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Education and its Effects”.

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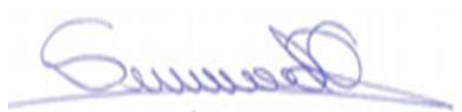
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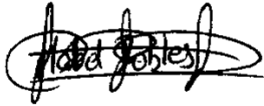
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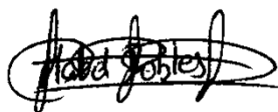
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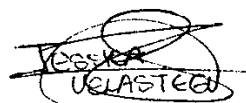
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DEDICATORIA

Para mamá y papá, quienes siempre creyeron en mí más de lo que yo lo hacía; a mis abuelos, por estar ahí desde el principio y por seguir estando; y a mi hermano, por ser lo más importante que tengo en mi vida.

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RESUMEN

La presente investigación fue dirigida a estudiantes de sexto y séptimo año de Educación Básica de la Unidad Educativa Particular “Oviedo”, con la finalidad de mejorar el proceso de enseñanza-aprendizaje tanto del estudiante como del docente en el área de inglés. El estudio se centró en una práctica común dentro del aula: el uso excesivo del Code-Switching, entendido como la alternancia constante entre el idioma español y el inglés durante las clases, identificando sus efectos, así como posibles alternativas para su reducción en contextos educativos reales. Si bien esta estrategia puede ser útil en momentos puntuales, su uso desmedido puede afectar la exposición al idioma meta y el desarrollo de habilidades comunicativas.

Se utilizó un enfoque mixto, combinando técnicas cuantitativas (encuestas aplicadas a los estudiantes) y cualitativas (entrevistas dirigidas a los docentes), lo que permitió tener una visión integral de la problemática a investigar.

Mediante los resultados obtenidos de las técnicas de investigación se demostró que el uso excesivo del Code-Switching puede limitar la participación del estudiante en inglés, reducir su confianza y afectar su progreso. Pero así mismo, puede ser de gran ayuda cuando se enseña temas difíciles. En respuesta a este problema que se suscita en las aulas, se planteó una propuesta tecnológica e innovadora basada en recursos multimedia, como una alternativa viable para motivar a estudiantes y docentes del área de inglés en el proceso enseñanza-aprendizaje a fomentar la adquisición de una segunda lengua, y mejorar la interacción en clases.

Palabras claves: Code-switching, enseñanza del inglés, herramientas tecnológicas, educación básica,

ABSTRACT

The present research was directed to sixth- and seventh-year students of Basic Education of the Unidad Educativa Particular “Oviedo”, with the purpose of improving the teaching-learning process of both the student and the teacher in the area of English. The study focused on a common practice in the classroom: the excessive use of Code-Switching, understood as the constant alternation between Spanish and English during classes, identifying its effects, as well as possible alternatives for its reduction in real educational contexts. Although this strategy can be useful at specific moments, its excessive use can affect exposure to the target language and the development of communicative skills.

A mixed approach was used, combining quantitative techniques (surveys applied to students) and qualitative techniques (interviews with teachers), which allowed for a comprehensive view of the problem to be investigated.

The results obtained from the research techniques showed that the excessive use of Code-Switching can limit student participation in English, reduce their confidence and affect their progress. However, it can also be of great help when teaching difficult topics. In response to this problem that arises in the classroom, an innovative technological proposal based on multimedia resources was proposed as a viable alternative to motivate students and teachers of English in the teaching-learning process to promote the acquisition of a second language and improve classroom interaction.

Key Words: Code-Switching, English language teaching, technological tools, basic education.

1. Introduction

Nowadays, English is known as the universal language. It means that English is a means of communication around the world. In addition, human beings know the importance and reach that the language has in the world, some of the reasons are: ease of conversation with foreign, job opportunities in other countries, understanding of other cultures, etc.

In the other hand, with the passage of the time the English language has taken relevance within the educational environment, since students from very early ages are exposed to enroll in English classes, since it is included in the educational plan. Therefore, English teachers need to create and apply the best strategies that allow the development of linguistic skills in the process of learning a second language.

(S.F., 2022) “At an early age it is easier to learn a new language, as children’s brains absorb all kinds of information and store it much more easily than an adult” This means that due to the flexibility of children’s brains they can learn a second language more easily, because they are able to retain information for a longer period of time. For example: vocabulary, short sentences, commands, etc.

Considering that teachers should provide tools and activities that encourage further improvement in the learning of each child, songs, games, dynamics are very useful in the learning process and for the same reason teachers should be trained and have knowledge in different strategies and methodologies to teach a new language to children.

However, some teachers are not completely convinced that children can adapt effectively and quickly to total immersion environment for learning a new language, so they resort to frequent use of Code-Switching.

In this environment, L2 interaction can be scarce as mostly the teacher uses it to give instructions, rather than full conversation and interaction between teacher and

student, this limits students' writing, verbal communication, listening and consequently, L2 practice is limited. (Coyle et al., 2011)

In this sense, the development of English is held back, because in some cases teachers do not always provide basic phrases that students can use during the classroom such as: "*Can I go to the restroom?*" "*Can you repeat that?*" "*I do not understand*", leading to the students not being forced to practice speaking skills and tend to use their native language to communicate and therefore do not pull off meaningful learning.

(Ahmad Kama & Ramly, 2022) "Students would consider Code-Switching as a 'refuge' when they do not understand any words or any topic in ESL. Without having any extra effort to learn ESL, students would just Code-Switching when they find any difficult topics such as grammar" For this reason, the present research aims to acquire a thorough knowledge of the effects that occur when students are exposed most of the time to the use of their native language when learning English. Among the most notable limitations and challenges is the possibility that students may lose motivation to learn the second language (L2).

(Intriago & Hidalgo, 2022) "Most English teachers Code-Switching to cope with both pedagogical and effective factors; therefore, its usage in the EFLC should be planned so that it is not overused" It means, that when students are faced with the use of English, they are likely to experience frustration and anxiety when they do not fully understand what the teachers is communicating to them.

It has to do with the fact that students feel more familiar with the vocabulary they have already dealt with previously, therefore this limits their ability to follow instructions when the teacher uses more complex and less familiar terms. This is way educator must plan

the application of Code-Switching such a manner that it tries to use simpler vocabulary which student can understand the message and thus avoid excessive use of the L2 in class.

Code-Switching makes the lesson more enjoyable which influence learners 'satisfaction in the learning process; feeling more confident and less lost during the lesson. Therefore, even though many practitioners recommend the English only in class, the extent of the use of Code-Switching in the classroom depends on teacher/students' needs, but most suitable for instruction, grammar, vocabulary, and discipline. (Alvarado y Rivera, 2017, p. 83)

While the use of Code-Switching makes classes more enjoyable for students by helping them feel confident in the language being learned, there are some professionals who prefer to use only English in class, in this way the objective of the class is not lost, which is for students to have a complete immersion in the use of the language, since this helps in the learning process.

(Matt Payne, 2019, p. 67) "Students are reluctant to immerse themselves into a mainly-English-taught atmosphere, let alone a course taught only in English, is because of the subject's intimidating nature; it can plank down on them". It means that Code-Switching must be strategically integrated into the teaching process. In this way, student feel more comfortable and motivated, since the use of the mother tongue is moderated by the teacher, which helps reduce the emotional gap that learners feel when they are learning a new language.

Besides, in some cases the use of Code-Switching may be necessary depending on the needs of the students it is more suitable for explaining concepts such as grammar, since it facilitates understanding.

In order to carry out this researcher the following chapters should be followed

In the first section entitled “State of the Art” in-depth analysis previous research related to the topic of Code-Switching is carried out. This chapter allows to know why this phenomenon arises, as well as the opinions of teachers and students on the use of Code-Switching in English classes. By examining relevant research, the most significant findings in the field are highlighted, which helps to support the research project.

In the second section entitled “Methodology” a mixed approach is adopted. Qualitative and quantitative. Since, it seeks to analyze the frequency which teachers use Code-Switching in primary education school English classes and what effects it produces in the students’ learning process.

The following techniques are used to collect the necessary data: semi-structured interview directed to teachers to know their perceptions related to the use of Code-Switching. And a survey leading to students to know their opinions about the practice of Code-Switching in the classroom.

In the third section entitled “Analysis and Discussions” the result obtained from the data collected are presented and a critical interpretation of these results is made in relation to the research objectives. In addition, the proposal developed to reduce the integration of Code-Switching in class is presented.

The last section of this project lies in the excessive use of Code-Switching when teaching English. While it is true that the application of Code-Switching can be beneficial in many linguistic and cultural context, its constant use directly affects communicative competence, this being one of the most important aspects of learning a L2. By investigating this phenomenon in depth, we seek to encourage the active participation of teachers in creating and using appropriate activities to reduce the interference of Spanish when learning English.

This project focused on the use of Code-Switching is of interest to future researchers, students and all those who seek to deepen the impact of the incorporation of Code-Switching in educational context, this research emphasizes real perspectives, the same that open the doors to new future research and the development of new and innovative pedagogical strategies that optimize the development of language skills, for such reason, this source of information serves as a guide for future researchers and all those who are immersion in the educational environment.

This topic is of great relevance in the academic, social and educational areas. That is why within the Axis 1: Rights for All Throughout Life of the One Life National Development Plan 2017-2021, this project is aligned with objective 1 “Guarantee a dignified life with equal opportunities for all people”. This goal seeks ensuring that children do not face language barriers in the future that limit their cognitive development and their ability to interact with others on an equal condition “The latter is primarily responsible for providing all people-individual and collectively-with the same conditions and opportunities to achieve their objectives throughout the life cycle” (Secretaría Nacional de Planificación y Desarrollo, 2017)

2. Objectives

2.1. General Objective

To identify the excessive use of code-switching in primary education through a comprehensive study of its application in the classroom, in order to understand its effects on students’ linguistic development.

2.2. Specific Objectives

1. To support the topic “The excessive use of code-switching in the English classroom in primary education and its effects.” by interpreting various updated bibliographic sources that reinforce the research.
2. To analyze the frequency with which teachers use code-switching in the English classes through a mixed-method and determine its influence on students’ linguistic development.
3. To create activities through a digital resource that minimized the excessive use of code-switching in English class, in order to enhance students’ immersion and language acquisition.
4. To socialize the activities created to help teachers improve their English classes in a face-to-face program and digital media.

3. Research Questions

4. How frequent is the use of code-switching in primary education classrooms?
5. What are the reasons teachers use code-switching in the classroom?
6. How does the excessive use of code-switching affect the process of English as a second language acquisition in students from primary education?

4. Variables

4.1 Independent Variable

Effects in the English Learning Process

The independent variable of this study refers to the effects on the English learning process when Code-Switching is used in the classroom. Therefore, these factors can hinder the students’ language development. Some of the effects are the lack of language

comprehension in different skills such as listening, reading, writing and speaking. In addition, the low level of students' participation in English and the reasons why they rely on Spanish during classroom interactions are considered. These effects represent problems that can be observed in the learning environment that can be analyzed to determine their impact on language acquisition.

4.2. Dependent Variable

Excessive Practice of Code-Switching

The dependent variable of this study is the excessive practice of Code-Switching, which implies the frequent alternation between English and Spanish in the classroom. This variable is determined by indicator such as: the frequency which students use Spanish in class, the specific moments in which teachers code-switch and the reasons why they decide to switch languages. These aspects reflect the existence of Code-Switching in the English learning environment and allow us to analyze how this practice can affect students' interaction with the target language.

5. State of the Art

5.1. Historical and Conceptual Background about Code-Switching

(Aisha et al., 2018) "Code-Switching, known as a linguistic phenomenon, is a common feature of bilingual speech, and it refers to the use of two languages in a discourse, conversation, or an utterance". It is a practice primarily observed in bilingual individuals and contexts. It typically occurs in conversations or speeches. While it is true that there are numerous studies, opinions and approaches regarding code-switching.

This phenomenon, which reflects the culture, identity and social aspects of these communities, plays a crucial role in bilingual societies. Moreover, it holds significant

relevance in the educational field, particularly in its use within classrooms during English language teaching.

5.1.1 Understanding the History of Code-Switching

The linguistic term “Code-Switching” is considered to be a linguistic phenomenon and established practice prevalent in multilingual societies, where it is used concurrently in more than one language. “Bilingual communities use certain phenomena to make communication more effective and meaningful” (Amakhtari, 2018, p. 1)

The mixture of both languages combines vocabulary, grammar and structures of the two languages in a fluent and creative way adapting to the communicative needs of bilingual speakers. Moreover, Spanish is not homogeneous; it varies according to region, social context and local cultural influences, making it a dynamic and constantly evolving phenomenon within the Hispanic American experience in the United States. The Hispanic population of the United States as of July 1, 2022 is, 2022 is 63.7 million, making it the largest racial or ethnic minority in the country: 19.1% of total population. (Census, 2023)

With the constant contact with native speakers, Latino immigrants living in the United States face the daily challenge of learning English. However, many do not completely abandon their native language, Spanish.

Therefore, they use it frequently and naturally, often combining it with English in what is known as Spanglish. It facilitates communication in a bilingual environment and serves as a link to Latin American culture and identity. “Language is one powerful resource for identity construction, and many times the use of Spanglish is not denoting a lack of education: instead, many educated Spanish speakers deliberately choose this non-standard variety because it means integration into the Hispanic community” (Andrade, 2019, p. 22)

For many emigrants, continuing to use their native language is more than just using a language. It is part of their cultural heritage and a way to stay connected to their roots. Thus, the reluctance to abandon Spanish may also be motivated by the desire to preserve and pass on the culture to future generations, ensuring that Latino identity and traditions continue even while living abroad.

5.2. Phenomena related to Code-Switching

5.2.1. Code-Switching

“Code-switching is considered as a practice of language(s). If the speaker of one language (L1) changes their language abruptly into the second language (L2) during communication that would be the code-switching. The use of two languages at the same time is called as bilingualism.” (Akhtar et al., 2020)

It expresses that some people have the ability to speak two languages in different settings, for example they can speak in Spanish with their family and they can speak in English with their friends without any problem. However, there are some people that switch both languages into the same sentence and it is called code-switching

(Saira et al., 2021) “Code-switching” is a term that is used skillfully nowadays. It means the use of further language at the same discussion” It conveys that this also includes switching from one language to another in the course of a conversation. Example: “Today I’m going to the store a comprar manzanas”

(Hell y van, 2022, p. 15) “The rationale here is that code-switching is not socially allowed in the presence of a monolingual, which may then affect the degree to which the bilingual participants expect a switch or co-activate their Spanish knowledge” It explain that when there is a person who speaks only one language (monolingual) people who are bilingual tend to avoid switching from one language to another because that is not well seen

socially. Therefore, this rule can influence people who are bilingual not to know when to use one language or the other, in this case would be Spanish or English.

In contrast, the term “linguistic code” means the manner in which people communicate. The words they use depending in the context in which they find themselves. These contexts can be formal, meeting with friends or family. “It is a symbol of nationalism that is used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and for different purposes of communication”. (Harya y Dinillah, 2018, p. 89)

5.2.2. Code-Mixing

(Fanani y Ma’u, 2018, p. 70) “The apparent characteristic of code-mixing from the grammatical aspect is the mixture between two language systems into one sentence or phrase”. It refers to the integration of the elements of two or more languages into one sentence. Example: “*Si, I already told him. Nos vemos there*”

5.2.3. Bilingualism and Multilingualism

Bilingualism and Multilingualism are essential linguistic phenomena for understanding global communication and cultural dynamics. They serve as key indicators of cultural awareness, as interactions between different cultures contribute to the exchange of ideas and practices. In contemporary society, these linguistic competences have a profound impact on the advancement of linguistic proficiency.

(CENOZ, 2013) Bilingual education can also be understood as the use of two languages for teaching, where content is taught in both languages as an essential aspect of the educational approach. Mastering two or more languages not only facilitates effective communication but also enhances cognitive flexibility, fosters broader cultural

perspectives, and open up a variety of opportunities in the social, educational and professional realms.

In this sense, being bilingual or multilingual is not only relevant for improving communication but also offers significant cognitive benefits, such as the ability to perform complex tasks more efficiently, which can facilitate professional integration and social participation.

5.2.4. Linguistic Inference

Linguistic inference plays a significant role in code-switching where speakers draw interpretations beyond spoken language, integrating non-verbal or gestural elements to convey meaning. For instance, in multilingual setting, gestures that replace words (prosodic gestures) can influence language choice, helping speakers communicate nuanced ideas. This becomes particularly relevant in code-switching as gestures can complement or substitute linguistic structures to achieve precise expression. (Tieua et al., 2019)

Presuppositions created during Code-Switching are also tied to linguistic inference. When speaker switches languages, listeners often interpret this shift as a pragmatic signal-emphasizing, clarifying, or aligning with cultural context. For example, combining specific gestures with a language switch may convey intentionality, such as reinforcing meaning or adapting to a multilingual. (Tieua et al., 2019)

The cognitive mechanisms underlying linguistic inferences in code-switching highlight how speakers allocate meaning between verbal and non-verbal elements. Research suggests that people employ general cognitive algorithms to interpret both words and gestures. In code-switching, this means speakers can simultaneously process and integrate gestures

with language changes to generate richer, contextually adapted interpretations. (Tieua et al., 2019)

Finally, examining Code-Switching through a multimodal lens expands traditional views of linguistic inference, demonstrating between verbal and non-verbal cues. Iconic gestures, combined with language switching, function as integral part of discourse. This multimodal perspective reveals how speakers use all available resources to communicate complex message efficiently. (Tieua et al., 2019)

5.3. Classical Theories related to Code-Switching

5.3.1. Theory of Bilingual competence

Nowadays, in the most developed countries learning two or more than two languages are common. That is why they know the importance of speaking another language like English and besides they are more aware about that. However, it is well-known that the best age to learn a new language is in childhood because children are able to acquire the language in a faster and easier way. But, in countries where education is still in progress it doesn't happen.

They would “allow” their children to learn another language only when they believe their children have already mastered their “first” language and the learning of another language would not “impair” the development of the first one. The result of doing so often leads to the fact that the children miss the best time and opportunities to develop both the first and the second language. (Wen, 2013, p. 151)

It means that parents are not convinced that kids can learn two languages simultaneously at home for that reason parents decide to wait and leave this responsibility for the schools. However, when young learners go off to school, they feel a little overwhelmed and

bewildered because they have to acquire a new language that is why they tend to mix both languages to try to communicate, it occurs for the lack of vocabulary.

“Other researchers claimed that bilingual children code-switching not because they cannot differentiate the two language systems, but because they lack the lexical, grammatical and or pragmatic competence in one or both of the languages know”. (Yow et al., 2018)

It means that children do not have enough vocabulary to communicate in one language so they have a tendency to switch to a different language in order to deliver a clear message. Besides, the lack of knowledge about grammatical lead students to switch to the language that they dominated more.

