; and was categorized into themes. This provided comprehensive knowledge and a fuller view of teachers' attitudes and beliefs regarding their own use of code switching and their students' use of code switching.

The categorized data that resulted from the study is presented below.

4.2 Investigation with the teachers

4.2.1 Teachers' Interviews

The procedure for analyzing the interviews was first transcribing the recorded audio. The transcriptions were exactly as spoken by the participants in Spanish. Then the transcribed texts were compared with the notes that were taken during the interviews, to guarantee the coherence of the main ideas. After transcription, they were translated into English using back-to-back translation. All this was done to ensure the validity of the data.

4.2.2 Teachers' Questionnaires

The questionnaires were distributed to 12 teachers who were participating in training workshops for Spanish teachers in Lebanon, in November 2013. All the questionnaires were returned to me on schedule. The survey consisted of a number of statements related to attitudes and beliefs about the use of code switching. Section A consisted of a cover letter and section B consisted of a set of general information questions. Section C consisted of a set of declarative statements. The answers were based on a 4-points Likert-scale where they choose the answer that most describes their attitude. In section D, they were asked to tick all the answers that correspond to the contexts in which they thought code switching is considered acceptable.

4.2.3 Classroom Observations

Each of the four classrooms was observed 3 times throughout the semester. The comprehensive notes were later transcribed and organized to fit the categories of the research. The aim of the observations was to provide a real image of code switching practices in beginners' classrooms.

4.3 The Areas of Focus

The data that was collected from the interviews, questionnaires and classroom observations corresponded to four main areas of interest: personal knowledge, attitude towards teacher's code switching, attitude towards students' code switching and practice.

1. Personal Knowledge: Teachers' linguistic awareness of the importance of the use of the L1 and L2 in teaching a foreign language.

2. Attitude towards teacher's code switching: The teachers' opinion and views concerning their own use of code switching during teaching.
3. Attitude towards students' code switching: The teachers' opinion and views concerning the students' use of code switching in oral and written expression.
4. Practice: The specific instances when teachers actually code switch in class and the reasons behind them, and the manner they deal with students' code switching.

The data related to these areas of focus enabled me to answer the following research questions:

1. What is the attitude of Spanish teachers about code switching in teaching speaking in beginner classes?
2. What is the attitude of Spanish teachers regarding students' code switching in speaking?
3. What are the code switching practices of Spanish teachers in beginner classes?

4.3.1 Teachers' Personal Knowledge

4.3.1.1 Code switching: what it means to teachers

To some of the participating teachers, the term 'code switching' as a keyword was unfamiliar at the beginning. However, the subject was an issue of high interest for them because they face it daily in their teaching. Fortunately, code switching was tackled at various times in our training sessions and this made teachers more familiar with the term. It is referred to in Spanish as '*cambio de código*'. Moreover, all the participating teachers learned more about code switching through the informal conversations with me and from the cover letter which accompanied the questionnaire.

Finally, in the questionnaire, the majority of the teachers answered that they are interested in learning more about code switching so that they can assist their students more effectively.

Table 2

Teachers' responses concerning learning about code switching

Item (s)	Frequency of teachers' responses			
	SA	A	D	SD
13. I want to learn more about code switching so I can assist my students more effectively.	4(33%)	6(50%)	2(17%)	0

4.3.1.2 Knowledge of the L1 and the use of L1 and L2 in teaching

During the interviews, all the teachers without exception indicated that possessing native or acquired languages that belong to Latin such as English and French is an advantage and disadvantage at the same time. On the one hand it is an advantage because of all the common structures, vocabulary found in most Latin languages. This makes learning Spanish easier, especially at the beginning, because the L1 (being English or French or Italian) serves as a base for recognizing the words and sentence structures of Spanish. However, according to the teachers, possessing the L1 proves to be disadvantageous at other instances because the students can fall in a lot of confusion comparing both languages and transferring their knowledge from L1 to L2.

Furthermore, in the interviews most of the teachers emphasized the importance of the L2 in teaching. *"It's fundamental because it makes the students accustomed to use the target language when addressing the teacher"*, indicated one of the Spanish institute teachers. Another school teacher stated: *"It is important for the students to get acquainted with the language from the very first day"*. All the teachers agreed that

Spanish is definitely the main language to be used. Because Spanish is the objective, it also has to be the means.

In the questionnaire, this idea was confirmed. 92% of teachers agreed that learning is determined by the amount of exposure to the L2. Besides, most teachers agreed that an ideal beginner's Spanish class is one in which L2 is exclusively spoken.

Table 3

Teachers' responses concerning the use of L2

Item (s)	Frequency of teachers' responses			
	SA	A	D	SD
12. Learning is determined by the amount of exposure to the target language.	5 (42%)	6 (50%)	1 (8%)	0
6. An ideal beginner's Spanish class is one in which L2 is exclusively spoken.	4 (33%)	5 (42%)	1 (8%)	2 (17%)

4.3.1.3 Code switching as related to the language policies

The language policies related to code switching differ in the different educational contexts where the 12 participating teachers teach Spanish. In section B of the questionnaire, the teachers were asked about the language policy of their teaching departments concerning the use of code switching in the classroom. Three main contexts were identified: schools, universities and language institutes. The answers revealed that most school and university administrators do not impose a certain policy about the use of the L2, and they do not interfere much with the teaching methods that the teachers use. One school teacher mentioned in the interview that in many schools the books that are used for teaching Spanish are based on a translation from French. Therefore, this is a direct message to the teachers encouraging them to use the L1 (which is French in this case) in teaching. Another university teacher mentioned that the education department

implicitly requests flexibility in dealing with new students who have never been exposed to Spanish before. *“Facing a Spanish speaking teacher who does not utter a word of English may make most of the students frustrated and drop the course from the very first days of classes”*.

In the private Spanish language institute, the language policy is clear and strict: L2 is to be exclusively used in class and at all times. By no means is the teacher allowed to translate or give hints in other languages. Teachers who belong to this institute indicated repeatedly that they always try to make their messages and sentences clear by rephrasing, using gestures, body movements, sounds, pictures, sketches... One teacher stated: *“It’s crucial [the use of L2] because it is the target language. If the student listens to Spanish, he/she will learn more Spanish. If he listens to French, he will receive clues. What will these serve him for”?*

In the questionnaire, the answers related to the policies of code switching varied.

Table 4

Teachers’ responses concerning language policies

Item (s)	Frequency of teachers’ responses			
	SA	A	D	SD
16. Language policies should incorporate the use of L1 so that teachers will deal more effectively with code switching in their students.	1 (8%)	6 (50%)	4 (33%)	1 (8%)
17. There should be more acceptance towards the students code switching because it can be positively used.	0	8 (67%)	3 (25%)	1 (8%)

Not all teachers indicated that there should be any change in language policies. This is probably because most teachers in schools and universities are not obliged to follow any language policy. However, most teachers agreed that there should be more acceptance towards students' code switching because it can be positively used.

4.3.2 Attitudes towards teachers' code switching

All the interviewed teachers asserted that it is utterly important that the main language of teaching be Spanish. However, when it comes to code switching, most teachers agreed that although it recommended avoiding it, it is inevitable. In particular but very limited instances, they find themselves obliged to use the native language. These instances include explaining a certain word after having explained it in many times Spanish but the students still do not understand. School and university teachers also admitted referring to code switching in order to save time for more important things (this is discussed more in section 4.3.2.1 below).

(University teacher 1): *"I have taught in three different educational settings. In university and high school, I found myself obliged to code switch, but in the Spanish institute never. The reason is because in university and high school they are short classes of 40 to 50 minutes, and code switching saves your time. You cannot waste 10 to 30 minutes explaining a certain expression or term. You have to use the native language to facilitate a certain process or activity. In the Spanish institute you have all the time you need, and you have small groups of 10 to 12 students which you can perfectly control. Therefore, you can explain what you are trying to say in a way or another, and make your message go through perfectly so that they could understand."*

Furthermore, the setting plays a big role. I've had the same students attend Spanish course in university and later in the institute and I've noticed quite a difference in their attitude. In university, they always asked for translation and never participated in class. These same students became quite active in the institute and accepted to abide by the no-code switching policy!"