5.3.2. Linguistic Interdependence Theory

In 1977, Jim Cummins, developed the theory of “Linguistic Interdependence,” which highlights the profound connection between the skills acquired in learning the native language and the linguistic and cognitive competencies of the second language. According to this theory, the skills developed in acquiring the mother tongue can easily transfer to learning a second language, provided that learner’s immediate environment provides sufficient stimuli to maintain the mother tongue. In such cases, intensive exposure to the detrimental effects on L1. (Salazar, 2006)

Furthermore, this theory emphasizes that the grade of competencies acquired in the second language depends on the competencies the learner has already developed in the L1; this is further strengthened when the learner is exposed to an environment conducive to language development, without proving detrimental to the retention of his or her L1. However, “for children whose L1 proficiency is undeveloped in certain respects, intense

exposure to the L2 in the early grades is likely to prevent the L1 from continuing to develop” (Cummins y Montserrat, 1983, p. 11)

To sum up, bilingualism involves not only the mastery of two languages, but also an intricate relationship among linguistic, cognitive, and sociocultural factors that influence the development and maintenance of languages in individual and social contexts.

5.3.3. Translanguaging Theory

The theory posits that rather than possessing two or more autonomous language systems, as has been traditionally thought, bilinguals, multilinguals, and indeed, all users of language, select and deploy particular features from a unitary linguistic repertoire to make meaning and to negotiate particular communicative context. (Garci, 2018)

It means that it is consider like a pedagogical practice, which makes it easier for bilingual speakers to use resources together.

In English classes, this theory is used as a teaching strategy, which consists of the teacher speaking in the native language with the intention that students understand complex instructions. Some examples are: letting the learners organize their thoughts in their native language before speaking or writing, using stories in the target language and then carrying out activities in their native language, as well as listening to audios in English and taking notes in their native language. (Di Virgilio, 2020, p. 18)

5.4.Main approaches related to Code-Switching

5.4.1. The sociolinguistic Approach

Code-Switching is understood as the switching of two or more tongues or linguistic varieties in a single interaction, and is influenced by various sociolinguistics factors.

These factors determine how individuals use and perceive language in particular sociocultural context.

Social identity is one of the most important factors. Language is used to express belonging to particular cultural ethnic background. For example, bilingual individuals might switch between languages like English and Spanish to maintain a connection with their heritage community. This behavior us a reflection of their ethnic or cultural identity. (Usmonova, 2024, p. 541)

Another key aspect is the social context in which communication occurs. Formal or informal settings, as well as the relationships between interlocutors, influence language choices. Speakers might switch languages to establish social proximity, create solidarity, or navigate power dynamics. For instance, in professional environments, switching to a dominant language can signal competence and authority. Additionally, linguistic competence plays a significant role. As speakers with higher fluency in multiple languages are more likely to code-switching naturally during conversation. (Usmonova, 2024, p. 543)

In the context of an English classroom, the sociolinguistic approach helps students understand that language is not static but changes depending on the audience, purpose, and context of communication. It encourages students to critically analyze language use, such as dialects, slang, and non-standard forms, as well as the impact of power dynamics, identity, and social norms on communication. (Adizovna, 2023, p. 64)

It means that sociolinguistic approach analyzes how code-switching acts in different contexts such as: social and educational. If the students have all the knowledge about that approach, they will be able to recognize the different settings and, in these ways, they

could communicate adequately using the different slangs, idioms according to how a community speaks. “Educators play a crucial role in guiding students through this approach, facilitating their journey towards becoming linguistically and culturally competent individuals” (Adizovna, 2023, p. 65)

5.4.2. Code-Switching as a social practice

Code-Switching plays a crucial role in reproducing power structures by creating exclusive linguistic barriers used by the educational elite. These practices, characterized by a high level of Code-Switching, are restricted to privileged circles, reinforcing social hierarchies and limiting access for the general population. (Panhwa y Buriro)

In multilingual contexts like Pakistan, Code-Switching to prestigious languages, such as English and Urdu, not only symbolizes power and status but also contributes to permanent changes in local languages through the integration of loanwords.

Moreover, sociopolitical and cognitive factors influence the practice of Code-Switching. Speakers adopt elements of other languages to redefine their identity and explore their position in society, which either reinforces or transforms their sense of cultural belonging.

Through code-switching, individuals constantly navigate between their original cultural, ethnic, and social identities and the expectations of the environments they encounter. This process fosters the development of a hybrid identity, where multiple aspects are integrated and embraced, resulting in a more intricate and multifaceted understanding of oneself. (Paasewe, 2023)

Through this alternation of languages, people negotiate their identity between different environments, such as home, work or community. This encourages the emergence of a

hybrid identity, integrating multiple dimensions of personality with a fusion of languages and cultures.

5.4.3. Metaphorical Switching

Code-Switching, a linguistic phenomenon typical of bilingual or multilingual communities, involves the alternation between languages or linguistic varieties within a conversation. This phenomenon, in its metaphorical form, does not necessarily respond to an obvious situational change, but reflects aspects such as ethnicity, fluency in several languages or belonging to a cultural group. At the same time, it allows speakers to adjust linguistic and cultural expectations, reflecting changes in the social context, the topic or the relationships between participants. (Nilep, 2006)

On the other hand, Code-Switching can be a solution for numerous speakers to show different facets like their identity, ethnicity and proficiency in several languages, or the connection to a particular linguistic or social group, it may also be a strategy for managing and adapting to various contexts, adjusting to the linguistic and cultural expectations of different interlocutors. (Mazzaggio & Moussaid, 2023)

5.4.4. Situational Switching

Situational Switching refers to switching between different languages or language varieties in response to changes in the social or situational context, such as the environment, the topic of conversation or the relationship between interlocutors, the majority of recipients choose to do Code-Switching because of a language preference, or if the speaker/participant/personality tends to perform more activities in Spanish or English, as well as the influence of sentence order structure. (Cueva)

The existence of interferences caused by social bilingualism, regardless of the language used by the speaker. In addition, it has been observed that Valencian has adopted and

continues to adopt a significant number of lexical terms from Castilian, with different levels of integration, which brings with it implications for the receiving language. Likewise, it has been noted that in our speaking community code-switching is a very common form of interaction; although they have not yet been precisely quantified, it can be identified that code-switching is predominant, followed by intra-sentence changes. (Molina, 1999)

5.5.Hypothesis related with Code-Switching

5.5.1. *The Input Hypothesis*

Krashen expresses that student can understand a second language when the *input* is comprehensible. That means that English educators have to use words that learners already know, because in this way if the teacher add a new word, students will be able to understand the meaning through the context.

In the input Hypothesis, acquisition only happens when a student is exposed to “comprehensible input” or second-language input that is just a little bit above his current level of language proficiency and is able to concentrate on understanding meaning or information rather than understanding form. (Luo, 2024, pp. 132-133)

It helps to students feel more comfortable when teacher explains something in the target language, because students have to learn it in a natural way as they would learn their mother tongue. Because when they are learning to speak in their first language they first listening to others and then over the time they learn the grammar. To explain this Krashen developed a formula: “When it happens, when the input is understood, if there is enough input, $i+1$ will usually be covered automatically” (Krashen & Terrell, 1988, p. 33)

The formula says that “ I ” represents the student’s current level while “ $+1$ ” indicates that the input is slightly above the student’s actual level, but still understand with context. The

idea is that teachers have to provide clear instructions without making the students feel overwhelmed.

In the other hand the *input* and code-switching play an important role at home due to the convivence with adults in this case the parents. “The adult plays an important part in the influencing the patterns of the children’s code-switching” (Blackwood, 2022)

It supports the Krashen hypothesis, arguing that the learning depends on the comprehensible and contextualized exposure, which facilitates the acquisition of code-switching from an early age.

5.5.2. Dominant-Language Hypothesis

“In a given society, one language can be dominant in that it is the most frequently used in education, government, and other functions” (Treffers-Daller, 2019, p. 3) This hypothesis means that the *dominant-language* is the language that people use most every day depending on the context in which it is found, the mother tongue does not necessarily to be the *dominant-language*.

The contexts in which languages are used can also influence the determination of a “dominant language” in the bilingual brain. The language used in formal, academic or work situations may have greater brain activation and be perceived as dominant compared to the languages used in more informal or familiar settings. (Letras, n.d.)

This means that people use the language with which they feel most secure and confident when expressing themselves and it is not always their mother tongue. This is due different factors such as: frequency of use, social context and environment, age of acquisition, purpose or need, exposure and continuous practice.

On the other hand, when someone tends to code-switching in a conversation it means that they do not have complete dominance of any languages. For that reason, they prefer to use both languages so that the message can be understood. “The dominant language is the one in which the bilingual child can communicate without a need to code-switch” (Olsson & Sullivan, 2005, p. 1751)

5.6.Relevance del topic today

5.6.1. Impact of Code-Switching on language learning in Primary Education

Ecuador is ranked 82 out of 117 globally while in Latin America it is ranked 19 out of 21. These low invite us to analyze the strategies used in teaching English as a foreign language. Likewise, the use of *Code-Switching* in English classes should be analyzed. (EF English Proficiency Index, 2024)

The term “*Code-Switching*” is not well known in English language teaching. However, educators constantly use it unconsciously without realizing that it is a way of teaching and that it significantly influences the student’s teaching-learning process.

20 of interviewees said they did not know the meaning, which is equivalent to four people out of twenty interviewed. In the development of the answers, it can be seen that, although they said they did not know about the subject, they did use the strategy in the classroom. 80% indicated that they did know about this tool. (Sonhouse et al., 2023)

One of the reasons why students do not acquire the English in a significant way is because they are used to translating in their native language. However, this harms communication because grammatical rules change from one language to another.

At the time of producing of foreign language, in this case English, they possibly tend to inappropriately mix and confuse both the grammatical rules being studied, as well

as the structures and even the vocabulary with those of their mother tongue, a situation that would seriously affect the learning of English. (PIÑEROS & URDANETA, 2018)

(Pozo-Díaz & Rivadeneira-Enríquez, 2020, p. 838)“Although the use of L1 is not seen as something positive in the classroom, students use it as one of the strategies that helps them to the challenges and complexities involved in Learning the English Language.” For that reason, students not having natural exposure to the English language. In addition, they do not feel capable of expressing their opinions in just one language and so they resort to using their mother tongue because that is how they feel most secure.

5.6.2. Current trends in Bilingual Education and the role of Code-Switching

Within the educational context, the term Code-Switching has been subject of debate as to whether it can be defined as a pedagogical strategy for teaching a second language. Since teachers use it in their classes unconsciously, some of the ways in which they use code switching are to give instructions, provide a safe classroom environment, correct students’ pronunciation, explain complex vocabulary and manage classroom. (Aminifard & Mehrpour, 2019, p. 80)

Therefore, it is important to mention that English educators should consider the different theories about bilingualism and Code-Switching to enhance the student’s learning process both in the foreign and native language. (Shareef, 2024)

On the other hand, there is concern about whether the use of mother tongue in teaching English is really effective, since some educators do not believe that the practice of L1 is a practical strategy and that it can also facilitate the teaching of the L2. However, there are teachers who believe that the use of Code-Switching can help to carry out the class. (Buratl & Çavuşoğlu, 2020, pp. 36-37)

Nowadays, the use of technology is very important in the classroom, as it allows for more personalized learning, which motivates students to continue learning, especially when it comes to a new language. However, technology has not yet been able to facilitate the use of code switching in different context, which only reduces its use and interaction in the classroom. (Nguyen et al., 2022, p. 2)

5.7. Social, Economic or Cultural Importance

5.7.1. Social implications of the excessive use of Code-Switching in educational environments.

The overabundant usage of Code-Switching in classroom can have some social implications that can influence both the dynamics of learning and the relationships between students and teachers. This linguistic practice can facilitate the understanding and predisposition of learners with the grade material, it also promotes confidence, students participate in classes and there is also grater competence in English. (Kumari, 2024)

On the other hand, language learners struggle to maintain linguistic accuracy and fluency when Code-Switching. However, these practices can also yield both linguistic and cognitive benefits, such as vocabulary enrichment and improve grammatical understanding. (Ahmad et al., 2023)

Some researchers recommends that teachers need to be trained to know how and when to use Code-Switching so as not to harm the teaching process of students. “Learners should have a correct understanding of Code-Switching, and utilize the advantages of Code-Switching in teaching” (Sun & Yang, 2024)

However, educators could foster a more inclusive and motivating learning setting by incorporating students' native languages into the development of lessons. (Maqsood et al., 2022)

5.7.2. Long-term effects on students' language competence and cultural development

The use of Code-Switching can result in advantages as well as disadvantages depending on how teachers use it in the classroom.

The excessive use of first language in second or foreign language classroom may lead to students being overly dependent, it nonetheless encourages teachers to use it in a complete view of as a teaching and learning tool that facilitates students' knowledge construction in the target language, and most significantly, that it enhances interpersonal interaction between themselves and the students, much to the ultimate increase of teaching and learning efficiency. (Sakaria & Priyana, 2018, p. 179)

In addition, it can limit students' exposure to the language they are learning, such as English, and make it difficult for them to develop advanced skills in that language. "Bilingual Code-Switching habits, including switching frequency and context, are crucial in shaping and modulating bilinguals' skills in cognitive flexibility and inhibition" (Han et al., 2022)

5.8. Practical Strategies and Applied Perspectives on Code-Switching

5.8.1. Pedagogical Strategies to balance the use of Code-Switching in the classroom

Balancing Code-Switching in language classrooms is essential to ensure students are adequately exposed to the target language. While switching to the native language can be beneficial for clarifying complex concepts or giving instructions, excessive use can disrupt the immersive experience necessary for developing fluency. Relying too much on

the students' first language limits opportunities for meaningful practice in the target language, which is critical for fostering linguistic competence and confidence. An overreliance on Code-Switching may ultimately slow students' progress in mastering the target language. (Sakaria & Priyana, 2018)

To address this issue, teachers must employ pedagogical strategies that involve the selective and intentional use of Code-Switching. This strategy can be implemented during specific moments, such as when students encounter abstract ideas or when instructions need further clarification. However, the primary focus should remain on maintaining the target language as the dominant medium of communication in the classroom. Encouraging students to think, respond, and engage in the target language fosters an environment that supports active learning. By achieving this balance, teachers can use Code-Switching as a supportive tool rather than a crutch, ensuring that it enhances learning instead of hindering. (Sakaria & Priyana, 2018)

Incorporating real-world language activities is another strategy to minimize dependency on Code-Switching. For example, role-plays, debates, and collaborative projects immerse students in authentic target language use, providing them with meaningful practice opportunities. As students gain confidence, teachers can gradually decrease the use of the native-language, reserving Code-Switching only for scaffolding purposes or to ensure student engagement. These practices maintain a focus on language growth while ensuring that students can participate effectively in classroom activities. (Sakaria & Priyana, 2018)

Beyond instructional benefits, Code-Switching can also contribute to creating a positive classroom atmosphere. When used selectively, the native language can help teachers build rapport, express empathy, and address cultural nuances, motivating students to engage more actively. However, the overarching goal should always be to prioritize the

target language. By maintaining this focus, teachers can promote the development of communicative competence and prepare students to use the language confidently in real-life contexts. (Sakaria & Priyana, 2018)

5.9.National Context

In Ecuador, it is common for both teachers and students to switch between Spanish and English during English lessons, especially when they share Spanish as their native language. This practice of alternating between the two languages is a frequent occurrence in educational settings.

Teachers often use this strategy to explain complex grammatical points, as it can help maintain the students' attention. However, when Code-Switching becomes too frequent, it may lead students to rely on their native language, preventing them from fully immersing themselves in English proficiency. Additionally, if teachers constantly switch between languages, it may indicate a lack of confidence or proficiency in English, resulting in limited exposure to the language in the classroom, which is essential for students' language development.

In bilingual or multilingual communities, Code-Switching is not just a linguistic tool but also an important aspect of social and cultural identity. Bilingual individuals are usually more attuned to the social norms and cooperative behaviors within their community, which can be navigated through language use. The ability to alternate between languages, such as English and Spanish, plays a significant role in expressing one's cultural identity, especially in communities where multiple language and traditions coexist. This phenomenon of language alternation is commonly seen in everyday interactions and enables individuals to engage with both their native and second languages, often balancing both to maintain connections with different social groups.

While Code-Switching can facilitate communication, it can also limit the opportunities for students to become fully immersed in English. This over-reliance on switching between languages might prevent them from mastering the foreign language, which is crucial in today's globalized job market. Proficiency in English is a key asset for professional advancement, and failure to achieve this due to excessive Code-Switching can hinder students' social mobility. In professional fields where fluency in English is essential, this limitation can significantly affect their career prospects. (Elizabeth & Sarahi, 2020)

6. Materials and Methods

6.1. Introduction

This section presents the methodology used, to carry out the research on “The excessive practice of Code-Switching in English class in primary education and its effects.” First, it described the research approach, the aim of this section, the validity and reliability of the study.

Since the aim of this research is to analyze both teachers' perceptions and the impact of Code-Switching on students, a mixed approach combining quantitative and qualitative methods has been chosen. Data has been collected through surveys of sixth and seventh grades, which allowed to obtain statistical information on the use of Code-Switching in the classroom. In addition, it was complemented through interviews on teachers, which allowed to acquire a deeper perspective on their practices and perceptions.

6.2. Methodology Objectives

6.2.1. General Objective

To analyze the data gathered from Unidad Educativa Particular “Oviedo” with the final purpose of providing digital activities that help to reduce the excessive use of Code-Switching in 6th and 7th classes of primary education.

6.2.2. Specific Objectives

1. To conduct a survey of 6th and 7th grade students in basic education for finding out their perceptions and opinions about the use of Code-Switching in English classrooms, applying the research techniques.
2. To analyze through an interview the frequency teachers of English use the mother tongue in the classroom for knowing how it affects the learning of the students.

6.4. Research Methods

The methodology used in the research was both descriptive and analytical. It was descriptive because it identified the reasons why teachers use Code-Switching in the classroom, as well as the frequency they used this phenomenon.

On the other hand, it was analytical because it analyzed the effects of using Code-Switching considering the perceptions of teachers and students.

6.4.1. Qualitative Research

This research used a qualitative approach through semi-structured interviews with two primary English teachers. The questions explored the strategies they used to balance English and the mother tongue in class, the role of technological tools and their views on Code-Switching. The teachers explained the main reasons why they used both languages.

They also described the effects they had observed on students' motivation and understanding, and how technology had supported their teaching process.

6.4.2. Quantitative Research

A structured questionnaire was conducted with sixth and seventh grades students to collect quantitative data. The survey included closed questions with multiple-choice and Likert scale formats. It focused on how often English was used in class, how comfortable students felt, their motivation levels, and their preferences regarding the use of Code-Switching. The survey also covered their views on the use of digital platforms for learning English.

6.4.3. Mixed

This research used a mixed approach, combining both qualitative and quantitative data. Interviews with teachers and surveys with students allowed us to identify the teachers' perspectives students' experiences. The integration of both types of data provided a more complete view of the use of Code-Switching in the English classroom.