(Institute teacher 1): "My experience is that students jump faster into the Spanish language when the teacher uses the L1. I have had experience with more than 10 classes where I taught Spanish exclusively and I have observed that it takes much more time for students to jump into the language. I believe it's very important for students to feel at ease and to have the chance to get their words translated. It usually take 3 to 4 classes of code switching at the beginning of the semester, not more. Later during the course, I do not accept any more code switching in class. But it all varies depending on the group of students."

(School teacher 1): "In a school setting, code switching is often a must because they often give me a class with 30 students having different levels of Spanish! Many of them take the course because they are dispensed from learning Arabic. Their only aim is to pass the class in order to graduate. Others take the course to be with their friends and enjoy their time... all having different aims except learning Spanish, which complicates the work so much! This is the fault of the school administration that does not understand the bases for operating a good language class. Therefore, having only 50 minutes, I find myself obliged to translate".

In the questionnaire, the teachers were asked whether it was possible or difficult to teach a Spanish class using Spanish exclusively. The answers varied concerning the difficulty; however, most teachers noted that it is a possible thing.

Table 5

Teachers' responses concerning the exclusive use of the L2

Item (s)	Frequency of teachers' responses			
	SA	A	D	SD
1. It is very difficult to teach a beginner's Spanish class using Spanish exclusively.	0	6 (50%)	4 (33%)	2 (17%)
7. It is possible to teach a beginners' Spanish class using Spanish exclusively.	3 (255)	6 (50%)	1 (8%)	2 (17%)

In the interviews this point was better clarified. Most teachers answered that it is difficult but possible and recommended to teach using Spanish exclusively. Some teachers noted that this is the target language and therefore it must be the only language used. Other teachers indicated that using Spanish exclusively requires more patience and time but that it is the best method. However, several university and school teachers noted that this depended on the place where Spanish was taught. A teacher explained that in her university context, she is obliged to resolve many administrative and discuss various issues with the students in English, not in Spanish. Another school teacher admitted that her teenage students cannot survive a whole class in Spanish; they get so lost and frustrated!

Further questions were raised in the questionnaire, to investigate more on this point. The results are shown in the table below:

Table 6*Teachers' responses concerning their use of the L1*

Item (s)	Frequency of teachers' responses			
	SA	A	D	SD
5. The use of the native language L1 facilitates learning and is a support for students.	1 (8%)	5 (42%)	5 (42%)	1 (8%)
8. Saying some words in L1 can save a lot of time and energy in a beginner's class.	3 (25 %)	6 (50%)	3 (25 %)	0 (0%)
9. Saying some words in L1 decreases the frustration of students in a beginner's class.	2 (17%)	7 (58%)	2 (17%)	1 (8%)
10. Teachers' code switching impacts negatively on students' acquisition of Spanish.	1 (8%)	2 (17%)	7 (58%)	2 (17%)
11. I believe code switching can be used positively to teach a beginner's class.	0 (0%)	8 (67%)	3 (25 %)	1 (8%)

The majority of the participating teachers (75%) agreed that saying some words in L1 can actually save a lot of time and energy and that saying some words in L1 decreases the frustration of students in a beginner's class. Furthermore, the majority (75%) denied that teachers' code switching might have a negative impact on students' acquisition of Spanish. Finally, 67% of the teachers agreed that code switching can be used positively to teach a beginner's class.

In the interviews, the teachers were asked whether they believed code switching to be more acceptable in beginning levels than in more advanced levels. Most teachers agreed that there has to be more flexibility with code switching in lower levels. The teachers' answers were as follows:

(School teacher 2): *“yes, because in a more advanced level, they would have a richer vocabulary”*.

(University teacher 3) *“[code switching] is more acceptable with beginners because more advanced students have a larger repertory of vocabulary in Spanish”*.

(Institute teacher 4): *“[code switching] can be considered more acceptable and justifiable in beginner levels because it is the first contact of the students with the language. However it is vital to use the L2 from the very beginning”*.

(Institute teacher 2): *“Yes, because in this case the students do not have enough tools. In a more advanced level, the students have a wider understanding of the language and therefore there has to be less referral to code switching”*.

However, a few teachers categorically refused, stating that the teachers must not let the students get used to referring to the L1 from the very beginning:

(Institute teacher 3): *“I disagree! Code switching accustoms the students to refer to a comfortable resource that substitutes their use of other cognitive methods to understand the message”*.

4.3.2.1 Teaching Instances when Code Switching is Acceptable

During the interview, teachers were asked about the teaching instances when they believed that using code switching is most effective and when is it least effective. The most recurrent answer was that code switching is most effective when it is a matter of time. Most university and school teachers stated that their 50-minute sessions are quite

brief, and that time is their biggest constraint. For this reason, they find themselves obliged to refer to the L1 to explain a certain keyword, concept or to give instructions.

(University teacher 2): “[Code switching] *can be used from time to time in order not to lose a lot of time explaining a certain word or expression*”.

(Institute teacher 2): “*Sometimes it is tolerable to yield to code switch in order to translate a certain word if its explanation in Spanish is complicated or to save time.*”

In the questionnaire, the majority denied the fact that they code switch only to maintain order in the classroom.

Table 7

Teachers’ responses concerning language policies

Item (s)	Frequency of teachers’ responses			
	SA	A	D	SD
4. I only code switch to maintain order in my classroom.	1 (8%)	3 (25%)	6 (50%)	2 (17%)

In section D, the teachers indicated the contexts or teaching instances when they thought that code switching is most acceptable. The results came as follows:

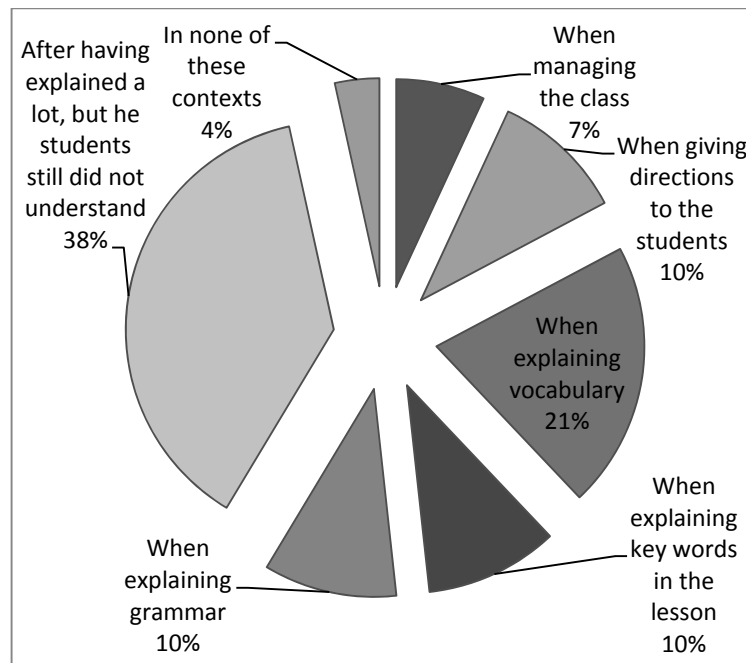


Chart 1: *Instances when teacher's code switching is acceptable*

As seen in the chart, teachers believed that the instance when code switching is most acceptable is when the teacher has already explained a certain word or idea several times but the students still haven't understood.

4.3.3 Attitudes towards students' code switching

In the interviews, the participants were asked about the importance of having the students speak L2 only in class. The teachers all agreed that it is utterly important for students to always speak in Spanish.

(School teacher 3): *"They have to do the effort to be able to progress"*.

(University teacher 4): *"It's important for students to address each other in Spanish so that they would get accustomed to the language"*.

(Institute teacher 2): *“It’s elementary, at least in the public interaction with the teacher and in the oral exercises”*.

(Institute teacher 3): *“Speaking Spanish exclusively permits them to practice the language because outside the class they do not have many opportunities to learn it. In class, they would learn from their friends’ mistakes”*.

In section C, part 2 of the questionnaire, the teachers responded to a series of questions regarding students’ code switching. The majority of the teachers regarded students’ code switching as acceptable, being a normal part of the process of learning. However, question 18 revealed a contradictory answer, where most teachers agreed that code switching has a negative impact on students’ acquisition of Spanish. This point was better in the interviews. However, this contradiction could also reveal that teachers are against the abuse of students’ code switching because it can have a negative impact on their acquisition of Spanish.

Table 8

Teachers’ responses concerning students’ code switching

Item (s)	Frequency of teachers’ responses			
	SA	A	D	SD
14. It is acceptable if a student code switches during oral expression as long as he/she is able to express himself/herself.	0 (0%)	8 (67%)	4 (33%)	0 (0%)
15. Students’ code switching impacts negatively on students’ acquisition of Spanish.	0 (0%)	9 (75%)	3 (25 %)	0 (0%)
18. I regard code switching as a normal part of the process of learning Spanish.	0 (0%)	9 (75%)	2 (17%)	1 (8%)
19. I am pleased that they are able				

to use their mother tongue to help them express their intended meaning.	0 (0%)	9 (75%)	2 (17%)	1 (8%)
21. It is less acceptable for students to code switch in higher levels than in lower levels.	2 (17%)	7 (64%)	2 (17%)	0 (0%)

4.3.4 Practices

4.3.4.1 Results from the questionnaires and interviews

This section presents the teachers' responses from the interviews and questionnaires regarding their actual code switching practices.

Teachers' practices regarding their own use of code switching

In general, the teachers stated that they always try to avoid code switching in their teaching, but many of them admitted that at very few times they do actually code switch.

(Institute teacher 4): *"I speak in L2 exclusively, as much as possible. I am not claiming a 100%. But personally, I do not fear having the class laugh at me. I do all the gestures and the sketches needed on the board, and I move in class so that the students understand"*.

(School teacher 3): *"I try to avoid it. There are situations when there is a need to use it. But they are very limited situations. In general, one has to avoid code switching"*.

(University teacher 1): *"Having taught in three different educational settings, I practiced code switching differently in every context: In university, the students in a class are usually homogenous (same Spanish level, background, motivation...). Therefore, it is easy to give a Spanish class without translation. However, the classes are short, and*

they are usually classes of 20-25 students. Therefore I think most teachers code switch to save time. Nevertheless, the students are so lazy! 'Why make the effort and try to understand what the teacher is saying if she is able to translate?' They keep on requiring explanations and translations, which prohibits me from freely expressing myself in the target language.

In the private institute, I have all the time needed to explain everything in L2. I never code switch, not even in the first few classes. But you have to see their faces on the first day of class! They get so panicky when the teacher enters and starts addressing them in Spanish. It's horrific for them! This is why there are certain ways to address them, to help them start assimilating and understanding the basics. I always explain myself through gestures, pictures, songs and even through dancing! I do everything except for translating or having this habit of always using the L1.

In a school setting, I often code switch to save time and to prevent the students from getting lost. I think that this practice serves this context, but it is not effective in itself. After more than 20 hours of Spanish, the students keep addressing me in French! They are lazy, and they know that I understand their native language."

In the questionnaire, the teachers were asked again whether they actually code switch in their teaching to help the students understand a certain concept. The majority agreed. The teachers were also asked whether they code switch more than they actually want. 5 teachers agreed and 7 teachers denied.

Table 9*Teachers' responses concerning code switching practices*

Item (s)	Frequency of teachers' responses			
	SA	A	D	SD
2. I sometimes code switch during my instruction because it helps students understand the lesson/concept being taught.	3 (25%)	6 (50%)	1 (8%)	2 (17%)
3. I find myself code switching more than I actually want to.	2 (17%)	3 (25%)	5 (42%)	2 (17%)

Finally, in the interviews the teachers were asked if they felt uneasy when they have to code switch during instruction. All the answers were negative. None of the teachers admitted feeling uneasy when obliged to code switch. However, there was a general agreement that this was to be used as the last way out.

Teachers' practices regarding students' code switching

In the questionnaire, when the teachers were asked about their reactions to students' code switching, half of them responded that they give positive encouragement to their students when they code switch, and they use this occasion as a learning opportunity while the other half responded the opposite.

Table 10*Teachers' reactions to students' code switching*

Item (s)	Frequency of teachers' responses			
	SA	A	D	SD
20. When students code				

switch, I give them positive encouragement and use this occasion as a learning opportunity for all students.	0 (0%)	5 (42%)	6 (50%)	1 (8%)
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In the interviews, this point was better clarified. All the teachers explained that when their students code switch, they insistently encourage them to express themselves in Spanish. The teachers' answers were as follows:

(School teacher 1): *“To me, this does not represent any problem but I push them to express their ideas in the target language”.*

(School teacher 4): *“If they speak in L1, I motivate them and I require them to speak in Spanish”.*

(University teacher 4): *“My students in university do not usually speak Spanish”.*

(Institute teacher 2): *“It all depends on the type of activity that is done and its aim. If it's written expression, they can speak in L1 because the objective is to have text written in L2”.*

(Institute teacher 4): *“When they don't encounter their words, I let them use certain words in their native language. When they code switch, I try to reformulate the sentence; I try to make them turn around again and again so that they would say the sentence in Spanish. I also try to guess what they're trying to say by giving new vocabulary or by drawing pictures on the board”.*

(Institute teacher 3): *“If they code switch in a conversation with me, I ignore their messages in L1. If they code switch in an oral activity in class, I call their attention”.*

Instances when students' code switching is acceptable.

In section D of the questionnaire, the teachers were asked to mark the contexts when they believed that it is acceptable for students to code switch. The answer with highest frequency was 'oral expression with the class'. However, the teachers were asked to indicate more contexts where students' code switching is considered acceptable. The additional answers included instances when the students are totally confused and there is no more time; and when the students are interacting together to solve a written exercise.

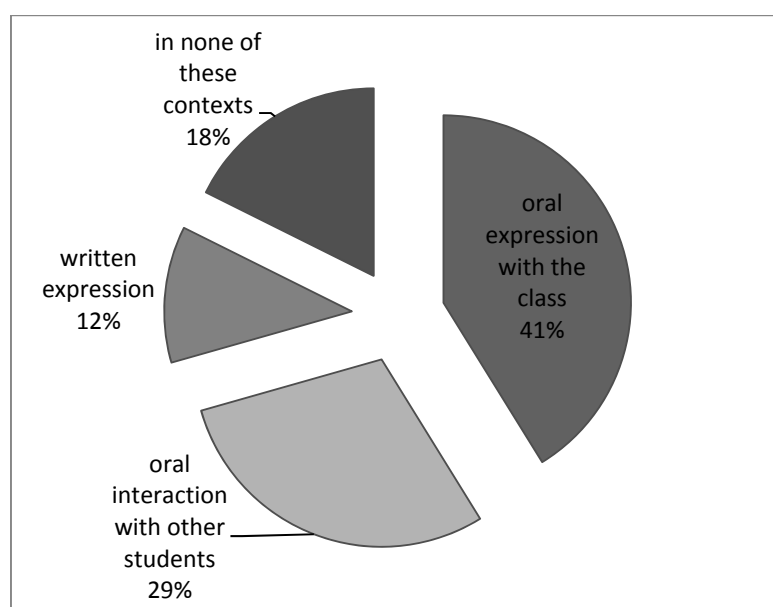


Chart 2: *Contexts where students' code switching is acceptable*

4.3.4.2 Results from the observations

Because the focus of this study was to investigate code switching practices in beginner Spanish classrooms, it was important to observe the teachers while teaching. This was done to discover the code switching instances and their frequency along the course.