6.6. Research Population

The study includes a total of 377 students, from a sample of 50 learners was selected in the sixth and seventh grades of Basic Education from the Unidad Educativa Particular "Oviedo". It is a religious institution located in Ibarra city. The instruments were applied specifically to students enrolled in the sixth and seventh grades of primary education, whose ages range between 10 and 11 years old. The institution has two English teachers who teach four hours a week. The selection of this population responds to the need to analyze the effects of the use of Code-Switching in English classes.

Furthermore, this research aims to contribute to educational practice by proposing digital activities that promote a more effective and engaging teaching-learning process. By

addressing the problem of excessive Code-Switching to help teachers foster a more immersive English language environment and ultimately improve students' language proficiency and ability to communicate effectively.

The teaching and learning process has majorly become learners-centered after the arrival of technology. It promotes the curiosity for learning foreign languages in all young and old minds. No doubt technology kindles the learners' enthusiasm to learn or master a new language, that leads to attain confidence within. (The Impact of Technology in Language Learning, 2023)

6.7. Techniques and Instruments

The data collection for this research employed techniques and instruments specifically designed to obtain relevant information.

6.7.1. Interview

A structured interview was conducted with the teachers of the Unidad Educativa Particular "Oviedo". The instrument used was a bank of questions that included both open and closed questions with the aim of obtaining in-depth perspectives About how teachers use code switching in the classroom and how they balance it during the lesson. In addition, whether the use of technological tools allows them to reduce the use of Spanish. In the same way, the impact observed by the educator.

6.7.2. Survey

A questionnaire made up of 10 questions based on a Likert Scale designed and applied to students in the sixth and seventh grades of basic education. This instrument allowed the collection of quantitative data related to students' experiences and opinions regarding the mixture of the two languages (Spanish and English) in the English classroom. Also, about

their feelings when the teacher explains the subject in English, as well as whether they prefer the use of technological tools to improve their learning.

6.8. Methodological Organization

First of all, the different instruments were formulated: an interview of 5 questions to be applied to the teachers of English area and an interview with 10 questions to be applied to the students of sixth and seventh grade of basic education. Once the instruments had been formulated the validation was carried out by the project advisor. Afterwards, a letter was drafted to the principal of the Unidad Educativa Particular “Oviedo” requesting authorization to apply the instruments.

Once the document was drafted, it was delivered to the institution. After the authorization was given by the principal of the institution. After the authorization was given by the principal of the institution, the instruments were applied.

Finally, the results obtained were analyzed and conclusions and recommendations were drawn.

They also described the effects they had observed on students’ motivation and understanding, and how technology had supported their teaching process.

7. Results and Discussions

7.1. Results

In this section the results obtained from various techniques used in the research are outlined. The instruments were applied at Unidad Educativa Particular “Oviedo.” An interview was conducted with two English teachers from Basic Education, and a survey was applied to students from 6th and 7th grades, involving approximately 49 participants. The data collected through the interview was analyzed using content analysis to explore

teachers' perspectives on Code-Switching in the classroom. Meanwhile, the students' responses were examined using statistical analysis, with the help of Excel to present the result in charts and graphs, allowing for a clearer interpretation of their experiences and opinions regarding the use of Code-Switching during English lesson.

7.1.2. Survey for students from sixth and seventh grades in basic education at Unidad Educativa Particular “Oviedo”

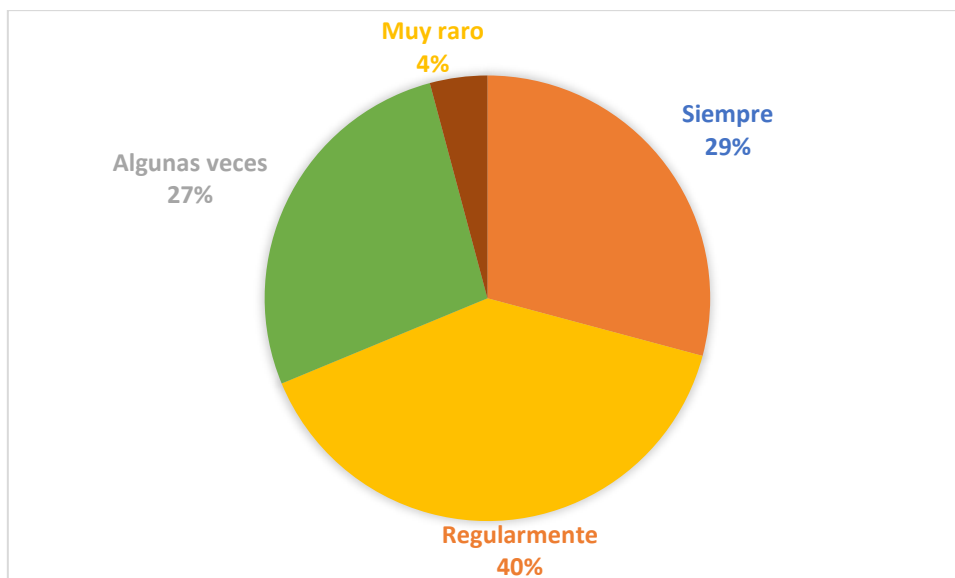
1. ¿En la clase de inglés el profesor únicamente usa el inglés para dar la clase?

Table 1. Frequency of the use of English in the classroom

Answers	Frequency	Percentage
Siempre	14	29%
Regularmente	19	40%
Algunas veces	13	27%
Muy raro	2	4%
Nunca	0	0%
Total	48	100%

Note: This table shows the frequency with which students perceive that the teacher uses only English during classes. (Robles & Velasteguí, 2025)

Figure 1. Results of the question1: Frequency of the use of English in class



Note: Pie chart visually representing the percentages obtained in Table 1. (Robles & Velasteguí, 2025)

Analysis

According to the graph that represents the results of question number 2, it can be analyzed that most of the students agree that the teacher regularly speaks only English in class, while the opinions expressed by more than 60% of the students' state that the English teacher also uses Spanish to teach his classes. In this way, we can summarize that the English teachers of this Educational Unit use both languages (English and Spanish) for the process of teaching and learning English.

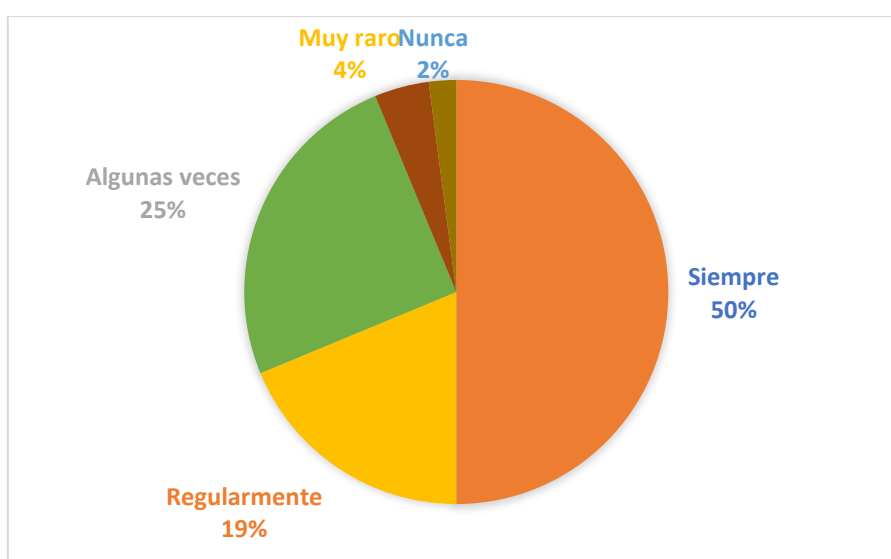
2. ¿Te sientes más cómodo cuando el profesor habla en español para dar la clase de inglés?

Table 2. Frequency of the use of Spanish in classes.

Answers	Frequency	Percentage
Siempre	24	50%
Regularmente	9	19%
Algunas veces	12	25%
Muy raro	2	4%
Nunca	1	2%
Total	48	100%

Note: This table shows the frequency with which students perceive that the teacher uses only Spanish during classes. (Robles & Velasteguí, 2025)

Figure 2. Results of the question 2: Use of the Spanish in English classes



Note: Pie chart visually representing the percentages obtained in Table 2 (Robles & Velasteguí, 2025).

Analysis

In relation to the second question, it is evident that the majority of the students feel more comfortable whenever the teacher uses Spanish to teach the class; on the other hand, a small group indicated that they rarely or never feel more comfortable with the use of Spanish. It indicates that some students prefer a more complete immersion in the English language as this would motivate them if the use of Spanish in class is avoided. It is concluded that a large portion of the students positively value the use of Spanish because

students need to understand the instructions and grammatical rules, skills and abilities in order to learn the language.

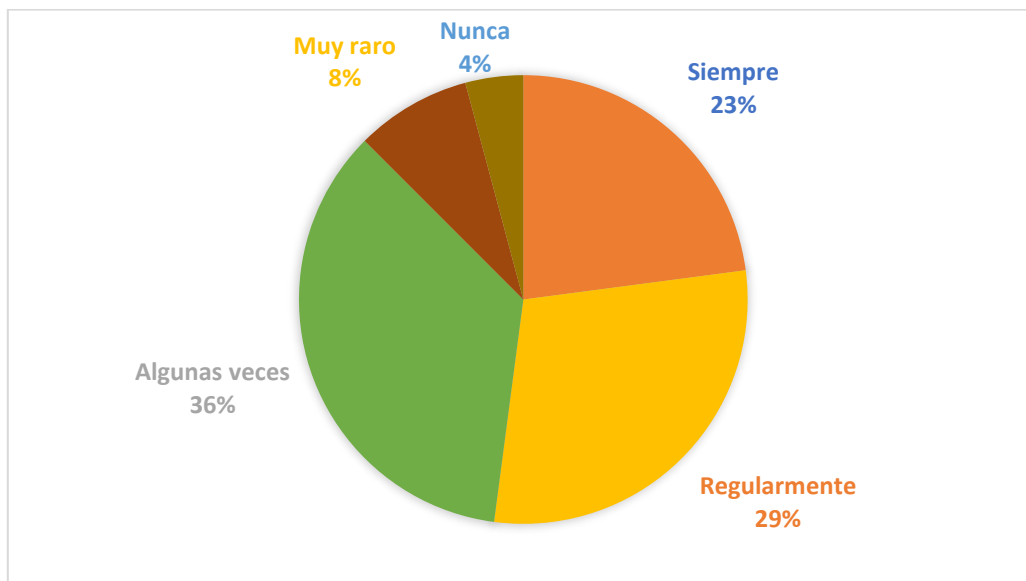
3. ¿Te sientes mejor cuando el profesor usa ingles la mayor parte del tiempo en la clase de inglés?

Table 3. Frequency of students' feelings regarding to the use of English in classes

Answers	Frequency	Percentage
Siempre	11	23%
Regularmente	14	29%
Algunas veces	17	36%
Muy raro	4	8%
Nunca	2	4%
Total	37	100%

Note: This table presents students' responses on whether they feel better when the teacher uses English most of the time during English class (Robles & Velasteguí, 2025).

Figure 3. Results of the question 3: Students' feelings regarding to the use of English the most part of the time in classes



Note: Pie chart visually representing the percentages obtained in Table 3 (Robles & Velasteguí, 2025).

Analysis

According to the graphic the majority of students feel safer when teacher uses English more than Spanish in the class. Otherwise, the minority of learners prefer learn the language by being completely surrounded by English. Furthermore, a considerable group of students selected “regularly” which shows that they often feel comfortable when English is used most of the time in class, but not always. However, the 12% of students prefer little or no use of English classes. To sum up, most of responses feel at ease with or favor total immersion in English. As for the other students need the use of their native language to understand complex topics.

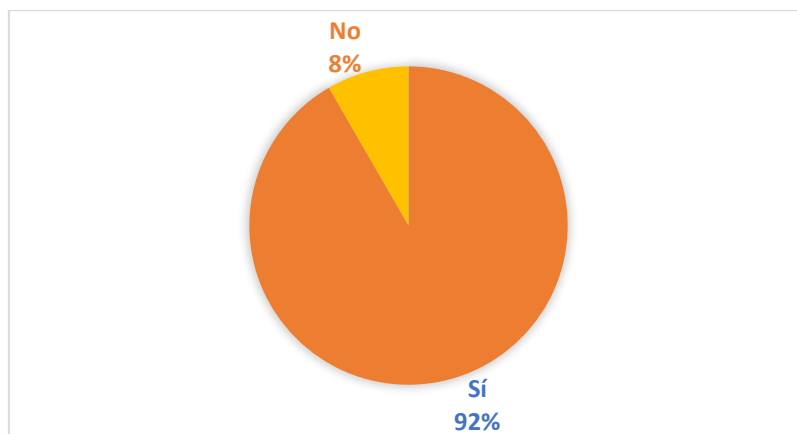
4. ¿Prefieres que el profesor use el inglés y español cuando el tema de la clase es difícil de entender?

Table 4. Frequency of the preference of the use of both languages to teach a complex topic

Answers	Frequency	Percentage
Sí	44	92%
No	4	8%
Total	48	100%

Note: This table shows the students' preference for the teacher's combined use of English and Spanish when the class topic is difficult to understand (Robles & Velasteguí, 2025).

Figure 4. Results of the question 4: Preference of the use of both languages English and Spanish in classes



Note: Pie chart visually representing the percentages obtained in Table 4 (Robles & Velasteguí, 2025).

Analysis

From the analysis is evident that, the greater number of the students opt or mixing both languages, especially Spanish when they encounter a challenging topic to understand. Regarding the minority's perspective they feel more confident and secure when Spanish is used as a support tool, especially when dealing with complex topics. For that reason, code switching appears to play a key role in facilitating comprehension.

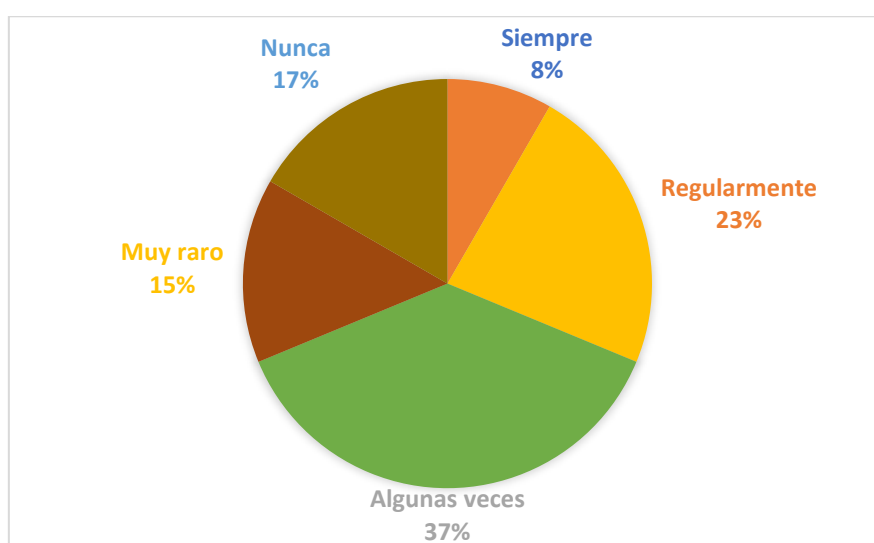
5. Cuando el profesor habla solo en inglés en el aula ¿te sientes desmotivado al no entender?

Table 5. Frequency of the students' motivation or demotivation when teacher speaks only English in class

Answers	Frequency	Percentage
Siempre	4	8%
Regularmente	11	23%
Algunas veces	18	37%
Muy raro	7	15%
Nunca	8	17%
Total	48	100%

Note: This table reflects the frequency with which students feel demotivated when the teacher speaks only in English in the classroom and they fail to understand (Robles & Velasteguí, 2025).

Figure 5. Results of question 5: Students' motivation or demotivation when teacher speaks only English in class



Note: Pie chart visually representing the percentages obtained in Table 5 (Robles & Velasteguí, 2025).

Analysis

A notable of students reported feeling demotivated occasionally when only English is used and they do not understand, indicating that the lack of comprehension can affect their engagement. Others mentioned feeling demotivated regularly or always, showing that exclusive use of English can be a consistent barrier for some learners.

On the other hand, some students rarely or never feel demotivated, suggesting they are either more confident in their English skills or more comfortable in full immersion setting. These differences highlight the need for balanced language use to support motivation across all proficiency levels.

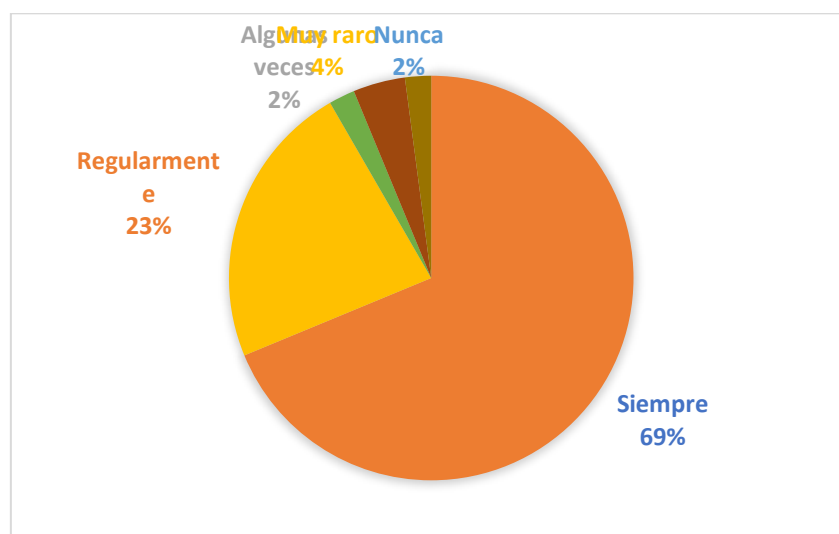
6. ¿Crees que el profesor de inglés al hablar en inglés y español te ayuda a comprender mejor el idioma?

Table 6. Frequency of responses on the impact of dual language use on English comprehension.

Answers	Frequency	Percentage
Siempre	33	69%
Regularmente	11	23%
Algunas veces	1	2%
Muy raro	2	4%
Nunca	1	2%
Total	48	100%

Note: This table shows the frequency of responses from sixth and seventh grade students regarding whether the teacher's use of English and Spanish helps them understand the language better (Robles & Velasteguí, 2025).

Figure 6. Results of question 6: The impact of dual language use on English comprehension



Note: Pie chart visually representing the percentages obtained in Table 6 (Robles & Velasteguí, 2025).

Analysis

The majority of students consider that teacher’s use both English and Spanish significantly helps them understand the language better. Otherwise, a smaller group of students indicated that his approach helps regularly, showing it remains a use tool even if not always necessary. Only a few reported that it helps rarely or ever, which may reflect either a preference for immersion or greater language proficiency. Overall, the responses highlight that bilingual instruction is largely seen as beneficial, contributing positively to student’s understanding of English.