Observation was also important to reveal the interaction between the teacher and the students and the instances when students code switched.

Classrooms 1 & 2: Comparison between Spanish I and Spanish II

Both classrooms 1 and 2 were part of the Spring semester, where each class is a 50-minute session.

Classroom 1 (Spanish I) was a very chaotic classroom. The teacher was hardly able to control her 40 students. She got frustrated most of the time and kept demanding the students to maintain the order. She tried her best to use Spanish most of the time, but found herself obliged to use Arabic to manage the class, maintain discipline and even explain the material. The students seemed not to care. They revealed no seriousness about the course and no motivation to learn Spanish.

Classroom 2 (Spanish II) was just the opposite. With only 10 students in class, the teacher started every class with an informal conversation where both the teacher and students were able to communicate in Spanish. The students appeared very serious and motivated, and they seemed to understand the teacher quite well in Spanish. However, while the teacher maintained her use of Spanish most of the time, the students frequently used L1 (Arabic or English) to address the teacher. Whenever they asked questions in L1 the teacher replied in Spanish. At certain times, the teacher also answered in L1.

- Example 1: Teacher code switches to English to explain a certain phrase. (She repeats the same phrase in English and Spanish for clarification)

Teacher: '*Intention to do something*, intencion para hacer algo'

- Example 2: Teacher code switches to Arabic to break the ice/ to make a joke

Teacher: '*Yalla, badna njawwezkon!*'

- Example 3: Intra-sentential code switching of the teacher

Teacher: (While explaining a certain verb) '*hayda verbo irregular*'.

- Example 4: Students addresses teacher in Arabic and teacher replies in Arabic

Student: '*Teb miss kif mna3ref aymata men7ott ayya 7aref*'?

Teacher: '*le2enno hayda verbo iregular*'

Classrooms 3 & 4: Comparison between two Spanish I summer courses

Both classrooms 3 and 4 were beginner Spanish courses given during the summer semester. Classroom 3 was in a private university. It had 18 students and its class time was 2 hours with a 10-minute break. Classroom 4 was in a Spanish language institute. It had 9 students and its class time was 2.5 hours with a 15-minute break.

During the first two to three sessions of classroom 3, the teacher's main language was Spanish. However, she used code switching during the most of the class time: to manage the class, maintain order, explain new words, translate vocabulary and phrases, and answer the students' questions.

A. Examples when the teacher code switches to manage the class

1. Teacher: '*Beddi 7el ma3kon exercise w ma ma3kon el kteb*'!
2. Teacher: '*Ahora podeis hacer la carta.(Now you can write the letter). Kel wa7ad yektob 3an 7alo*'!(*Let every student write their own letter!*)

3. Teacher: '*Mesh 3am besma3ak 7abibe, 3alle sawtak*'. (I can't hear you dear; higher your voice).

B. Examples when the teacher code switches to maintain order

1. Teacher: '*Tamara! Ma tettalla3i fiha! Ttalla3i fini ana*'! (Tamara! Don't look at her! Look at me!)
2. Teacher: '*Shou 3am ta3mol Elie*'! (What are you doing Elie!)
3. Teacher: '*Samer shou 3am ta3mol? 3am tel3ab bel telephone! Leish bet7ebbo el telephone hal 2add?! Bedde 2a3ref shou fihon hal telephonet*'! (Samer what are you doing? Are you playing with your mobile? Why do you people love mobiles that much?! I want to know what's so interesting in them!)

C. Examples when the teacher code switches to translate words or expressions

1. Teacher: 'Los dias de la semana son siete. ¿Qué significa días?'
Students: '*Days*'
Teacher: '*Days! y semana?*'
Students: '*Week*'
2. Teacher: '¿Que significa 'las patas del gato? (and she answers) '*2ejren el bseyne*'.
3. Teacher: 'Que es el verbo tengo? (and she replies) Es el verbo *to have* o el verbo tener'.
4. Teacher: 'Usted *hiye 7adertak, for respect*'
5. Teacher: '*See you soon ya3ne* (means) hasta pronto'

D. Examples when the teacher code switches to ask questions

- a. Teacher (after listening to a certain student): '*Enta deres espani men 2abel?*'

- b. Teacher: ‘¿Es fácil o difícil? (She is asking the students whether they found the reading material easy or difficult) – and she continues: *bas eno el wa7ad fi ye2ra*’.

The students appeared to be at ease with the teacher and quite involved in the class. They were all willingly participating in the exercises and activities. However, they were constantly addressing the teaching in Arabic or English. The teacher replied most of the times in Spanish. Often, she tried to explain certain phrases in Spanish using gestures. For example, she explained ‘los dedos de la mano’ (the fingers of the hand), raising her hand and moving her fingers.

During a discussion with the teacher after the second class about her use of code switching, she noted: *“On the very first day, I tried to address the students purely in Spanish. I was faced with blank expressions and lost faces. I felt like I was losing them. So I decided to use L1. I was obliged to.”*

Towards the end of the semester, there was an obvious decrease in code switching in the classroom. The teacher was more comfortably speaking Spanish. She rarely found herself obliged to code switch to Arabic or English. The students as well, were using Spanish to participate in the material-related activities. However, the students were still using Arabic and English to address each other and the teacher concerning non material-related issues; for example, getting permission to leave the class, asking about the exam and requesting clarification for certain concepts.

Moving on to classroom 4, the teacher addressed the students in English on day 1, using almost no Spanish at all.

E. Example:

Teacher: *“Hello, good morning! Buenos días! Sorry for being late. Bueno. The first class I’m going to speak in English. My name is Juan. I am Spanish. I’m very happy in this country. So, let’s do an introduction of ourselves...”*

Every student introduced himself to the class in English. Then he read the syllabus in Spanish but explained it all in English. During the rest of the lesson, he taught random Spanish words that the students knew, giving an English translation to every word or expression. The students seemed very excited and motivated to learn Spanish. However, during the first few sessions and during the rest of the course, they addressed the teacher in L1 to ask questions.

As the semester moved on, the teacher addressed the students less and less in their native language. Towards the end of the semester there was a radical change in the teacher’s use of code switching. He was exclusively using Spanish at all times. The students were very motivated, actively participating and constantly trying to maintain their use of Spanish. Nevertheless, they were still code switching at certain instances. But the teacher was ignoring that, and replying in Spanish.

4.4 Investigation with the Students

As mentioned above, the investigation with the students was based on a questionnaire that was distributed to students in two different classrooms at the end of the course. The result of the questionnaire yielded a general positive attitude of students towards the use of teachers’ code switching. 96% of the students agreed that it was relieving to have the teacher use the L1 at certain instances when they did not understand Spanish. The great

majority also claimed that the use of code switching increased their motivation and facilitated learning. In both classes, students admitted that their teacher decreased the amount of code switching from the beginning of the course till the end. Students claimed not to have preferred having a native teacher that does not understand their native language. Finally, the majority stated that students' code switching must be allowed in oral expression but must not be allowed in writing.

Table 11

Some of the students' responses concerning code switching

Item (s)	Frequency of teachers' responses			
	SA	A	D	SD
1. I was relieved when I heard the teacher speak English at certain times to explain the things that I did not understand in Spanish.	14 (54%)	11 (42%)	1 (4%)	0 (0%)
4. The teacher Code Switched at the beginning of the semester more than at the end.	16 (62%)	9 (35%)	1 (4 %)	0 (0%)
6. I would have preferred having a native teacher who only speaks Spanish and does not understand or speak English.	0 (0%)	1 (4%)	10 (38%)	15 (58%)
7. Code Switching in Spanish I (only beginner level) facilitates learning.	11 (42%)	14 (54%)	1 (4%)	0 (8%)
9. Teachers' frequent code switching can create negative impact in my understanding of Spanish.	1 (4%)	2 (8%)	17 (65%)	6 (23%)
10. When a teacher switches codes, he/she violates rules of classroom language usage.	2 (8%)	6 (23%)	13 (50%)	5 (19%)

In the following chapter, these results will be discussed and analyzed according to the four areas of focus.

Chapter Five

Discussion

5.1 Introduction

In Chapter 4, I provided the findings obtained from the three methods of data collection: questionnaires, interviews and observations. In this chapter, I will present an evaluation and discussion of the findings related to teachers' knowledge, attitudes and practice; as well as students' attitudes and code switching behaviors. These areas reflect the intent of the research questions which were:

1. What is the attitude of Spanish teachers regarding their own use of code switching in beginner classes?
2. What is the attitude of Spanish teachers regarding students' use of code switching in speaking?
3. What are the code switching practices of Spanish teachers in beginner classes?
4. What is the attitude of Lebanese students regarding the use of code switching in the beginner classes?

This discussion addresses the major areas which were derived from the analysis of the findings. These include teachers' personal knowledge, attitudes towards teachers' code switching, attitudes towards students' code switching, practices and investigation with the students.

5.2 Teachers' personal knowledge

The findings of the study reveal that although code switching as a lexical term may have been unfamiliar to some teachers, the issue of using the native language in class is a theme of high significance and importance to all teachers. Through the interviews and informal conversations, all the teachers revealed a high interest in the subject, and had strong opinions about it based on their own experiences with beginner classes. Most of them expressed an interest in learning more about the subject to be able to assist their students more effectively, stating that code switching can be used positively to teach beginner classes.

To begin with, all the teachers agreed that the main language of the classroom has to be the target language which is Spanish. Most teachers agreed that an ideal Spanish classroom is one in which L2 is exclusively spoken, because the target language should also be the means for learning. This is based on the idea that learning is determined by the amount of exposure to the target language. Students must get acquainted to the language from the very first day, and become immersed in close-to real life language to start gaining a rich vocabulary repertory and an idea of the language structure. Therefore, it is utterly important for teachers to use the L2 always in class. These results support Krashen's (2003), Miles' (2004) and Pacek's (2003) studies which promote maximum exposure to the target language.

However, there were equivalent opinions on the difficulty of teaching a Spanish class using L2 exclusively. Some teachers said that it is very difficult to teach a beginner's Spanish class using Spanish exclusively, while others denied this statement. The interviews clarified this point more. The teachers indicated that it is possible and

recommended but quite difficult to teach using Spanish exclusively. It requires much skill, time and patience from the teacher. It also depends on the type of class (number of students, age, motivation, language policies, and class time). The smaller the class and the more time it has, the easier it would be to teach using Spanish exclusively.

5.3 Teachers' Attitudes towards their own use of code switching

In exploring teachers' attitudes towards the use of L1 and L2 in the classroom, the findings indicated that the majority of the teachers agreed that it is more acceptable to code switch in a beginner classes rather than in more advanced levels, because it is the very first contact with the language. More advanced students would have a larger knowledge of the language and a richer repertory of Spanish vocabulary.

The overall findings indicate that the majority of the teachers actually accept to code switch in beginner classes at certain teaching instances; and more often at the beginning of the semester than towards the end of it. The findings also revealed that saying some words in L1 can save a lot of time and energy in a beginner's class, and helps students understand the lesson/concept being taught. Teachers noted that code switching could be a helpful tool not only to maintain order in the classroom, but also to connect the students to the Spanish language, to help decrease their frustration, and to save time. They explained that by code switching, the lessons become more meaningful to beginner students, especially if code switching is reasonably used. This means that it must be used only when needed: to explain a certain word or expression that is difficult to be explained in Spanish, to save time for further material to be covered. The findings revealed that teachers accept the use of code switching the most after having explained many times with no result, and when it is a question of time.

Furthermore, teachers indicated that code switching is a normal part of the process of learning Spanish and that when teachers code switch, this does not affect negatively on students' acquisition of Spanish. Most teachers claimed that they do not feel uneasy or guilty when obliged to code switch, however they use it as a last resource. These findings coincide with and support the studies of Blackledge and Creese (2010), Chavez (2002), Cook (2001a&b), Burden (2001), Greggio & Gil (2007) and many others which claim that the use of L1 may be an important resource and a useful tool in assisting teaching and facilitating the learning process. The findings also support Widdowson's (2003) study that reveals that English-only classrooms (when English is the L2) lead students to frustration when they do not understand the input. Teaching using the target language surely has its benefits but teaching in the target language alone will not necessarily guarantee the learning (Pachler & Field, 2001, p101).

On the other hand, a small minority of the teachers were totally unyielding, stating that code switching is considered unacceptable in any teaching instance. They believe that they would be straying from the principles of good teaching when they draw on the students' L1 as a means to facilitate their learning (Ferrer, 2005). These opposing teachers even denied tolerating code switching in beginner classes, stating that the students should not get used to having an alternative resource which is the L1. These teachers teach in a private Spanish language institute in Lebanon that follows an exclusive L2 policy in all class levels. This policy can be justified for having 2.5 hour sessions of class, where the teacher has the luxury of time to explain and re-explain a certain word or expression in many different ways (paraphrasing, gesture, drawings...etc), without referring to the L1. Thus, these teachers follow the monolingual approach that is strongly advocated by researchers like Cook (2001b) and Pachler &

Field (2001), who argued that students will learn the importance of L2 if it is continuously used, and Pacek (2003), who believed that the use of L1 interfered with L2 learning thereby hindering learning.

5.4 Teachers' Attitudes towards students' code switching

The findings revealed that almost all teachers accept if students use their mother tongue to express their intended meaning and that it is acceptable if a student code switches during oral expression as long as he/she is able to express himself/herself. Teachers regarded student's code switching as a normal part of the process of learning Spanish and stated that there should be more acceptance towards the students' code switching because it can be positively used. However, the findings surprisingly revealed a belief found in most teachers, saying that students' code switching has a negative impact on their acquisition of Spanish. Furthermore, one of the items of the questionnaire raised ambiguity concerning the response of teachers to students' code switching. There were equal responses to whether teachers give positive encouragement and use code switching as a learning occasion or not. To clarify this point, teachers were asked about their responses to students' code switching through the following question: 'What is your approach to students who code switch in class?' Most of the teachers explained that when the students use their native language during oral expression, they call for attention and encourage them to start their sentences again in Spanish. Teachers indicated that they constantly urge their students to use Spanish in class. Many teachers mentioned that they are more tolerant towards students' code switching in the oral interaction between students to solve a certain written activity. One of the teachers even mentioned that her beginner students are not able to speak Spanish at all.

5.5 Teachers' practices

The findings of the study reveal that teachers are controlled to a great extent by the teaching environment and conditions of their classrooms. The analysis of the observations suggests that there are several factors which affect teachers' code switching: classroom size, language policies, students' motivation, classroom time and class level.

All the teachers seem to try their best to maintain the use of the L2 during their classes. However, it is quite difficult to avoid code switching with large chaotic groups, while it is easier to maintain the use of the L2 with smaller groups (example, less than 20 students). In a context like a Spanish language institute, students who enroll in the course usually have a serious goal to learn Spanish. Most of them come to the first class with an adequate background of the Spanish language and vocabulary. The students' high motivation and their previous knowledge of the language make the teachers' task so much easier. Furthermore, in such a language institute, there is a strict policy forbidding any use of L1 in the class. In such cases, the teacher can more easily avoid code switching. On the other hand, high school teachers complained of having students with no motivation at all. Many, if not most, school students enroll in Spanish classes just because it is a requirement for their diploma and graduation. According to their teachers, this lack of motivation makes students indisposed to acquire Spanish well. In such cases, teachers claim having great difficulty with their students and admit to code switch a lot. The findings also revealed that the more time is allotted to class, the less there is a need to code switch. In 50-minute classes, the teacher always feels the need to rush to be able to cover all the required material; thus he/she refers frequently to code switching in

order to save time, and for different reasons (discussed previously). However, in 2.5-hour classes, teachers and students have all the time to explain and re-explain the material in a relaxed atmosphere, which makes learning less stressful and more L2-oriented.