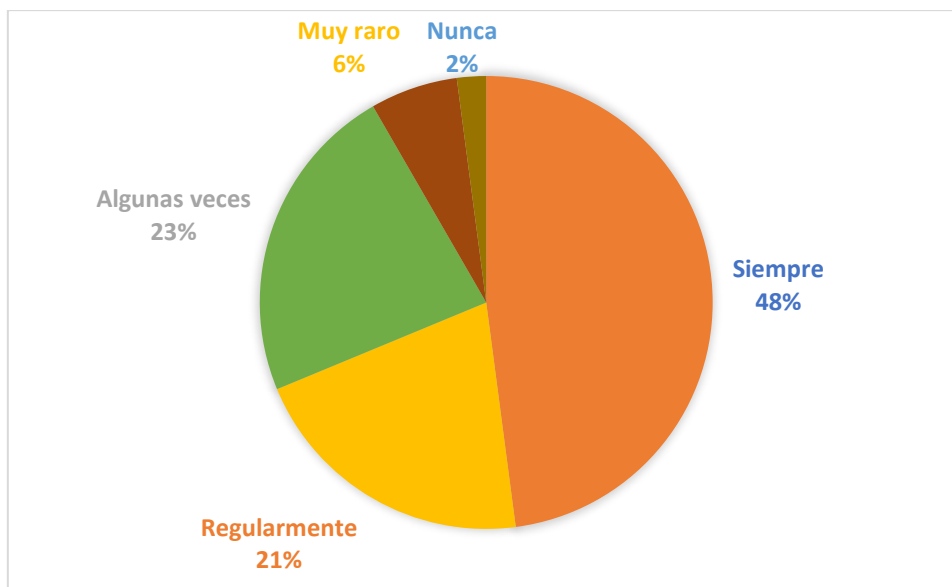
7. ¿Prefieres aprender vocabulario en inglés con traducción en español?

Table 7. Frequency of preference for learning English vocabulary with Spanish translation

Answers	Frequency	Percentage
Siempre	23	48%
Regularmente	10	21%
Algunas veces	11	23%
Muy raro	3	6%
Nunca	1	2%
Total	48	100%

Note: This table shows the students' responses regarding their preference for learning vocabulary in English accompanied by its translation into Spanish as a strategy to improve their understanding of the language (Robles & Velasteguí, 2025).

Figure 7. Results of questions 7: Preference of translating the English vocabulary to Spanish



Note: Pie chart visually representing the percentages obtained in Table 7 (Robles & Velasteguí, 2025).

Analysis

Most of students express a clear preference for learning English vocabulary through Spanish translation. It indicates that translation serves as a helpful bridge for understanding and retaining new words, especially for learners at early or intermediate level. Others mentioned they prefer this method regularly or sometimes, suggesting that while translations are helpful, they may also be open to alternative strategies like visual context or monolingual definitions. Only a few students reported rarely or never using translation which might reflect higher proficiency or a preference for full English exposure. These responses highlight translation continues to be a valued support tool in vocabulary acquisition for most learners.

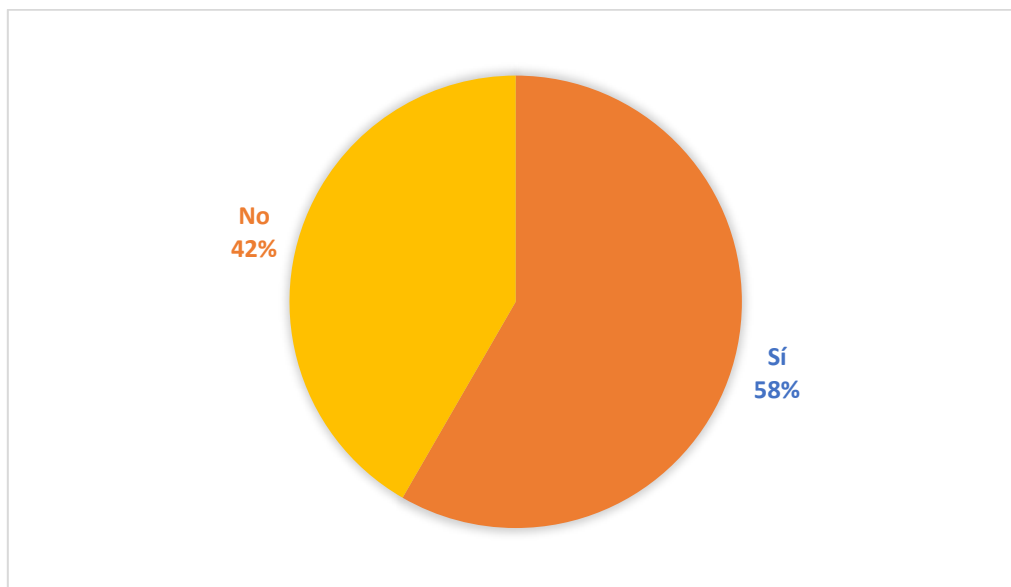
8. ¿Te gustaría que el profesor hablara en inglés cuando de la clase?

Table 8. Frequency of responses on the preference for the teacher to use only English during class

Answers	Frequency	Percentage
Sí	28	58%
No	20	42%
Total	48	100%

Note: This table collects students' responses on whether they would like the teacher to use only the English language when teaching the class, as a way to promote language immersion (Robles & Velasteguí, 2025).

Figure 8. Results of question 8: Students' responses on the preference for the teacher to use only English during class



Note: Pie chart visually representing the percentages obtained in Table 8 (Robles & Velasteguí, 2025).

Analysis

According to the data presented in the graph, the majority of students prefer that educator use English during class. While, 40% responded “No” expressing a preference of use

Spanish or a combination of both languages. This suggests that the majority of students agree on the use of English as part of their learning process.

However, the 40% who prefer the teacher not speak in English could be due to a low level of comprehension when explanations are given in Spanish or through the use of code-switching. This result evidences differences in the levels of competence and confidence in the language students.

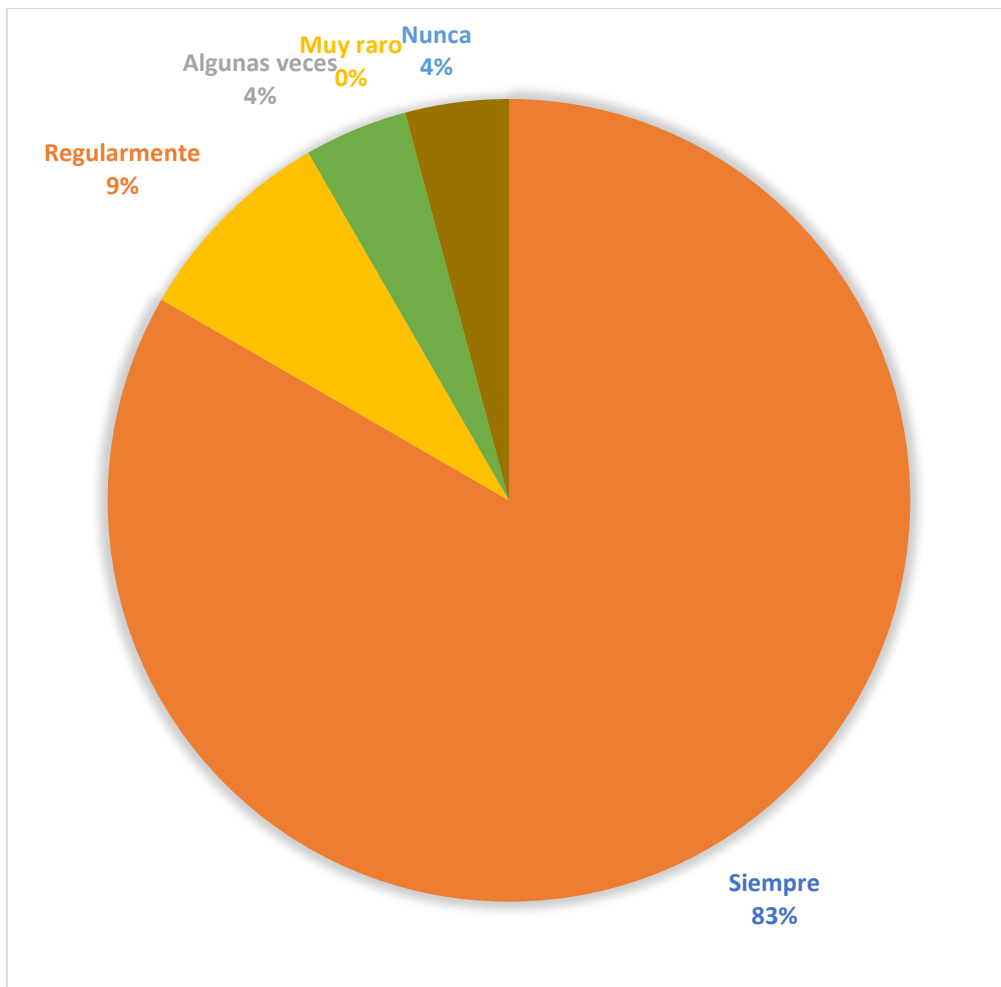
9. ¿Te gustaría aprender inglés mientras realizas actividades en plataformas digitales (computadora, celular, Tablet)?

Table 9. Frequency of responses on the preference of learning English through activities on digital platforms

Answers	Frequency	Percentage
Siempre	40	83%
Regularmente	4	9%
Algunas veces	2	4%
Muy raro	0	0%
Nunca	2	4%
Total	48	100%

Note: The table presents the students' responses about their interest in learning English through activities carried out on digital platforms such as computers, cell phones or tablets, as a technological alternative to support the educational process (Robles & Velasteguí, 2025).

Figure 9. Results of question 9: The preference of learning English through activities on digital platforms



Note: Pie chart visually representing the percentages obtained in Table 9 (Robles & Velasteguí, 2025).

Analysis

According to the data presented, the majority of students expressed that they would like to learn English in this way “always,” which evidences a high interest in integrating digital resources in the teaching-learning process. On the other hand, some students mentioned that they would like to learn English on digital platforms “regularly,” while other indicated “sometimes.” A small group of respondents indicated that they would “never” like this modality. These results reflects that while the use of technology in the classroom is not of interest to 15% of learner, it can be perceived as an effective and motivating resource for students.

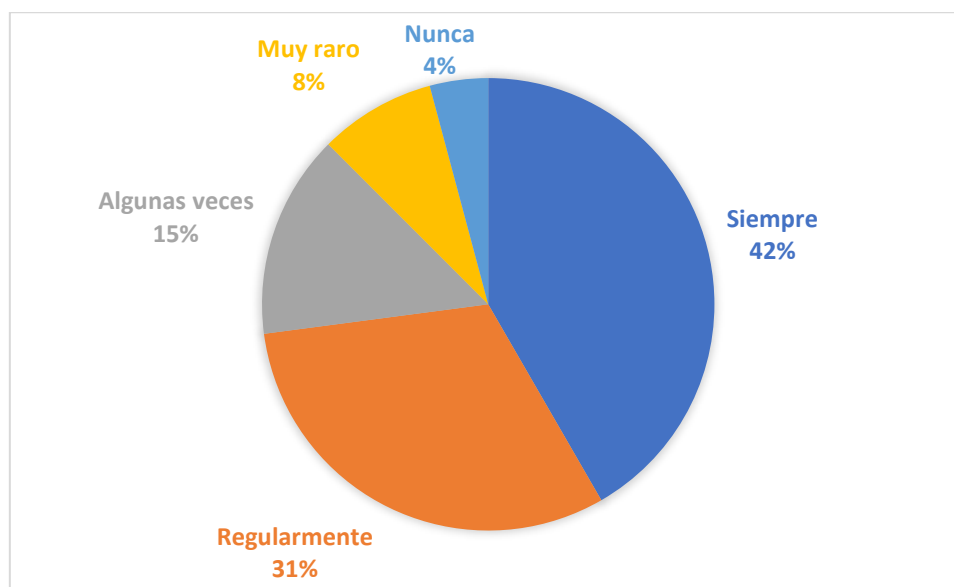
10. ¿Piensas que con el uso de herramientas tecnológicas aprenderás mejor el idioma inglés?

Table 10. Frequency of responses on the impact of technological tools on English language Learning

Answers	Frequency	Percentage
Siempre	20	42%
Regularmente	15	31%
Algunas veces	7	15%
Muy raro	4	8%
Nunca	2	4%
Total	48	100%

Note: This table presents the frequency with which participants responded whether they consider that the use of technological tools contributes to better English language learning (Robles & Velasteguí, 2025).

Figure 10. Results of question 10: Responses on the impact of technological tools on English language learning



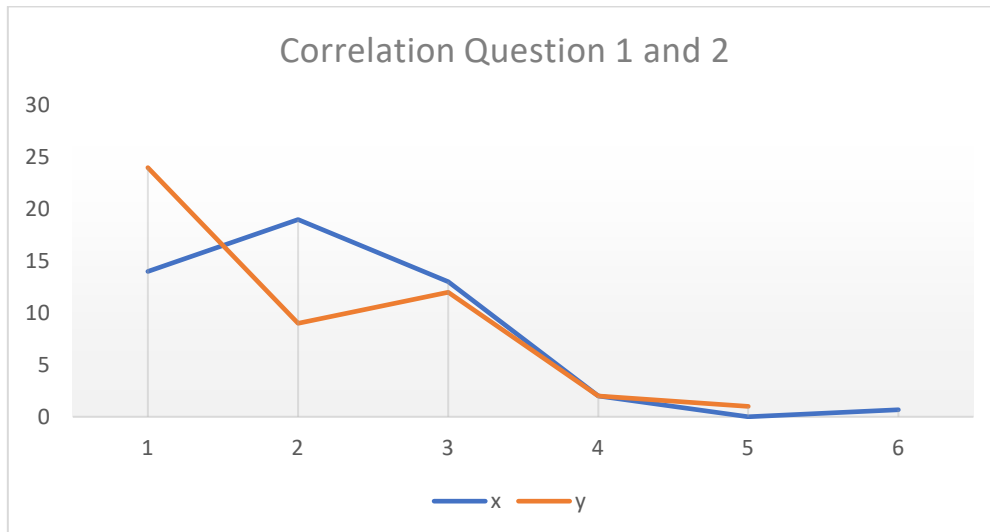
Note: Pie chart visually representing the percentages obtained in Table 10 (Robles & Velasteguí, 2025).

Analysis

A large number of students believe that will “always” learn English better with the use of technological tools, On the other hand, 45% of the respondents believe that the use of technology facilitates their learning of English, although not consistently. Meanwhile, a small group expressed that technology can hardly facilitate language learning. These results highlight a majority of student’s perception of the value of technological tools in English language learning, although they also reveal differences in the level of confidence they have in these resources. This could indicate the need for balanced integration of technology in the classroom to maximize its effectiveness in language use.

7.1.3. Correlation

Figure 11. Correlation Between Questions 1 and 2

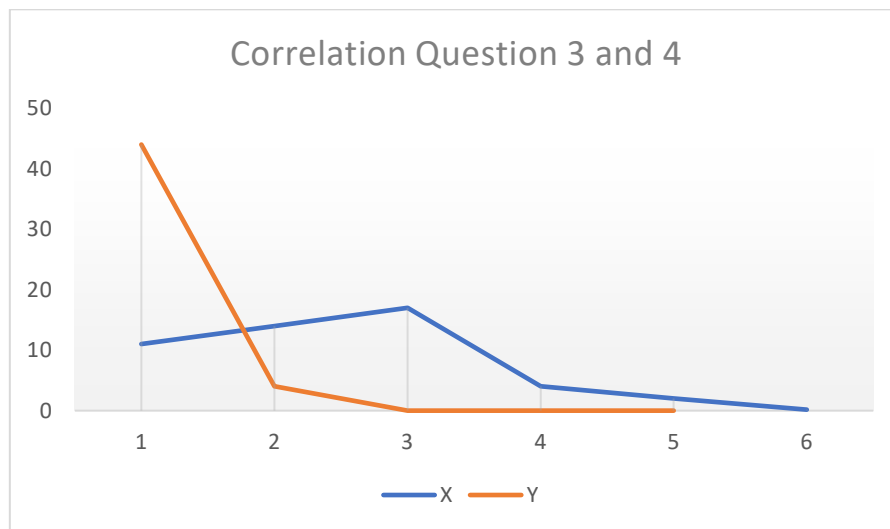


Note: This graph illustrates the correlation between the responses to Question 1 and Question 2 (Robles & Velasteguí, 2025).

Analysis

According to the results obtained between variable 1 and variable 2, the correlation value is 0,67, indicating a moderate positive correlation. This reflects a connection between teacher's exclusive use of English in the classroom and the comfort students experience when Spanish is used to explain the content.

Figure 12. Correlation Between Questions 3 and 4

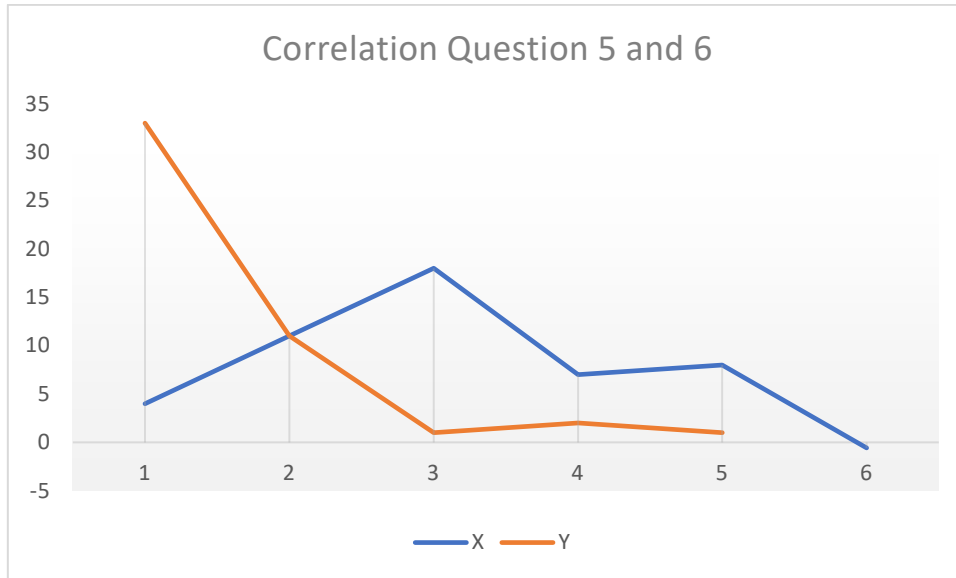


Note: This graph illustrates the correlation between the responses to Question 3 and Question 4 (Robles & Velasteguí, 2025).