The study also revealed that code switching decreases as the class level increases. In a more advanced level, the teacher finds less need to refer to the L1 because the students would have acquired a sufficient lexis of the language that permits them to understand and interact more in class. This finding is obvious but it was confirmed by the teachers through the interviews and questionnaires. It was also observed by comparing a beginner class with an intermediate one.

The findings also contradicted Mitchel's (1988) findings which state that most teachers face a sense of guilt when they use L1 in the classroom.

During the observations, it was noted that in classes where teachers code switch, students are relaxed and feel free to participate or ask questions, because they know they can refer to their L1 when needed. However, the knowledge that their teacher understands their native language makes them develop a tendency to address him/her in L1. This tendency increases if the teacher acknowledges their input and responds to them. For example, some teachers do not mind if their students address them in the native language. They process the input and respond in Spanish. This seems to increase the level of code switching in the classroom. However, when the teacher limits the students' code switching after a certain time throughout the semester, students become more motivated to use Spanish in class. Therefore, this is a delicate point concerning non-native teachers: The fact that they understand and speak the L1 is of high benefit to the students, however, it increases the risk of abusing the L1.

5.6 Investigation with the students

The analysis of the students' attitudes demonstrated that in general, students view code switching as a motivating and facilitating tool for learning Spanish, not as a violation of classroom language usage. They noted that their teachers code switched at the beginning of the semester more than at the end of it, and that this did not have a negative effect on their acquisition of Spanish. More importantly, students admitted that they were relieved to have teachers who understand and speak their own native language. They strongly stated not to have preferred dealing with a native teacher who only speaks Spanish. This supports Briggs' (2001) findings that students tend to prefer having teachers who understand their native language. This also correlates with the findings of Cook (1999), Hsu (2001), Lu & Chen (2005), Tang (1997), and Tarnopolsky (2000) who have challenged the linguistic privilege that had always been given to native-teachers. These researchers have identified non-native teachers as being beneficial to students' learning processes because they share similar backgrounds and struggles with learning experiences, thus becoming more capable of coping with their students' specific learning problems (Tang, 1997).

Finally, the findings revealed that students prefer to be allowed to code switch in oral expression rather than in writing.

The following chapter is the conclusion of the paper. It includes the implications of the study, the limitations, and suggestions for further research.

Chapter Six

Conclusion

6.1 Introduction

The issue of code switching has been an object of debate for long years, ever since the foundation of the language classroom. Today, it is still a subject of high importance that teachers face daily in their teaching. Learning Spanish in Lebanon is becoming more and more an area of high interest and demand in private institutes, universities and high schools. The aim of this study was to explore the opinions and attitudes of Spanish teachers in Lebanon regarding the use of code switching in beginner Spanish classes. Students' views were also explored and taken into consideration. For the purposes of the study, 12 teachers from different nationalities were interviewed and were given a questionnaire to fill out. Four of them were observed while teaching throughout a whole semester. Finally, students in 2 sets of classrooms were given a questionnaire to fill out.

In this final chapter, I will present the implications of the study. I will also indicate areas for further investigation and draw the limitations of the study.

6.2 Implications of the study

The findings of the study did not attempt to provide a definite solution to the never-ending debate between the monolingual and the bilingual approach to teaching second languages. On the contrary, a very significant implication from the study is that, although learning is determined by the amount of exposure to the L2, both approaches

have ample benefits if used suitably. This strongly supports Miles' (2004) study which says that although the Monolingual and Bilingual Approaches are supposedly very opposed to one another, most teachers actually fall somewhere in the middle. They use the L2 but also use L1 when needed.

A second corresponding implication from the study is that the benefits and uses of code switching are determined by the specific context of the Spanish classroom. Hence, code switching as a behavior cannot be labeled as good or bad, beneficial or destructive. Code switching should be regarded as a tool. Like many educational tools, it can be either abused or effectively used. The study revealed that teachers view and practice code switching differently according to each particular educational context (private institute, university, high school) and each particular classroom conditions. These conditions include: class time, class size, students' motivation, language policies and class level. Thus, code switching should be allowed when necessary with some learners and in certain learning situations. In a context where time is not a constraint and students are few and are motivated to learn, the monolingual approach is highly recommended because it promotes maximum exposure to the target language. In such classrooms, code switching is not considered of much benefit, especially later on during the course. In 50-minute classes with large group of students, the monolingual approach is also recommended, but it is also beneficial to use the native language at certain times. Thus, code switching is considered a useful tool in teaching beginner Spanish in specific teaching instances. This implication strongly supports Kresheh's (2012) study which states that excluding the use of L1 may be positive in certain methods but on the other hand, the use of the L1 may be facilitative when the context requires it.

A third implication from the study is that the most important reason for using L1 in class is to save time and confusion. Code switching can prevent student alienation from the learning process and can prevent tension from rising between students and teachers (Pachler & Field, 2001, p85), especially when something is not being understood. Therefore, code switching does not necessarily hinder students' acquisition of the target language, but on the contrary, enriches it (Bahous et al, 2014). In general, the findings revealed that teachers find it beneficial to code switch in certain instances when they find the necessity to adapt to the students' needs. Other important reasons for code switching include teaching vocabulary and grammar, transmitting meaning (translating) and cooperative learning.

However, it is important to note that the findings of this study do not contradict the findings revealed by many researchers that there must be caution against the overuse of code switching, in order to avoid creating an over reliance on it, oversimplifying the differences between languages, or creating laziness among the students.

A fourth implication of the study is that students don't consider teachers' code switching to negatively affect their acquisition of Spanish. On the contrary, they tend to prefer having a non-native Spanish teacher that can understand and speak their native language. This supports previous researches which suggest that non-native teachers have many benefits over native teachers.

A fifth implication of the study is the need to raise Spanish teachers' awareness about code switching as part of their professional growth. This implication is based on the interest that was expressed by the teachers of the study concerning the topic of code switching. Therefore, teachers need to discover the benefits of using code switching and develop positive uses to help students acquire language better.

A final implication from the study is an affirmation of Krashen's (2003) saying that we acquire language when we get comprehensible input in a low anxiety environment. Comprehensible input means that the students should understand the message that the teacher is trying to convey. Many researchers have argued that L2 only classrooms lead students to frustration when they do not understand the input. If a teacher enters into class and starts saying Spanish sentences, the students will get lost. If she repeats herself, it would not help. If she writes in on the board, it would not help either (Krashen, 2003). What would help is a lesson where the teacher uses different facilitative tools to ensure that the message would come across. These tools include drawing, gestures, and at times code switching. This idea supports many SLA theories which encourage modifying the input for the sake of learning. All this should happen in a low anxiety environment. If the student has high self esteem, is free from anxiety, and is motivated, he/she would more easily allow the language input to be transferred into the language acquisition device of the brain.

6.3 Limitations and further investigation

Since teaching Spanish in Lebanon is still a rising practice, only 12 teachers were found available to be part of the study. Thus, further research must be done with a larger number of teachers, to cover a larger scale of the Lebanese context.

Another limitation of the study is having observed teachers only in one university and one language institute. Therefore, the results cannot be generalized to all the different educational settings where Spanish is taught. In further studies, it is recommended to observe all the participating teachers in order to get an exact comparison between their attitudes and practices.

A third limitation of the study is related to the questionnaire. Cohen et al., (2007) explain that in a questionnaire there is no way of knowing whether the respondent wished to add further comments or explanations on the subject or issue being investigated. Although the use of rating scales in questionnaires was very valuable for the findings, some teachers may have not fully understood certain statements in the questionnaire. That is why there were some contradictory answers. Nevertheless, much of the ambiguity was solved out in the interviews, which gave a clearer picture of things. The investigation in this study focused on the teachers' attitudes and the instances where they found that code switching is beneficial. All teachers agreed that although code switching is recommended at certain times, language acquisition is determined by the amount of exposure to the target language. Although the quantity of exposure is surely important, other factors also play a similar important role. Therefore, further investigation should study code switching under the light of other factors like the quality of the study material, the good training of teachers, and sound teaching methods.