Analysis

According to the results obtained between third and fourth variable, there is evidence of a weak correlation (0,15). This suggests that students have varying opinions regarding the questions, reflecting minimal consistency in their responses.

Figure 13. Correlation Between Questions 5 and 6

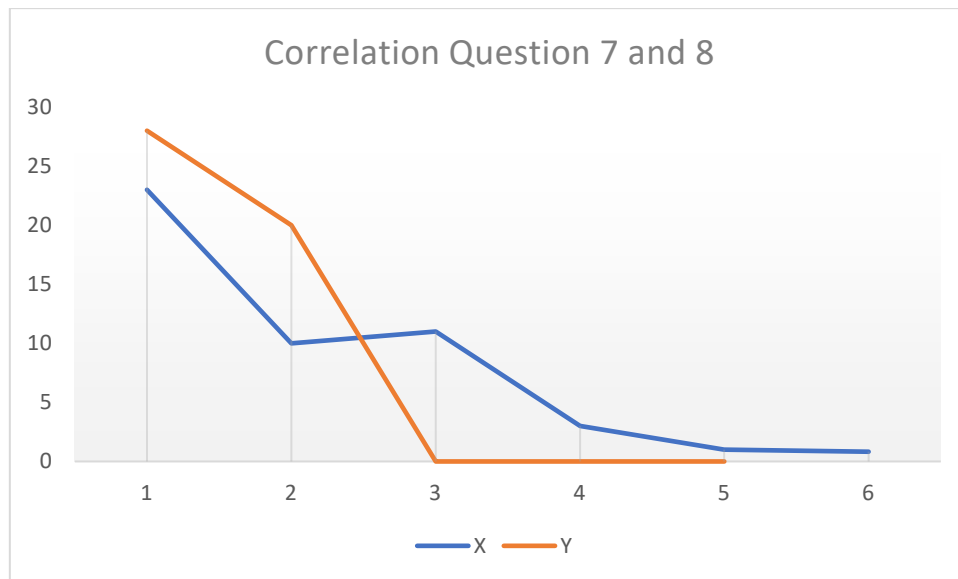


Note: This graph illustrates the correlation between the responses to Question 5 and Question 6 (Robles & Velasteguí, 2025).

Analysis

Regarding to the graphic derive the correlation value is $-0,57$, indicating a negative correlation. This suggests that students who feel demotivated when the teacher speaks in English, perceive that the combined use of English and Spanish could help them understand better. This relationship reflects the importance of additional linguistic support for certain students in the classroom.

Figure 14. Correlation Between Questions 7 and 8

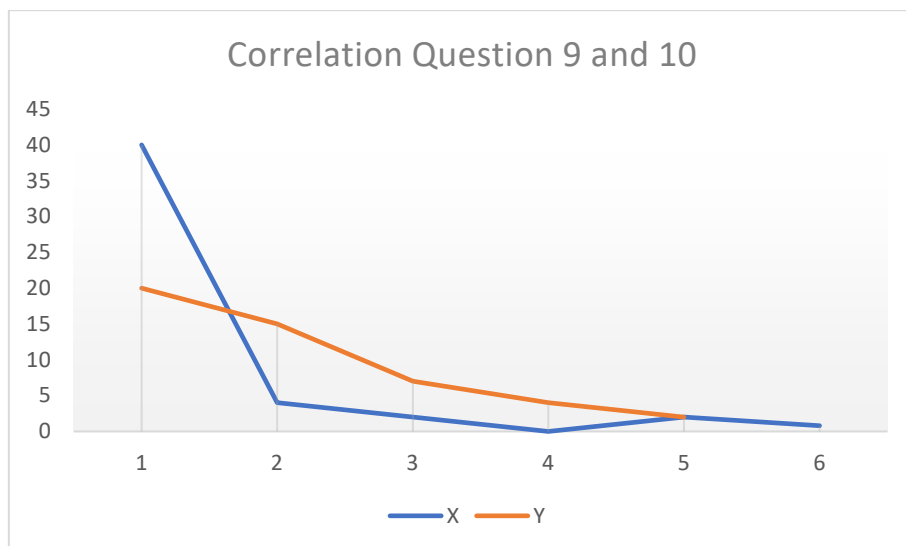


Note: This graph illustrates the correlation between the responses to Question 7 and Question 8 (Robles & Velasteguí, 2025).

Analysis

According to the results obtained between variable 7 and 8, there is evidence of a strong positive correlation (0,82). This indicates that students' responses are quite similar for both questions, suggesting a significant relationship between their preferences for learning vocabulary with translation and the desire for the teacher to speak English during class.

Figure 15. Correlation Between Questions 9 and 10



Note: This graph illustrates the correlation between the responses to Question 9 and Question 10 (Robles & Velasteguí, 2025).

Analysis

According to variables 9 and 10, the correlation obtained is approximately 0,80, which indicates a high positive correlation. This mean that, in general terms, students who consider it beneficial to learn English through digital platforms (computer, cell-phone, tablet) also tend to perceive that the use of technological tools facilitates language learning, this relationship suggest a significant connection between the two variables.

7.1.3. Interview applied to the English teachers in charge of sixth and seventh level at Unidad Educativa Particular “Oviedo”

1. What strategies do you use to balance the use of English and native language in the classroom?

I try to speak in Spanish and English, for example when we have classes with students from 5 to 7 years old, I try to speak some words in English and when I have classes with the high levels for example six and seventh grade a try to speak in English, but they do not have the level so I try to connect some words with other words and try to applied it

inside the classroom. So, my strategy is trying to learn the grammar and try to learn some words that let them connect the words inside the classroom.

2. In your English classes do you use technological tools to teach and how do you think these could help reduce the need for code-switching?

Yes, I try to use more games for them because they are kids so they need more games, Some activities that I try to them is depend on the age they have, for example you cannot use the same activities for the initial or first grade to third or fourth grade, so you have to create more game for them and I try to use more game for the other levels and with the high levels I try to use not a technological tools I try to use some worksheet that I provide them some worksheet, not games. I try to use some games and some activities depend on the activities. For example, with those levels I use board games to speak and they practice their speaking skills and that is all.

3. Are you familiar with the term code-switching?

No, I don't know

4. What are the main reasons you resort to code-switching in the classroom?

Well, the main reasons could be that they do not understand all of the teacher speaks in English and that is the main reason because students need to understand what are the teacher say and well the reason could be that and another reason for me could be that in my classes in primary, I try to teach them more vocabulary than grammar rules because I know that in the high school, they are going to learn grammar rules. So, I try to teach more vocabulary than grammar, so that is another reason that I don't speak in English all the class.

5. What effects have you observed on students when using code-switching consistently in your classes?

Well, they always acquired vocabulary because they are in primary school, so they are like a sponge and they absorbed all the vocabulary that you give them. That is a part that I consider that they could learn with this Code-Switching.

7.1.4. Interview applied to English teacher in charge of higher levels at Unidad Educativa Particular “Oviedo”

1. What strategies do you use to balance the use of English and native language in the classroom?

Yes, I think regarding this first question is that one of the most important strategies to use in every single English class is that we have to get students involved in the class, like using some warm ups the beginning of the class and at the end some wrap ups. And other strategy, I think it is to use some games as well, like the broken telephone, for example, in which you have to keep the students passing some messages until it gets to the last students and then you will see if they got the last idea, So, we have lots of games, but I think those ones are the most important ones that I use in my class.

2. In your English classes do you use technological tools to teach and how do you think these could help reduce the need for code-switching?

Of course, I think not just the English teachers have to use technological resources. We have to use it, in one of the strategies to use technological resources is using some videos, some videos in English with subtitles. And the first time the students will watch that video in English without subtitles, and the second time they will watch that video again, but with subtitles.

3. Are you familiar with the term code-switching?

Yes, I think that is not good because perhaps the students are going to get accustomed to translating in Spanish and the in English and that is not good. So, I think all of students. All of the beginners, had to be accustomed to using just English all of the time. That is

what I think, I don't know if some teachers disagree with that, but I think the most important thing in here is that all of students have to talk in English all of the time. Let's suppose if they didn't get something, so the teacher has to introduce that word in English all of the time. For example, let's suppose that the students don't know the word tickle. The teacher says, tickle, is an idiot. You know that is an idiot. And then the teacher is going to explain that word in English. He said, okay, tickle pink is an additive which refers to someone who is very happy or not going. You see that it works properly in that way.

4. What are the main reasons you resort to code-switching in the classroom?

The first thing I think the cons of using that strategy is that the students are going to get accustomed to translate the things in Spanish and in English. And all those things and that is going to take too long. And it is not good if you want to try to talk in English. That is the first. Then I think that they have just to improve their speaking. So, if they don't know some words, some unknown words, so they have to try to make up some meanings in English.

5. What effects have you observed on students when using code-switching consistently in your classes?

As I already mentioned, I disagree with that strategy that is called switching. And one of the effects is that they are not going to be able to talk in English fluently because they are going to try to think that expression or that sentence in Spanish first and then they have to translate it. You see that it takes time, and that is not a good strategy to learn English, But I would like to include another thing in here, according to that strategy. And then it has to do with the fact that the students do not feel like engaged in class. And that is not due to this strategy. I think it is just about the methods that the teachers are using in every single English class.

That is why they recommend teachers, and they have to introduce some dynamic ideas, dynamic activities in every single class. For example, if they feel like engaging in the class, so they are going to be eager to receive or to introduce a new topic in their minds. Otherwise, they won't be able to learn just something new.

That is one of my strategies, in the end another strategy is that they have to try to practice English all of the time, not just in English classes. So, they have to use English if they are in their houses or if they are trying to hang in with someone else, So, they have to use English all of the time.

Analysis

The interview conducted with teachers from sixth and seventh grades of Basic Education revealed that they are not familiar with the term *code-switching* (the mixing of both Spanish and English languages). However, after a brief explanation of the concept, one of the teachers mentioned that she does not entirely agree with this teaching methodology. She believes that using Spanish considerably during English learning can be detrimental to students, potentially hindering the development of skills like speaking. According to her, students tend to think in Spanish first and then translate into English, which prevents them from developing fluency in the target language. To support learning, she uses technological tools, such as videos, first without subtitles to measure understanding, and then with subtitles to compare comprehension. This strategy helps students identify gaps and improve their listening and reading skills.

On the other hand, the other teacher mentioned that she does make use of *code-switching*, as she finds it important, especially with younger children aged five and six, who are not yet able to fully understand instructions or vocabulary in English. She considers it necessary to use Spanish to ensure comprehension. Additionally, she explained that her

use of technological tools varies depending on the students' level and needs, as she finds it effective to enhance understanding through interactive methods, especially with initial grades.

Discussion

The present study aimed to identify the effects of the excessive use of Code-Switching in the English classroom. The instruments applied showed significant and relevant results for this research.

One of the most outstanding findings was that the teachers interviewed were not familiar with the term Code-Switching. However, after a brief explanation of the concept, they accepted they apply it regularly in their classes, although intuitively and without knowing its academic name. This result coincides with that pointed out by Sonhouse et al. (2023), who reported that 20 of the interviewees said they did not know the meaning, which is equivalent to four people out of twenty interviewed. In the development of the responses, it is observed that, although they said they did not know the topic, they did use the strategy in the classroom.

On the other hand, different opinions were identified regarding total immersion in English as a teaching strategy. One of the teachers explained that the exclusive use of English can generate comprehension difficulties, especially in grammatical issues, which can lead to frustration, demotivation and stagnation in learning. For this reason, she uses Code-Switching as a pedagogical resource to reinforce vocabulary and facilitate understanding, especially in younger students. This way, the strategy not only helps to clarify concept, but also, to keep the peace of the class.

In contrast, another teacher stated that total immersion in the target language is fundamental, as it promotes a more natural acquisition of the language and avoids

dependence on Spanish. In line with this perspective, Piñeros and Urdaneta (2018) argue that when learning a foreign language, students tend to mix and confuse grammatical rules, structures and vocabulary with those of their native language, so the constant use of Spanish can hinder the learning of English.

Regarding the students' perception, the result obtained through the survey shows that a large majority feel more comfortable when the teacher speaks in Spanish during the English class. 15% indicated that they always feel more comfortable in these circumstances, and 92% stated that they prefer both languages to be used when the subject matter is difficult to understand. In addition, 69% believe that combined use of English and Spanish helps them to improve their learning. These results reinforce the idea that Code-Switching can be an effective pedagogical tool to facilitate comprehension, especially in contexts where students are still developing basic language skills.

It was also evident that the exclusive use of English in the classroom can affect students' motivation. Thirty-seven percent indicated that they sometimes feel unmotivated when they do not understand what is being said in class, and 23% said they feel this was regularly. This suggests that lack of comprehension can negatively impact students' attitudes toward learning.

Conversely, an additional aspect observed in the research was the use of technological tools. Most of the students expressed their interest in integrating more technology in English classes, which could complement the teaching - learning process. However, one of the teachers indicated that she only uses these resources when she considers it strictly necessary, and not with students. This finding suggests that there is an opportunity for improvement in the implementation of more consistent and equitable technological strategies.

In summary, both teacher and student perceptions reflect that Code-Switching works as an effective instructional strategy, especially in supporting comprehension, reinforcing, vocabulary and maintaining student motivation. While there are pedagogical approaches that promote total immersion, there is also evidence to support the moderate use of the native language as a mediating tool in foreign language learning.

8. Proposal

Theoretical Background

In recent years, technology has undergone constant development, enabling the creation and implementation of new equipment, tools, and digital platforms. Japan, China and South Korea stand out as pioneers in providing innovative resources that offer students access to images, videos and educational games tailored to their needs and learning styles, making the learning process more motivating. (Montero et al., 2017)

The use of technology in teaching and learning currently plays a fundamental role for teachers and students alike. Teachers have valuable technological tools at their disposal that benefit both them and their students.

The application of computer technologies in language instruction provides a student-centered learning environment. It enables courses administrators and teachers to vary lesson presentation styles to motivate students of varying interests, provides learning opportunities outside the classroom (hence increasing learner interaction with the language), and is perceived to cater more for individual differences. (Al-Mahrooqi & Troudi, 2014)

Today's digital resources offer a wide variety of platforms and websites that allow teachers to design and adapt their own teaching materials to the specific needs of their

students. In the face of excessive Spanish use in the English classroom, it is especially important to know and apply technological tools that promote constant exposure to the target language. Such tools include: Canva, Gimkit, Jeopardy Game, Book Pixton, Genially.

Link website: <https://finalprojectmbyestefy.my.canva.site/>

8.1. ACTIVITIES FOR TEACHERS

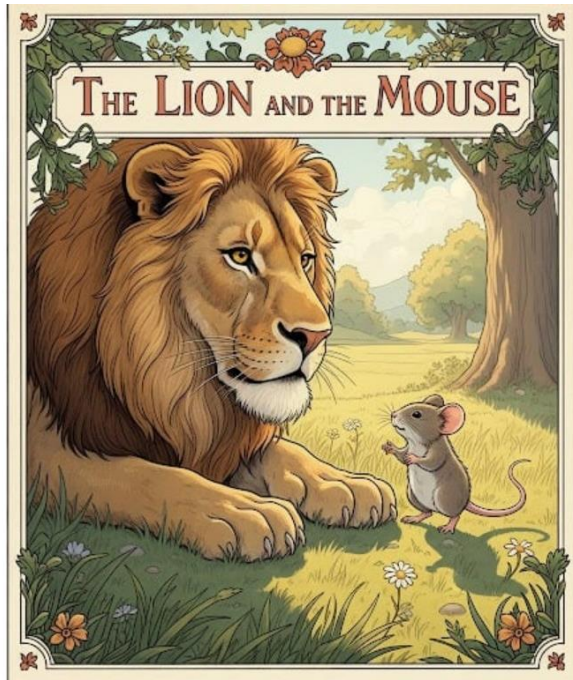
8.1.1. Canva

It's a digital Platform where teachers and Students not only can make presentation but also, they can create their own activities. This platform is more than just a tool, it can be a powerful aid in scaffolding language. (Said, 2025)

How to create Canva's activity

1. Go to www.canva.com
2. Sign up with your Google, Facebook, or email account.
3. Click on "Create a design) and choose the type (presentation, poster, video)
4. Use the tools on the left menu (templates, text, elements, uploads, photos and videos)
5. Customize your design: change colors, fonts, size, and position of elements.
6. Click on share to
 - Download (PDF, PNG)
 - Get a link
 - Invite other to edit

Image 1. Example of the Canva's activity: The Lion and the Mouse



Note: Screenshot of the cover of the tale (Robles & Velasteguí, Canva, 2025)

This activity is focused on developing reading skill. A story entitled “The Lion and the Mouse” was designed, containing basic vocabulary to facilitate students’ comprehension. Additionally, each page is accompanied by an illustrative image that represents the content of the text.

Image 2. First page of the book

The image is a screenshot of a digital book interface. On the left, a page titled "Página 2 - Agre..." is displayed. The page features a background illustration of a lion sleeping in a forest. Overlaid on the illustration is a text box with a pink circular icon containing the letter 'M'. The text reads: "A lion was asleep in the sun one day. A little mouse came out to play. The little mouse ran up the lion's neck and slid down his back. The lion caught him with a great big smack!". On the right side of the screenshot, a floating window titled "Página actual" is open, showing a list of vocabulary words and their Spanish translations: "Asleep: Dormido", "Sun: Sol", "Mouse: Ratón", "Neck: Cuello", "Back: Espalda", and "Smack: Golpe". The window also shows the name "MARIA BELEN ROBLES CHAMO..." and the time "16:27, 3 jun".

Note: Screenshot of the first page of the tale (Robles & Velasteguí, Canva, 2025)

This image shows the first page of the story, which includes a background illustration that contextualizes the narrated scene. In case the students do not know the meaning of a word, the teacher can select the bubble located in the left margin, identified with the letter M, which will display a box with the corresponding definition of the vocabulary

Image 3. Matching Activity

The image shows a worksheet titled "write the word under the pictures" with the instruction "(Escribe las palabras debajo de las imágenes)". At the top, there is a word bank table:

LION	ASLEEP	SUN	MOUSE	NECK
MOUTH	LAUGH	KING	TREE	ROPE

Below the table are two rows of images, each with a corresponding empty box for labeling:

- Row 1: Neck, Lion, Mouth, Laughing boy, Sun.
- Row 2: King, Mouse, Asleep person, Tree, Rope.

Note: Screenshot of the first activity (Robles & Velasteguí, 2025)

After reading the story the students will do the first activity that is related to the vocabulary, on the top they will find the vocabulary and, on the back, they will see different images. They must write the word that corresponds to each image.

Image 4. Listing Activity

watch the story and put the sentences in order.