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Appendix A: Teachers' Questionnaire (Spanish)

Sección A: Carta de Cubierta

10 de mayo, 2014

Querido Profesor,

Soy Nicole Barbara-Attieh y estoy actualmente llevando a cabo una Maestría en Educación en la Universidad Americana del Líbano (LAU). Como parte del requisito de mi tesis de Maestría, tengo que realizar investigaciones en mi campo de estudio. El título de mi estudio es: Las actitudes y las prácticas de los profesores en relación con el 'cambio de código': un estudio centrado en las clases de español para principiantes en el Líbano.

Para muchos profesores, el término 'cambio de código' puede ser desconocido. Este término se refiere a la utilización alternativa de dos o más idiomas en la misma conversación. Como usted sabe, este tema es un área de preocupación para todos los profesores de lenguas extranjeras. La controversia sobre el uso de la lengua materna de los estudiantes en el aula ha sido una cuestión discutible desde la fundación de las aulas de lengua. Los partidarios de "sólo la lengua meta" alegan fundamentalmente que el aprendizaje está determinado por la cantidad de exposición a la lengua meta (L2), mientras que sus opositores argumentan que el uso de la lengua materna (L1) facilita el aprendizaje y es un apoyo para los estudiantes.

En el contexto de este estudio, nos referimos al termino 'cambio de código' para describir el proceso en el que un profesor o estudiante utiliza algunas palabras o expresiones de la L1 (la lengua materna) mientras habla en la L2 (la lengua meta, que es el español).

Agradecería que complete este cuestionario honestamente. A través del cuestionario espero encontrar respuestas sobre las actitudes de profesores hacia las prácticas del 'cambio de código' en las clases de nivel inicial en el Líbano. Puedo asegurarles que habrá discreción y consideración ética durante y después de la investigación. El cuestionario le tomara 15 minutos para completar.

Gracias por su cooperación.

Sinceramente,

Nicole Barbara Attieh

Sección B: Información General

Toda la información será tratada con la más estricta confidencialidad. Nadie, salvo yo, tendrá acceso a la información sobre este cuestionario. Gracias.

1. Nombre y Apellido:
2. Sexo: Masculino ☐ Femenino ☐
3. Nacionalidad:
4. ¿Cómo aprendió el español?
5. ¿A qué grupo de edad pertenece?
☐30 - 39 años ☐40 - 49 años ☐50 - 59 años ☐60 - 69 años
6. ¿Cuántos años de experiencia docente tiene?
7. ¿Dónde enseña español actualmente?
8. ¿Cuánto tiempo lleva enseñando en esta institución?
9. ¿Cuál es el rango de edad de sus alumnos?
10. ¿Cuál es el número de estudiantes en la clase?
11. ¿Cuántas veces a la semana los estudiantes toman cursos? ¿Cuánto tiempo dura cada sesión?
12. ¿Los estudiantes tienen una lengua materna común? ¿Cuál es? ¿Qué otros idiomas hablan?.....
13. ¿Cuál es la actitud de su colegio/universidad/instituto sobre el uso de L1 en el aula?
.....
14. ¿En qué idioma le enseña a su clase?
15. ¿Cuál de las siguientes titulaciones ocupa? [Por favor, marque todas las que correspondan]
 - Un título universitario de licenciado en educación
 - Un título universitario de licenciado en otro tema
 - Diplomado en profesorado
 - Una calificación en apoyo a la enseñanza, la educación especial o enseñanza de recursos
 - Un grado superior en educación (maestría, doctorado, etc)
 - Otros [especificar]

Sección C: Cuestionario

Este cuestionario fue adaptado de Auguste-Walter (2011) y modificado para servir el objeto del presente estudio.

Lea cada una de las declaraciones con atención e indique su respuesta poniendo una marca en la casilla que corresponda a su percepción del cambio de código.

TA: Totalmente de Acuerdo **A:** de Acuerdo
D: en Desacuerdo **TD:** Totalmente en Desacuerdo

Parte 1: Actitud en relación el cambio de código de los profesores

		TA	A	D	TD
1.	Es muy difícil enseñar una clase de español para principiantes utilizando el Español exclusivamente				
2.	A veces cambio de código durante mi instrucción porque ayuda a los estudiantes a comprender la lección/concepto que enseño				
3.	Yo cambio de código más que deseo cuando enseño				
4.	Yo cambio de código sólo para mantener el orden en el aula				
5.	El uso de la lengua materna (L1) facilita el aprendizaje y es un apoyo para los estudiantes				
6.	Una clase de español inicial ideal es en la que se habla la L2 exclusivamente				
7.	Es posible impartir una clase de español inicial en Español exclusivamente				
8.	Decir algunas palabras en L1 puede ahorrar mucho tiempo y energía en una clase inicial				
9.	Decir algunas palabras en L1 disminuye la frustración de los estudiantes en una clase inicial				
10.	El cambio de código de los profesores influye negativamente la adquisición del español				
11.	Creo que el cambio de código se puede usar de forma positiva para la enseñanza de una clase inicial				
12.	El aprendizaje está determinado por la cantidad de exposición a la lengua meta				
13.	Quiero aprender más sobre el cambio de código para que pueda ayudar mejor a mis estudiantes				

TA: Totalmente de Acuerdo A: de Acuerdo
D: en Desacuerdo TD: Totalmente en Desacuerdo

Parte 2: Actitud en relación con el cambio de código de los alumnos

		TA	A	D	SD
1.	Es aceptable si el estudiante cambia de código durante la expresión oral con tal de que sea capaz de expresarse				
2.	El cambio de código de los estudiantes afecta su adquisición del español de forma negativa				
3.	Las políticas de enseñanza deben incorporar el uso de L1 para que los profesores manejen el cambio de código de manera más eficaz				
4.	Debe haber más aceptación hacia el cambio de código de los estudiantes porque puede ser usado de forma positiva				
5.	El cambio de código me parece parte normal del proceso de aprendizaje del español				
6.	Me alegro que los alumnos sean capaces de utilizar su lengua materna en ciertos casos como ayuda para expresarse				
7.	Cuando los estudiantes cambian de código, les doy aliento positivo y aprovechar esta ocasión como una oportunidad de aprendizaje para todos los estudiantes				
8.	El cambio de código es más aceptable en el nivel inicial que en los niveles más altos				

Indica los contextos en los que piensa que es aceptable que un profesor cambie de código

- ☐ En la gestión de la clase (p. ej. silenciar la clase)
- ☐ Al dar instrucciones (p. ej. abrir los libros en la página... /anunciar la fecha del examen...)
- ☐ Al explicar vocabulario
- ☐ Al explicar palabras claves de la lección
- ☐ Al explicar gramática
- ☐ Al haber explicado mucho pero que los alumnos todavía no entiendan
- ☐ Ninguna de las anteriores.
- ☐ Otros: especificar _____

Indica los contextos en los que piensa que es aceptable que un alumno cambie de código

- ☐ Expresión oral en la clase
- ☐ Interacción oral con otros estudiantes
- ☐ Expresión escrita
- ☐ Ninguna de las anteriores.
- ☐ Otros: especificar _____

Appendix B: Teachers' Questionnaire (English)

Section A: Teacher cover letter

November 16th, 2013

Dear Teacher,

I am Nicole Barbara-Attieh, currently pursuing a Masters in Education degree at the Lebanese American University (LAU). As part of the requirement towards my Masters thesis I am required to conduct research in my field of study. The title of my study is: Teachers' attitudes and practices regarding code switching in speaking: A study focused on beginner Spanish classes in Lebanon.

For many teachers, the term code switching may be unheard of. Code switching is known as the alternative use of two or more languages within the same conversation. The dispute over whether the use of the students' native language in the language classroom is acceptable or not has been a debatable issue ever since the foundation of language classrooms. The advocates of the English-only policy have mainly argued that learning is determined by the quantity of exposure to the target language (L2), while the opponents of the English-only policy have argued that the use of the native language (L1) facilitates learning and is supported by students. As you are aware, this is still an area of concern to all foreign language teachers.

In the context of this study, we will refer to code switching as the process in which a teacher or student uses a few words or expressions of L1 (the native language) while speaking in the L2 (the target language).

I would appreciate if you would complete this questionnaire truthfully. Through the questionnaire I hope to find out teachers attitudes towards code switching practices. I can assure you that there will be utmost discretion and ethical consideration during and after the research. The questionnaire should take about 20 minutes to complete. Thank you for your co-operation.

Sincerely,

Nicole Barbara Attieh

Section B: General Information

All information provided will be treated in the strictest confidence. No one, other than the researcher, will have access to the information on this questionnaire. Thank you.

1. Name:
2. Sex: Male ☐ Female ☐
3. Nationality:
4. How did you learn Spanish?
5. To which age group do you belong?
☐20 - 29 yrs ☐30 - 39 yrs ☐40 - 49 yrs ☐50 - 59 yrs
6. How many years of teaching experience do you have?
7. Where do you currently teach Spanish?
8. How long have you been teaching in this institution?
9. What is the age range of your students?
10. What is the number of students in your class?.....
11. How many times a week do the students take Spanish courses? How long is each session?
12. Do your students have a common mother language? What is it? What other languages do they speak?
13. What is the policy of your college/university/institute concerning the use of L1 in the classroom?
14. In which language do you teach your class?
15. Which of the following qualifications do you hold? [Please tick all that apply]
 - ☐ A primary school teaching diploma or certificate, or other Primary school qualification
 - ☐ A university bachelor's degree in education
 - ☐ A university bachelor's degree in another subject
 - ☐ A teaching diploma in education
 - ☐ A qualification in learning support, special education or resource teaching
 - ☐ A higher degree in education (Masters, PhD, etc)
 - ☐ Other [please specify].....

Section C: Questionnaire

This questionnaire was adapted from Auguste-Walter (2011) and modified to fit the purpose of this study.

Read each of the statements carefully and indicate your response by putting a tick in the box that matches your perception of code switching.

SA: Strongly Agree – **A:** Agree – **D:** Disagree – **SD:** Strongly Disagree

Part 1: Teacher Attitudes towards code switching in teaching

		SA	A	D	SD
1.	It is very difficult to teach a beginner's Spanish class using Spanish exclusively.				
2.	I sometimes code switch during my instruction because it helps students understand the lesson/concept being taught.				
3.	I find myself code switching more than I actually want to.				
4.	I only code switch to maintain order in my classroom.				
5.	The use of the native language L1 facilitates learning and is a support for students.				
6.	An ideal beginner's Spanish class is one in which L2 is exclusively spoken.				
7.	It is possible to teach a beginners' Spanish class using Spanish exclusively.				
8.	Saying some words in L1 can save a lot of time and energy in a beginner's class.				
9.	Saying some words in L1 decreases the frustration of students in a beginner's class.				
10.	Teachers' code switching impacts negatively on students' acquisition of Spanish.				
11.	I believe code switching can be used positively to teach a beginner's class.				
12.	Learning is determined by the amount of exposure to the target language.				
13.	I want to learn more about code switching so I can assist my students more effectively.				

Part 2: Teacher Attitudes towards students' code switching

		SA	A	D	SD
14.	It is acceptable if a student code switches during oral expression as long as he/she is able to express himself/herself.				
15.	Students' code switching impacts negatively on students' acquisition of Spanish.				
16.	Language policies should incorporate the use of L1 so that teachers will deal more effectively with code switching in their students.				
17.	There should be more acceptance towards the students code switching because it can be positively used.				
18.	I regard code switching as a normal part of the process of learning Spanish.				
19.	I am pleased that they are able to use their mother tongue to help them express their intended meaning.				
20.	When students code switch, I give them positive encouragement and use this occasion as a learning opportunity for all students.				
21.	It is less acceptable for students to code switch in higher levels than in lower levels.				

Section D

1. Indicate the contexts where you think it is acceptable for a teacher to code switch:

- ☐ when managing a class (ex. Please be quiet....)
- ☐ when giving directions to the students (open your books to page.../our exam will be next week...)
- ☐ when explaining vocabulary
- ☐ when explaining key words in the lesson
- ☐ when explaining grammar
- ☐ after having explained a lot, but still the students did not understand
- ☐ none of the above
- ☐ other: specify _____

2. Indicate the contexts where you think it is acceptable for a student to code switch:

- ☐ oral expression with the class
- ☐ oral interaction with other students
- ☐ written expression
- ☐ none of the above
- ☐ other: specify _____

Appendix C: Interview with the teachers (Spanish)

1. ¿Cree que es posible enseñar una clase para principiantes usando el español exclusivamente? ¿Por qué?
2. ¿Qué tan importante es que los profesores hablen solamente español en el aula?
3. ¿Qué tan importante es que los estudiantes hablen solamente español en el aula?
4. ¿Qué piensa del ‘cambio de código’ en el aula?
5. ¿Se siente incómodo/a si tiene que cambiar de código en sus instrucciones y por qué?
¿Utiliza esta estrategia a propósito o como el último método/ o recurso?
6. ¿Cuándo cree que el cambio de código en la enseñanza es más eficaz? ¿Menos eficaz?
7. ¿Cree que el proceso de cambio de código es aceptable en una clase de principiantes más que en un nivel más avanzado? ¿Por qué?
8. ¿Cuál es su actitud en relación con los estudiantes que cambian de código en clase?
9. ¿Cree que es una ventaja para los alumnos saber otros idiomas que el español? ¿Cuáles y por qué?

Appendix D: Interview with the teachers (English)

1. Do you think it is possible to teach your beginners' class using Spanish exclusively? Why?
2. What do you think about code switching in the classroom?
3. How important is it for teachers to speak Spanish only in the classroom?
4. How important is it for students to speak Spanish only in the classroom?
5. Do you feel uneasy if you have to code switch in your instruction and why? Do you use this strategy on purpose or as your last way out?
6. When do you think using code switching in teaching is most effective? Least effective?
7. Do you think it is more acceptable to code switch in a beginners' class rather than in more advanced level? Why?
8. What is your approach to students who code switch in class?
9. Do you think it is an advantage to students when they know languages other than Spanish? Which ones and why?

Appendix E: Students' questionnaire

Dear student,

This questionnaire is a part of a study I am performing for my master's program. The study is about code-switching. In our context, code switching is defined by the alternative use of the native language (English) and target language (Spanish) in the classroom.

Please note that your data will be treated with full confidentiality.

Thank you for accepting to be part of my study.

Nicole Barbara Attieh

Please answer the following questions by choosing one of the 4 answers:

SA: Strongly Agree – A: Agree – D: Disagree – SD: Strongly Disagree

		SA	A	D	SD
1.	I was relieved when I heard the teacher speak English at certain times to explain the things that I did not understand in Spanish.				
2.	The teacher's Code Switching gave me better motivation to learn Spanish.				
3.	The teacher's Code Switching helped me learn the Spanish language better.				
4.	The teacher Code Switched at the beginning of the semester more than at the end.				
5.	I would have preferred less Code Switching from the teacher all along the semester.				
6.	I would have preferred having a native teacher who only speaks Spanish and does not understand or speak English.				
7.	Code Switching in Spanish I (only beginner level) facilitates learning.				
8.	I could become more proficient in Spanish if the teacher - speaks entirely in Spanish.				
9.	Teachers' frequent code switching can create negative impact in my understanding of Spanish.				
10.	When a teacher switches codes, he/she violates rules of classroom language usage.				
11.	The teacher must allow students to Code Switch in class to express themselves better.				
12.	The teacher must allow students to Code Switch in writing to express themselves better.				