<input type="checkbox"/>	The little mouse ran up the lion's neck. <i>(El ratoncito corrió por el cuello del león)</i>
<input type="checkbox"/>	He saw the king of the jungle tied to a tree. <i>(Vio al rey de la selva atado a un árbol)</i>
<input type="checkbox"/>	A lion was asleep in the sun one day. <i>(Un león dormía bajo el sol un día)</i>
<input type="checkbox"/>	'You were right, little mouse - thank you, I'm free.' <i>(Tenías razón, ratoncito - gracias, estoy libre)</i>
<input type="checkbox"/>	'Be kind to me and one day I'll help you.' <i>(Sé amable conmigo y algún día te ayudaré)</i>
<input type="checkbox"/>	The mouse worked quickly and chewed through the rope. <i>(El ratón trabajó rápido y mordió la cuerda hasta romperla)</i>
<input type="checkbox"/>	The lion caught him with a great big smack! <i>(El león lo atrapó de un gran golpe)</i>
<input type="checkbox"/>	The mouse was out walking the very next day. <i>(El ratón salió a caminar al día siguiente)</i>



Note: Screenshot of the second activity (Robles & Velasteguí, Canva, 2025)

Finally, in the activity shown in the image, students should read the sentences, which include the Spanish translation to facilitate comprehension. The purpose of this activity is for students to identify the order in which the events of the story occurred and number them from 1 to 8.

8.1.2. Jeopardy Game

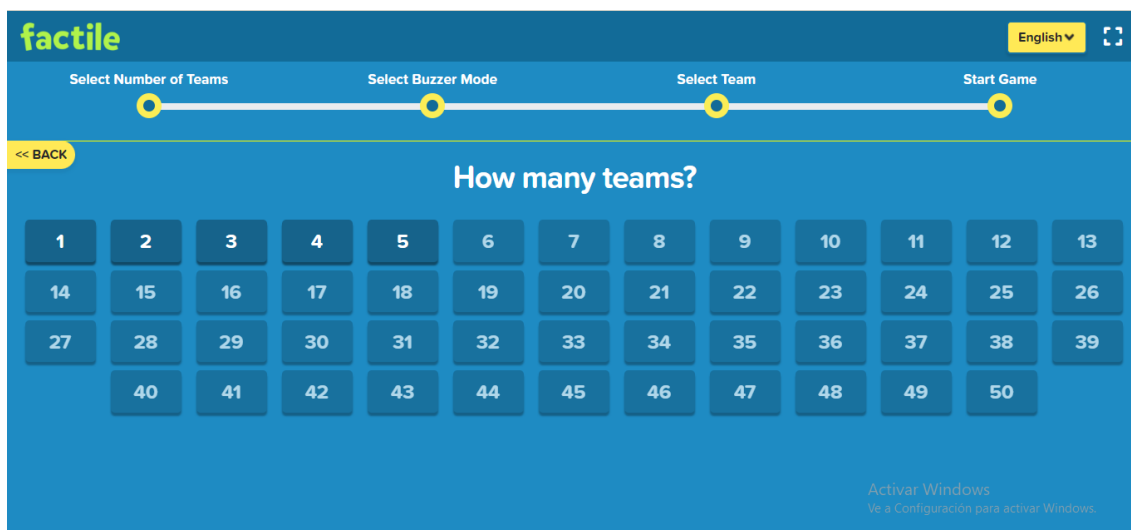
It is an activity designed to support students learning. Although originally is a popular game in the United States, its use is not limited to learning English, as it is easily adaptable to any student. This dynamic motivates students to think and communicate in English in a natural way, reinforces vocabulary and promotes active participation without fear of making mistakes, which strengthens their learning in a playful and effective way. (Jeopardy, aprende y repasa jugando, 2025)

How to create Jeopardy's activity

1. Go to <https://jeopardylabs.com/>

2. Once on the website, you can use existing games without an account, but to create and save your own games, you need to sign up or log in
3. If you don't have an account, click "Sign Up" at the top right
 - Enter your email, and password.
 - Confirm your registration through the email they send you.
4. After logging in, click the "Create a New Game"
5. A template will appear with columns and rows you can edit.
 - At the top, enter the title of your game (e.g., "Basic English).
 - Each column is a category, so type the category names at the top boxes (e.g., animals, colors).
6. Below each category, there are boxes with points like 100, 200, where you write the question or challenge you want the players to answer.
7. For each question you can also write the answer.
8. When you finish filling in the categories and questions, you can save the game.
6. The website will give you a link to share with your students or to use in class.

Image 5. Example of the Jeopardy's activity: Speak and Win



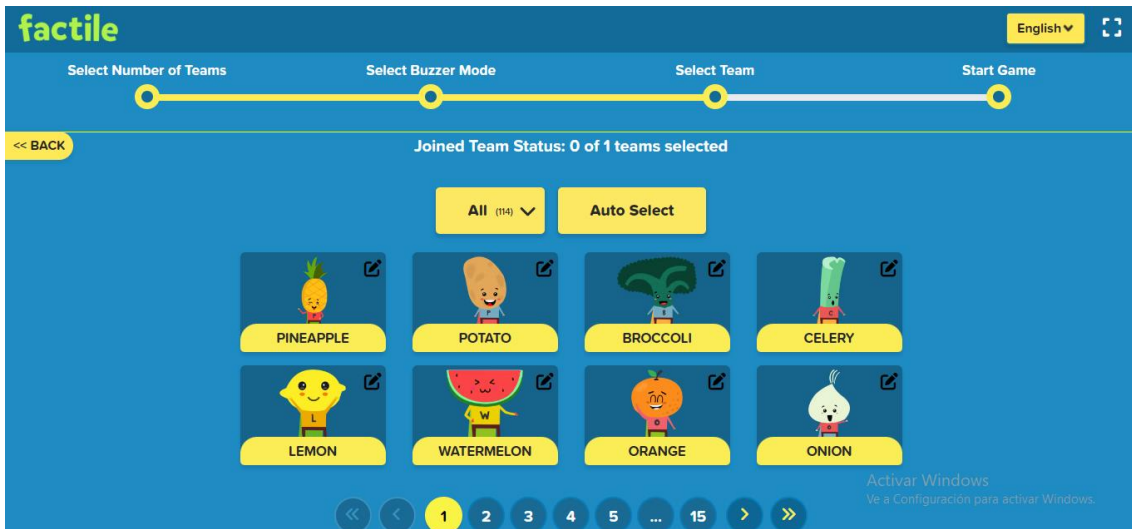
Note: Screenshot of one of the questions from the category (Robles & Velasteguí, 2025)

This activity is designed to promote speaking skills in the classroom through an interactive and collaborative game format. Practicing speaking allows students to express ideas, use vocabulary in context, interact with classmates, and gain confidence when using the English language in a fun and meaningful way.

In this step, the teacher selects the number of teams that will participate in the activity. It is possible to play individually or in groups, depending on the number of students.

Students should be divided equally to ensure active participation.

Image 6. Characters for the game



Note: Screenshot of the charcaters. (Robles & Velasteguí, 2025)

Once the teams have been formed, each team or individual player chooses an icon or character to represent them during the game. This adds a visual element and helps identify each team on the game board.

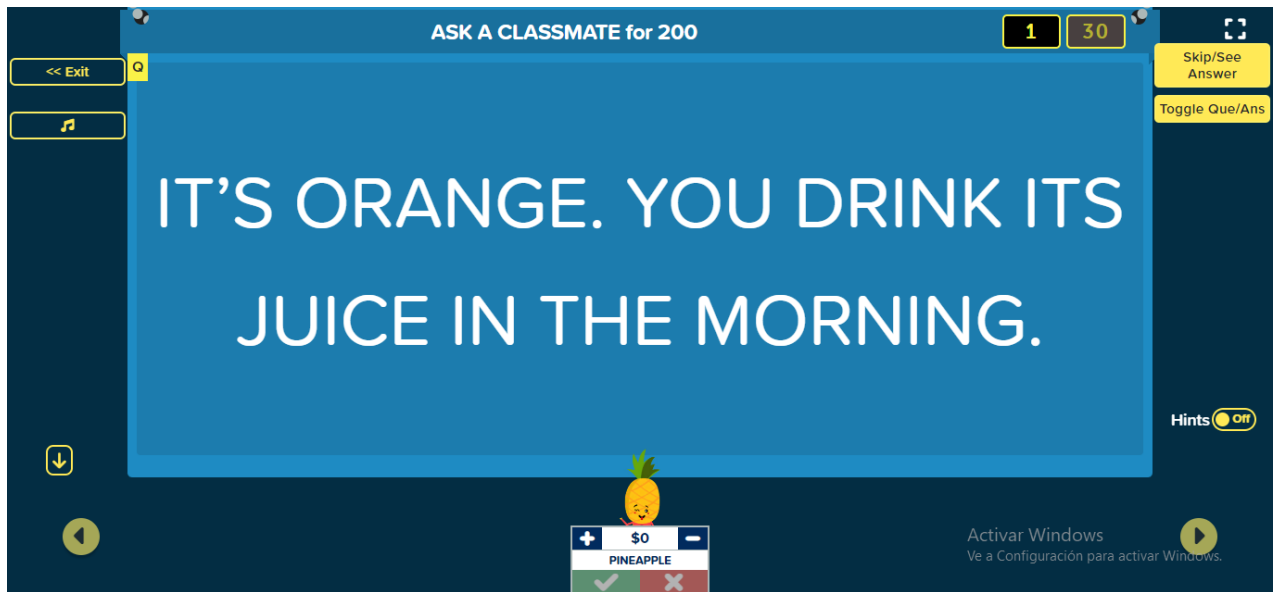
Image 7. Categories of the game



Note: Screenshot of the activity board (Robles & Velasteguí, 2025)

The Jeopardy game board consists of five categories: ask a classmate, what I am? name three, say the number, and what's your favorite. Each category contains questions or prompts that require students to speak, ask, pronounce, or share opinion in English.

Image 8. "Ask a classmate" category



Note: Screenshot of one of the questions from the category "Ask a classmate" (Robles & Velasteguí, 2025)

The students select an amount (e.g., \$100, \$200) and must ask the displayed question to a classmate. If the classmate answers correctly, the team earns the points. Example: "It's orange, you drink its juice. What is it?"

Image 9. "What am I" category



Note: Screenshot of one of the questions from the category “What Am I?” (Robles & Velasteguí, 2025)

In this category, the student reads a description and classmates have to guess the word. It helps practice descriptive language and vocabulary.

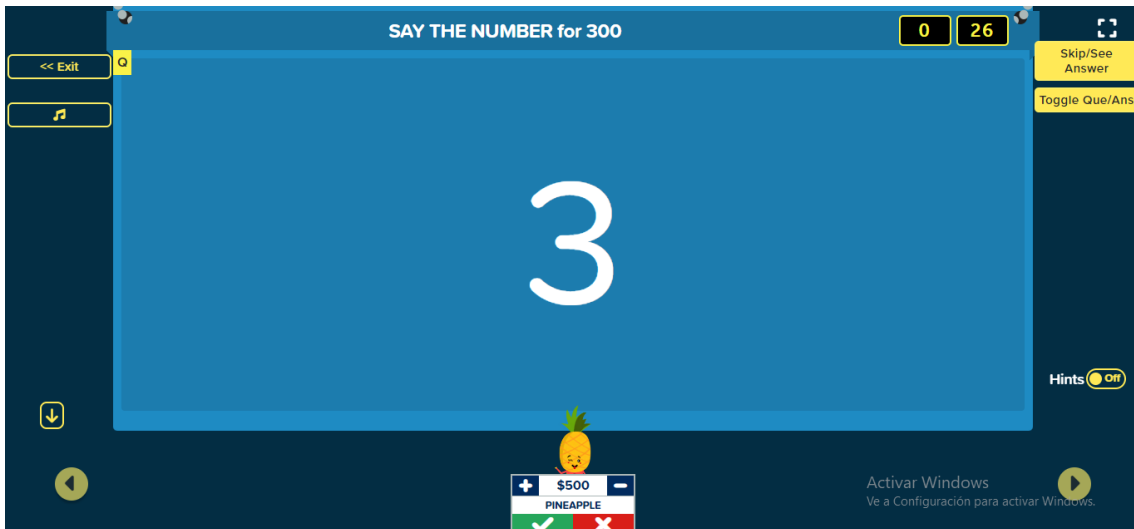
Image 10. “Name three” category



Note: Screenshot of one of the questions from the category “Name three” (Robles & Velasteguí, 2025)

Students are asked to name three items related to a specific category. For example: “Name 3 colors” This promote quick thinking and vocabulary recall.

Image 11. “Say the Number” Category



Note: Screenshot of one of the questions from the category “Say the Number” (Robles & Velasteguí, 2025)

In this category, a number appears on the screen (e.g.,5). The student must say the number correctly in English “five”. This helps assess if students recognize numbers visually and pronounce accurately.

Image 12. “What’s your Favorite” Category



Note: Screenshot of one of the questions from the category “What is your favorite?” (Robles & Velasteguí, 2025)

Students select a point value and answer a question about their personal preferences. For example: “What is your favorite food? This category supports reading comprehension and helps learners use familiar vocabulary in simple sentences.

8.1.3. Gimkit

It is an interactive learning platform that combines elements of gaming and education. The game mechanics, which include the accumulation of points and the possibility of acquiring upgrades, keep students motivated and engaged in the learning process. (Novita, 2024)

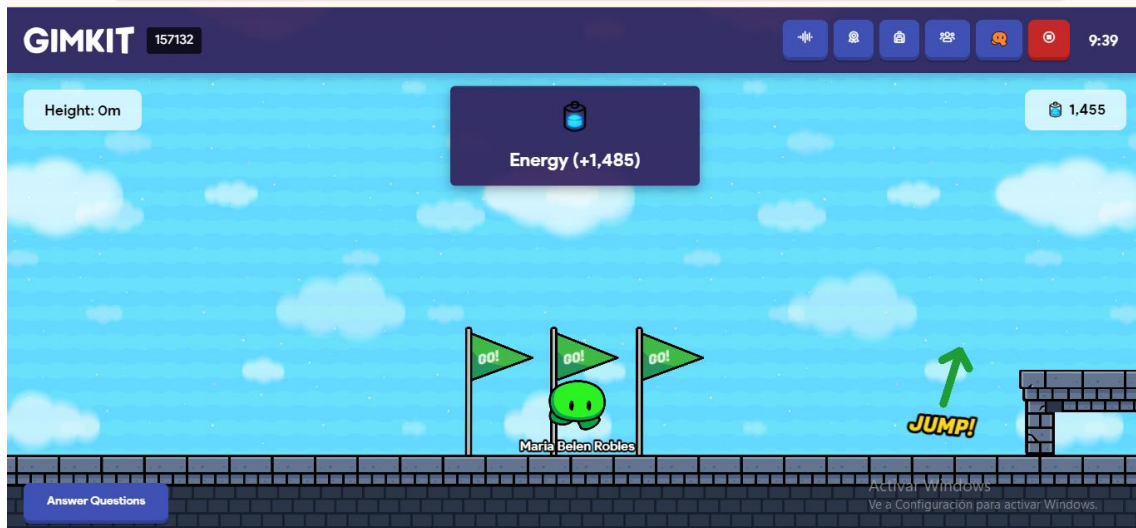
How to create Gimkit’s activity

1. Go to <https://www.gimkit.com/signup>
2. Click “Continue with Google” or register your email address.
3. Select “Educator” as your account type.
4. Once inside your dashboard, click on the “New Kit” button.
5. Enter a name for you kit.
6. Select the language (e.g., English) and the subject (English).
7. Choose an image if you wish and click “Next”.
8. Choose to add questions from scratch.
9. Click “Add Question”.
10. Type the question.
11. Type one correct answer and two or three incorrect answers.
12. Click “Add” to save the question.

13. Repeat steps 10 to 13 to create more questions.

14. When you are finished, click “All Done”

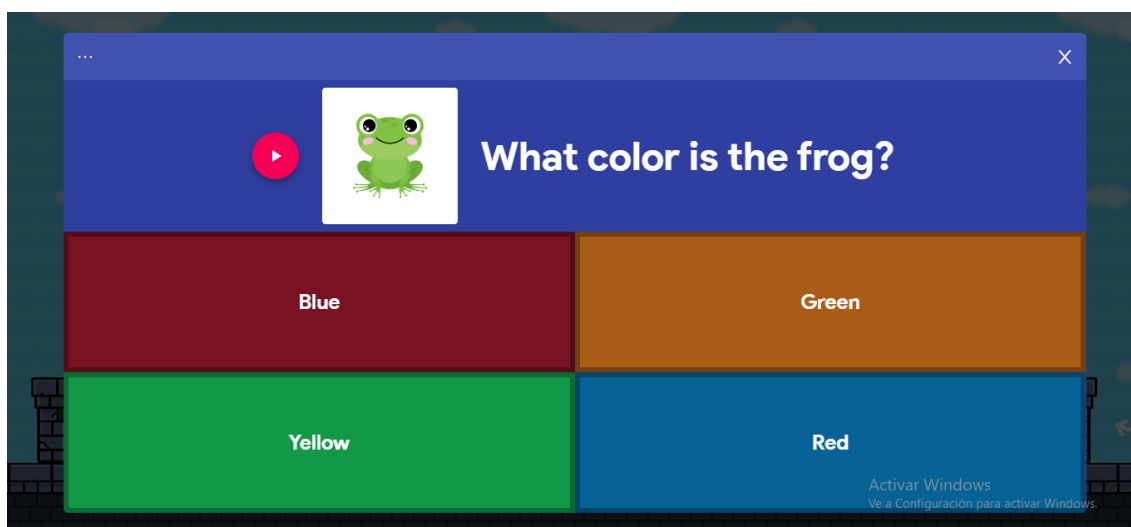
Image 13. Example of the GimKit’s activity: Energy Tap, Choose Right



Note: Screenshot of the video game. (Robles & Velasteguí, 2025)

This capture shows the main game secret, where the student’s avatar navigates through a platform environment. The avatar’s movement depends on an “Energy” meter. When this energy decreases, the student must answer questions to replenish it thus encouraging continuous interaction with the educational content.

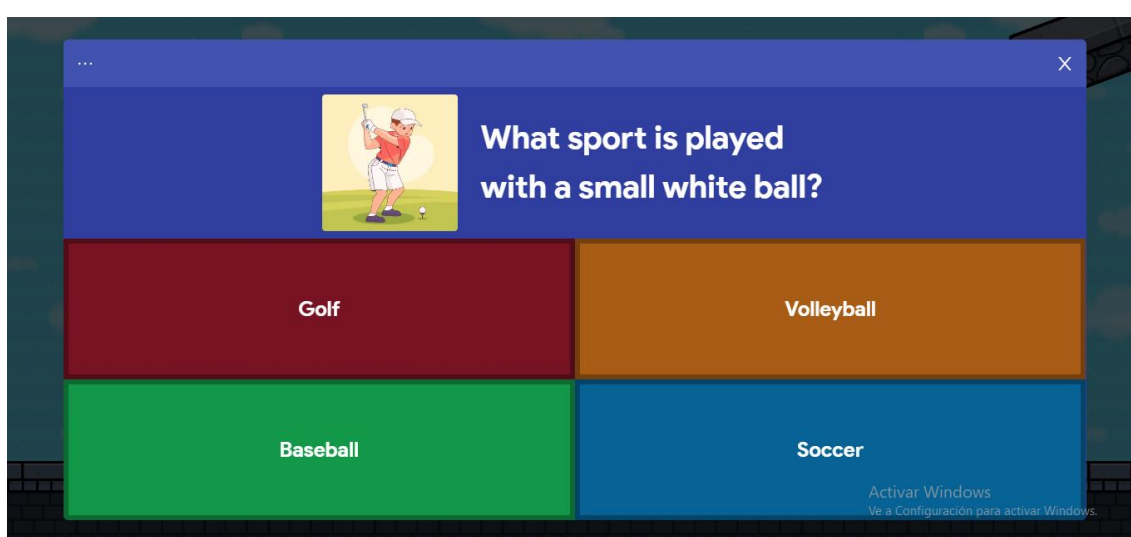
Image 14. Question about colors



Note: Screenshot of one of the questions related to colors. (Robles & Velasteguí, 2025).

Here, a question from the “colors” category is observed. The question “what color is the frog? Accompanies an image of green frog. The student must identify and select the correct color in English. This module reinforces visual recognition and the naming of colors.

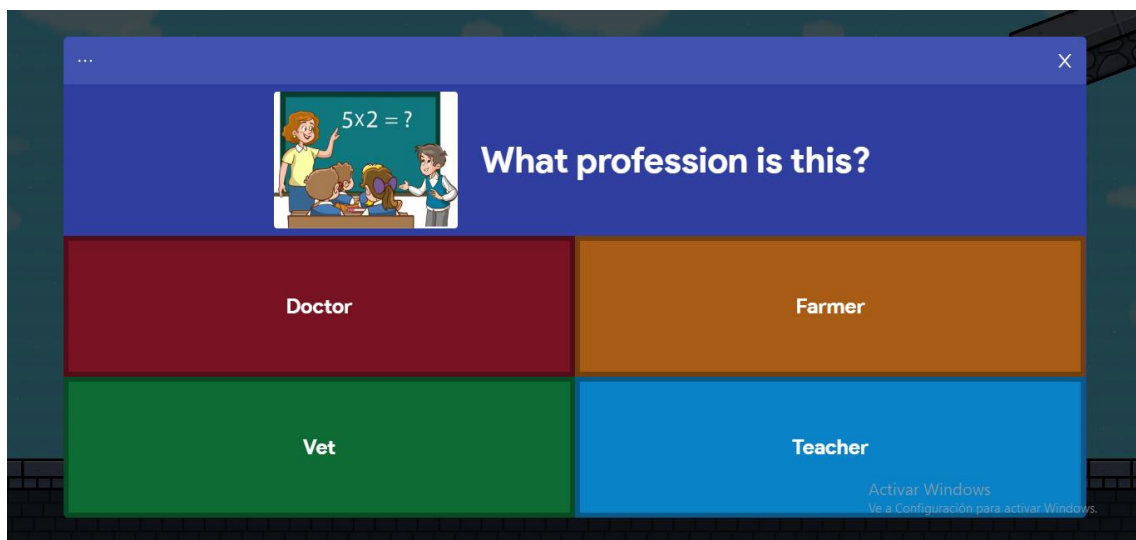
Image 15. Question about sports



Note: Screenshot of one of the questions related to sports. (Robles & Velasteguí, Learn Vocabulary, 2025)

This capture illustrates a question from the “sports” category. The descriptive question “what sport is played with a small white ball?” is presented along with an image of a golfer. The student must deduce and choose the correct sport, evaluating their reading comprehension and sports vocabulary

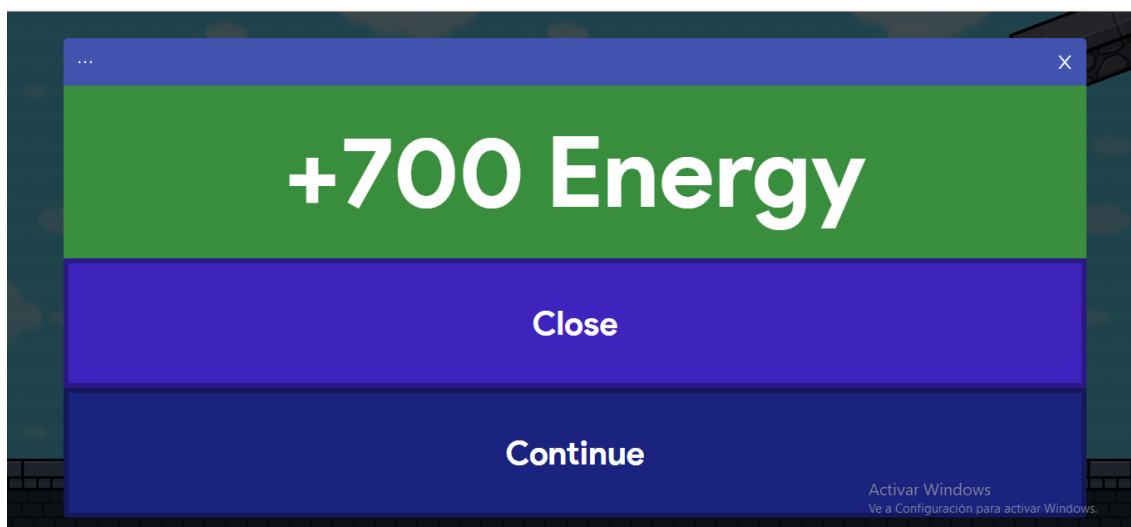
Image 16. Question about professions



Note: Screenshot of one of the questions related to professions. (Robles & Velasteguí, Learn Vocabulary, 2025)

The image presents a question from the “professions” category. An illustrative image (children in a classroom) and the question “What profession is this?” are displayed. The student must select the correct option from the alternatives. This section assesses the recognition and association of profession vocabulary with contextual images.

Image 17. Screenshot of the energy gained



Note: Screenshot of the score earned. (Robles & Velasteguí, Learn Vocabulary, 2025)

Finally, the reward screen is displayed. After a correct answer, the students receive a notification of the “Energy” gained (e.g., +700 energy). This immediate positive feedback reinforces. The “close” and “continue” options allow the student to proceed with the game.

8.1.4. Genially

It is a digital platform designed for all kinds of users. It allows them to create visually appealing, colorful, and interactive content, making it easier to develop dynamic materials for purposes such as education.

(Creamos Genially porque no existía Genially, 2025)

How to create a Genially’s activity

1. Go to <https://genially.com/>
2. Log in or create an account.
3. Click “Create Genially”.

4. Choose a type, like Education or Gamification.
5. Pick a template, you can use a ready-made one (quizzes or games) or start from scratch.
6. Edit your activity, you can add text, images, buttons, even sounds using the tools on the left.
7. Add more pages, you can make one page for each question or part of your activity, use buttons to connect them.
8. Click on “preview” to check the work.
9. Click “Done” and publish.

Image 18. Example of Genially’s activity: Scape Room



Note: Screenshot of the visual scape rooms’ representation (Robles & Velasteguí, 2025)

This activity was designed primarily on vocabulary development within meaningful thematic context. A map was created with four main sections: Home, Market, Zoo and

Classroom. In each section, learners engage in a specific task that promotes vocabulary reinforcement through interactive methods.

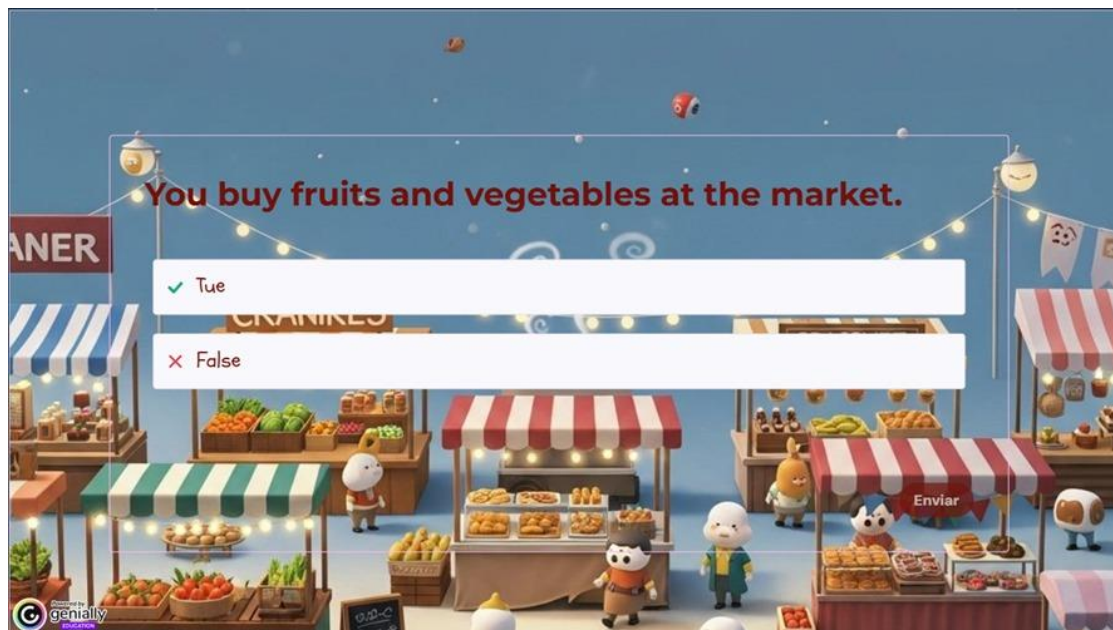
Image 19. Question about home section



Note: Screenshot of one of the image selection activity from the home section (Robles & Velasteguí, 2025)

In Home's section students will see a sentence related to the household items about the house, such as kitchen, bathroom, living room, etc. These images will help learners connect English words to familiar spaces at home.

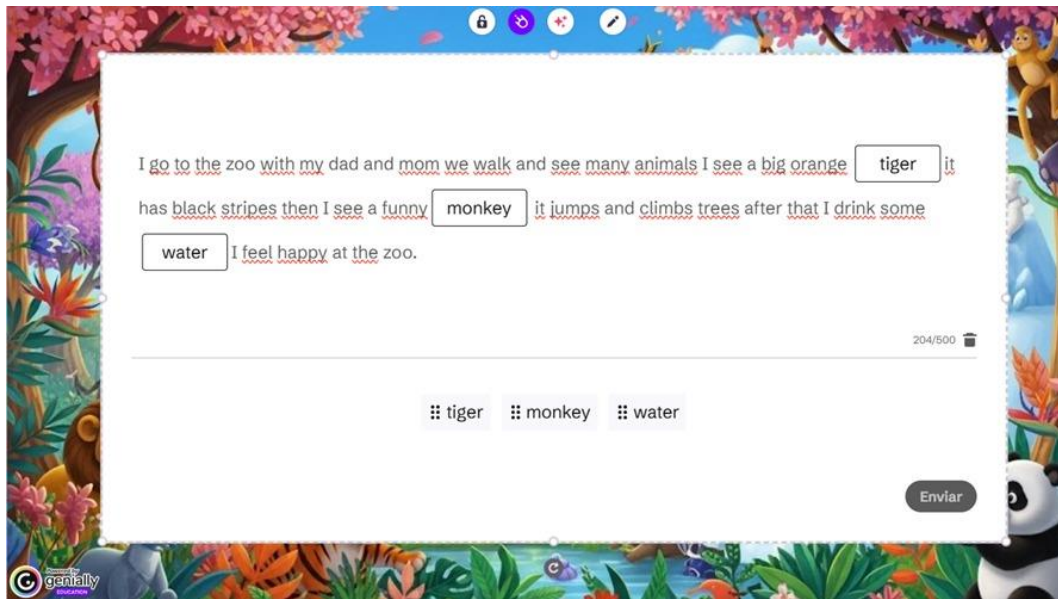
Image 20. Question about market section



Note: Screenshot of one of the true and false activities in the market section. (Robles & Velasteguí, 2025)

The Market section presents a “True or False” activity to support comprehension and usage of everyday vocabulary. Students read a simple statement about shopping and market situations such as “You buy fruits and vegetables at the Market” and decide if it is true or false. Each image shows typical scenes from a Market, such as food stands, fruits, people shopping and money exchange.

Image 21. Question about zoo section



Note: Screenshot of one of the fill in the blanks activities of the zoo section. (Robles & Velasteguí, 2025)

In the Zoo section students will complete sentences using appropriate words from a given word bank, enhancing their understanding of animal-related terms. Students will complete sentences by filling in the missing word related to Zoo as the example showed in the image.

Image 22. Question about school section



Note: Screenshot of one of the multiple-choice activities of the classroom section.

(Robles & Velasteguí, 2025)

Finally, the Classroom section offers a “multiple-choice” task to assess vocabulary recognition and contextual application. Learners will read an incomplete sentence about school, then they will have to choose the correct answer from a list.

8.1.5. Pixton

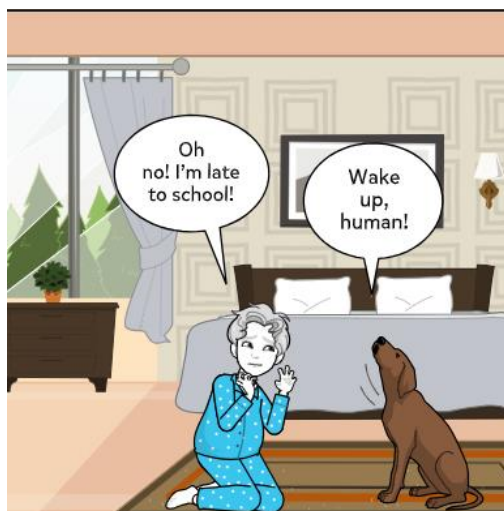
Pixton is a digital tool that allows students to create customized comics by using ready-made characters, scenarios and lines of dialogue. Its user-friendly interface makes it an ideal resource for promoting creativity and facilitating visual learning in education.

(Pixton, n.d.)

How to create a Pixton’s activity

1. Go to <https://www.pixton.com>.
2. Click on “Sign up” at top right corner.
3. Choose the type of account (teacher or student)
4. Sign up with your email or Google account.
5. Log in by clicking “Log on.”
6. Click on “Create a comic.”
7. Choose a template or select “From scratch” to start your own.
8. Customize the characters: choose their clothes, expressions and poses.
9. Add scenes, backgrounds, and speech bubbles to build your story.
10. When you are done, click “Save.”
11. Share your comic with your students or download it as an image or PDF.

Image 23. Example of Pixton's Activity: Make it Talk



Note: Screenshot refers to a comic panel created with Pixton in the activity “*My Crazy Morning.*” Each panel shows a funny part of a student’s chaotic morning routine. (Robles & Velasteguí, 2025)

In this panel, the student is still asleep when a loud alarm rings, and a cat jumps on the bed to wake him up. This scene helps students recognize morning routine vocabulary such as *wake up*, *alarm*, and *bed*, while promoting understanding through a simple and humorous context.

Image 24. The Toothbrush Mistake



Note: This panel is set in the bathroom. The student accidentally brushes his teeth with a spoon instead of a toothbrush, while the toothpaste reacts in surprise (Robles & Velasteguí, 2025).

This scene introduces vocabulary related to hygiene and the bathroom, such as *toothbrush*, *toothpaste*, *brush*, *mouth*, and *bathroom*. The mistake provides a funny twist, helping students make visual connections between objects and their functions.

Image 25. The Wrong Outfit



Note: In this panel, the student is looking at himself in the mirror after getting dressed. His shirt is backward, and he is wearing mismatched shoes (Robles & Velasteguí, 2025).

This scene focuses on clothing and getting ready vocabulary, such as *shirt*, *shoes*, *mirror*, and *get dressed*. Students can describe what's wrong using simple adjectives like *backward*, *wrong*, or *different*, fostering observation and descriptive skills in English.

Image 26. The Big Surprise



Note: This final panel is set in front of the school. The student arrives and says he's on time, but a girl informs him that it's Sunday and there is no school (Robles & Velasteguí, 2025).

This scene supports vocabulary related to school, time, and days of the week, such as *school*, *Sunday*, *early*, and *on time*. The humorous ending encourages students to understand the punchline and reflect on sequencing events in a daily routine.

8.1.6. Kahoot

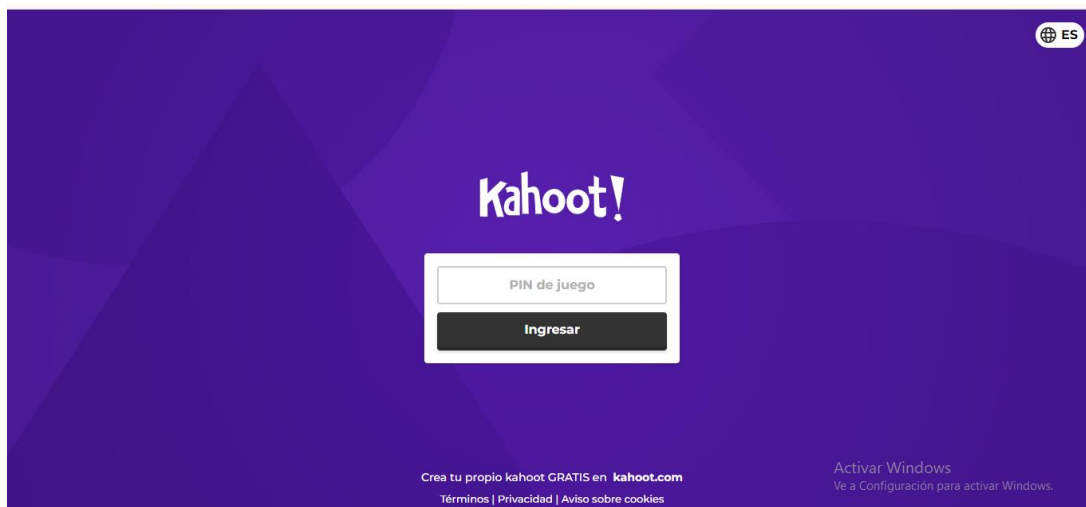
It is an interactive platform that combines learning with fun. It offers customizable templates that can be adapted to different English topics. Through the use of quizzes and games, it helps reinforce vocabulary, grammar and comprehension skills in an engaging way, increasing student motivation and engagement. (Clarín, 2024)

How to create a Kahoot's activity

1. Go to <https://kahoot.com>
2. Click on "Sign up" at the top right corner.
3. Choose the type of account (teacher, students, etc).

4. Sign up using your email or a Google, Microsoft, or Apple account.
5. Log in by clicking on “Log in.”
6. Click on the “Create” button at the top right.
7. Choose the type of activity: quiz, true/false, etc.
8. Write the question, add the answer options, and mark the correct one.
9. Set the time limit and add images or audio if desired.
10. Give your Kahoot a title and click on “Done” to save it.
11. Play it live with your students or share the link for them to it individually.

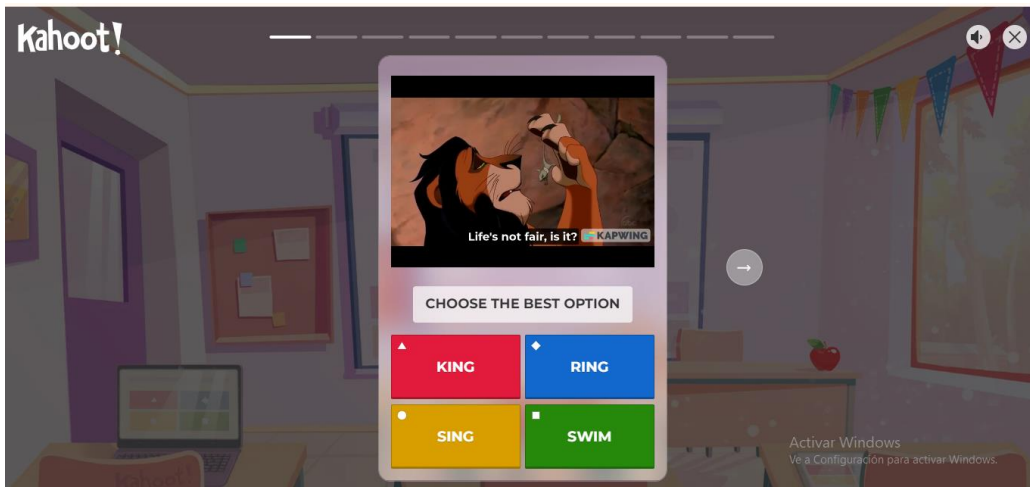
Image 27. Example of Kahoot’s activity: Hear the King



Note: Screenshot of the main page (Robles & Velasteguí, 2025)

Students will log into Kahoot and enter the PIN code provided by the teachers to start the listening activity.

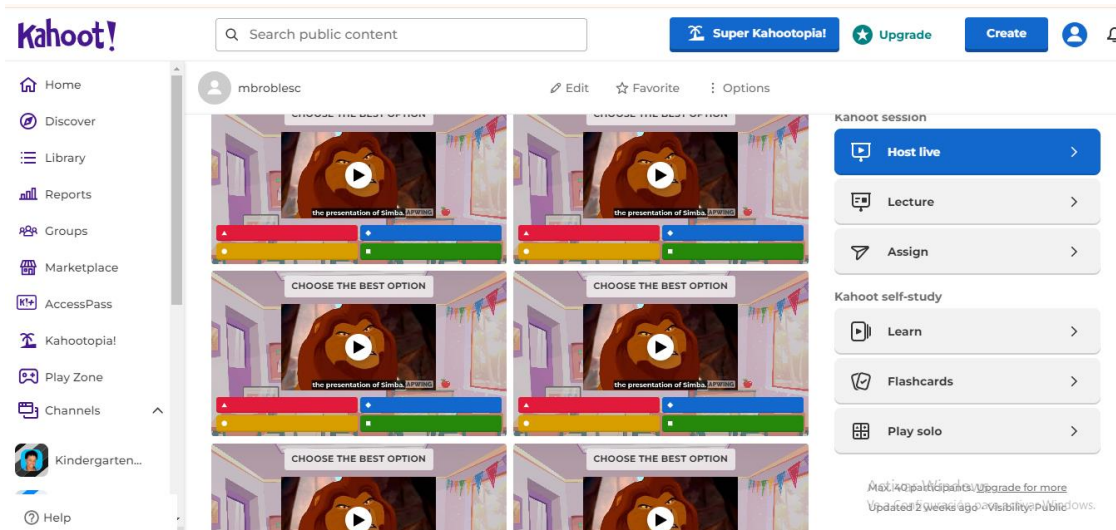
Image 28. First question about Lion King



Note: Screenshot of the first question. (Robles & Velasteguí, 2025)

This is an activity focused on listening skills using a scene from “The Lion King”. The video contains subtitles, but at a certain point they are interrupted and ellipses appear (...). Students must then listen carefully and select the word they hear from the given options.

Image 29. Questions about different scenes of Lion King



Note: Screenshot of the questions (Robles & Velasteguí, 2025)

Several of the questions designed for the listening activity, based on a scene from the movie *The Lion King*, are displayed. Each question presents a fragment of the video with incomplete subtitles, and students must select the word they hear correctly.

9. Conclusions and Recommendations

9.1. Conclusions

Based on the research carried out on the use of Code-Switching in the teaching and learning process of the English language, and considering its relationship with real problems in the classroom, the following conclusions have been reached:

1. The review of updated literature sources confirmed that excessive use of Code-Switching can limit English language in elementary school students. However, a controlled and strategic use of Code-Switching can facilitate the comprehension of instructions and the acquisition of new vocabulary. For this reason, it is essential that teachers apply this practice consciously and based on sound theory.
2. The analysis of the instruments revealed different opinions among the teachers regarding the use of Code-Switching: one preferred total immersion whenever possible, while the other used it in a controlled manner to explain grammar and vocabulary when necessary. In addition, the need to strengthen teacher training on this linguistic phenomenon.
3. The creation of digital activities are an effective strategy to reduce the excessive use of Code-Switching in English classes. These tools motivated students to interact more in English, promoting an immersive environment that favors the comprehensive development of languages skills in the classroom.
4. The socialization of the activities developed provided teachers with practical and accessible resources that made classes more dynamic and reduce the unnecessary use of

Code-Switching. Likewise, the incorporation of technology stands out as a motivating element that facilitates learning in face-to-face program.

9.2. Recommendations

After presenting the conclusions of this research, the following recommendations are offered to improve the teaching of English in sixth and seventh grade. These suggestions arise from the need to reduce teachers' excessive Code-Switching and foster a more communicative immersive environment that strengthens students' linguistic competencies.

1. For future research is recommended to have ample bibliographic knowledge to analyze in detail the strengths and limitations in the application of Code-Switching, evaluating its positive or negative influence on the teaching-learning process. This reflection will allow teachers to make informed decisions about its use in the classroom, identifying effective pedagogical practices that contribute to the optimal linguistic development of students.
2. Apply the appropriate research techniques in each final work, the same that can give a quantitative result on the research project is essential to train teachers on the concept and implications of Code-Switching so that they can use it strategically and consciously in their classes. In addition, it is suggested to encourage the use of interactive activities based on web pages that promote the constant practice of English, minimizing dependence on Spanish and strengthening communicative competence.
3. In order to continuously improve teaching, it is recommended to implement face-to-face activities that contribute to the strengthening of communicative competence and to a teaching practice that is more coherent with the principles of foreign language teaching.

These activities should promote interaction in English and favor an immersive environment that reduces the excessive use of Code-Switching.

4. It is suggested to promote the continuous incorporation of interactive activities and technological resources in the teaching of English. It is also essential to provide constant training to teachers in the proper and effective use of these tools, in order to minimize excessive Code-Switching and foster a more authentic and dynamic linguistic immersion.

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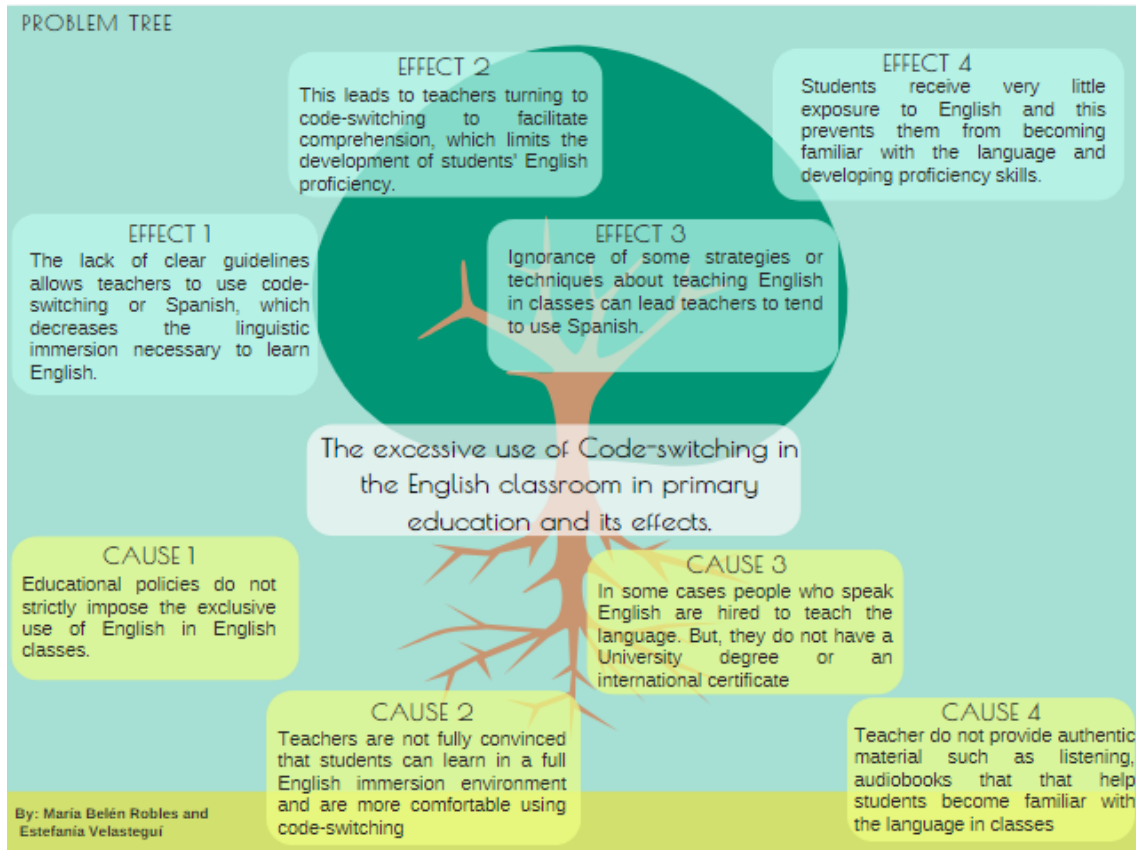
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Annexes

Annex 1. Problem Tree



Annex 2. Official Request Approved

 **Pontificia Universidad Católica del Ecuador**
Seréis mis testigos

IBARRA

ESCUELA DE CIENCIAS SOCIALES Y HUMANAS

Ibarra, 05 de febrero de 2025

Hna. Ana Luisa Estacio Bernal, Msc
RECTORA DE LA UNIDAD EDUCATIVA PARTICULAR "OVIEDO"

Presente:

De nuestra consideración:

Reciba un atento y cordial saludo, a la vez auguramos éxitos en las funciones que usted desempeña al frente de tan prestigiosa Institución.

El motivo del presente es solicitar, nos permita realizar el trabajo de investigación de nuestro proyecto de titulación con el tema: **"La práctica excesiva del cambio de código en el aula de inglés en la educación primaria y sus efectos"**, el mismo que irá en beneficio de la asignatura de inglés, apoyando así a los estudiantes de la institución que usted dirige.

Seguras de contar con su aprobación, anticipamos nuestro sincero agradecimiento.

Atentamente,

Visto bueno:

Daniel Díaz Firmado digitalmente por Daniel Díaz
Fecha: 2025.02.03 17:45:52 -05'00'

Mtr. Daniel Díaz
DIRECTOR ECISH

.....
María Belén Robles Chamorro
ESTUDIANTE DE LA PUCE-I
Cl. 0401843099

.....
Jessica Estefanía Velastegui Castañeda
ESTUDIANTE DE LA PUCE-I
Cl. 1005220817

Recibido

2025-02-05
8h-15

Dirección: Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit. Ciudadela "La Victoria".
Teléf: (593-6) 2615 500 / 2615 453 **Ext.** 1000 **Cel.** 099 236 27 13 / 098 138 3498
Ibarra - Ecuador / www.pucesi.edu.ec





Annex 3. Instrument-Survey Format



Pontificia Universidad
Católica del Ecuador

Sede
Ibarra

ESCUELA DE CIENCIAS SOCIALES Y HUMANAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

ENCUESTA

OBJETIVO

Realizar un análisis sobre las percepciones de los alumnos en relación con la práctica del Cambio de Código (intercambio de dos lenguas) en la clase de inglés en estudiantes de sexto y séptimo año de Educación General Básica de la Unidad Educativa Particular “Oviedo” a través de una encuesta para evitar el uso excesivo de español en las clases de inglés.

INDICACIONES

Marque con una **X** la respuesta de acuerdo a su criterio

Masculino

Femenino

1. ¿En la clase de inglés el profesor únicamente usa el inglés para dar la clase?

Siempre

Regularmente

Algunas veces

Muy raro

Nunca

2. ¿Te sientes más cómodo cuando el profesor habla en español para dar la clase de inglés?

Siempre

Regularmente

Algunas veces

Muy raro

Nunca

3. ¿Te sientes mejor cuando el profesor usa inglés la mayor parte del tiempo en la clase?

Siempre

Regularmente

Algunas veces

Muy raro

Nunca

4. ¿Prefieres que el profesor use inglés y español cuando el tema de clase es difícil de entender?

Sí

No

5. Cuando el profesor habla solo inglés en el aula ¿Te sientes desmotivado al no entender?

Siempre

Regularmente

Algunas veces

Muy raro

Nunca

6. ¿Crees que el profesor de inglés al hablar en inglés y español te ayudará a comprender mejor el idioma?

Siempre

Regularmente

Algunas veces

Muy raro

Nunca

7. ¿Prefieres aprender vocabulario en inglés con traducción en español?

Siempre

Regularmente

Algunas veces

Muy raro

Nunca

8. ¿Te gustaría que el profesor hablará en inglés cuando dé la clase?

Sí

No

9. ¿Te gustaría aprender inglés mientras realizas actividades en plataformas digitales? (computadora, celular, tablet)

Siempre

Regularmente

Algunas veces

Muy raro

Nunca

10. ¿Piensas que con el uso de herramientas tecnológicas aprenderás mejor el idioma inglés?

Siempre

Regularmente

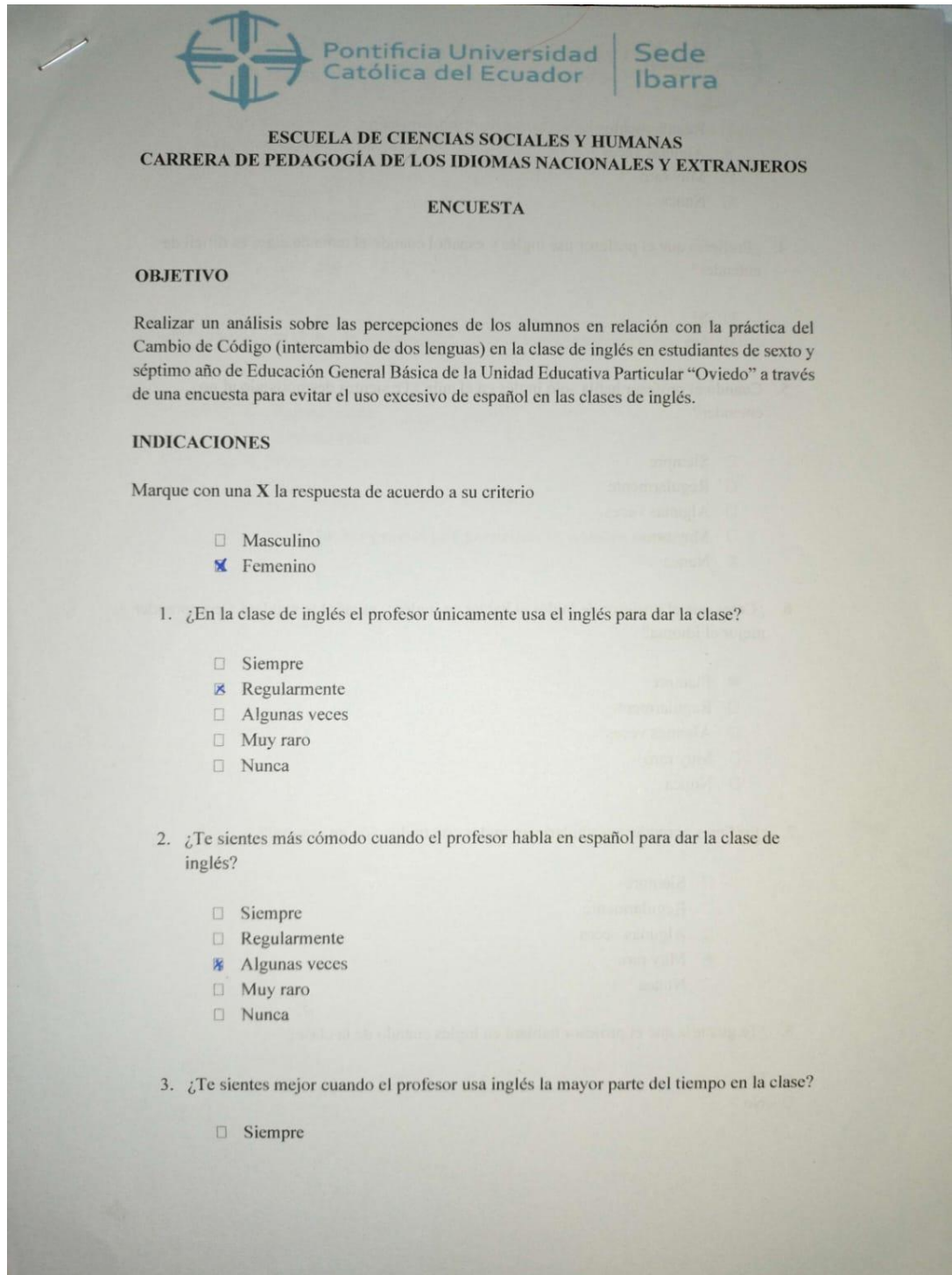
Algunas veces


Muy raro

Nunca

¡Muchas gracias por participar en nuestra encuesta!

Annex 4. Evidence from a survey conducted with students



 Pontificia Universidad Católica del Ecuador | Sede Ibarra

ESCUELA DE CIENCIAS SOCIALES Y HUMANAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENCUESTA

OBJETIVO

Realizar un análisis sobre las percepciones de los alumnos en relación con la práctica del Cambio de Código (intercambio de dos lenguas) en la clase de inglés en estudiantes de sexto y séptimo año de Educación General Básica de la Unidad Educativa Particular "Oviedo" a través de una encuesta para evitar el uso excesivo de español en las clases de inglés.

INDICACIONES

Marque con una X la respuesta de acuerdo a su criterio

Masculino
 Femenino

1. ¿En la clase de inglés el profesor únicamente usa el inglés para dar la clase?

Siempre
 Regularmente
 Algunas veces
 Muy raro
 Nunca

2. ¿Te sientes más cómodo cuando el profesor habla en español para dar la clase de inglés?

Siempre
 Regularmente
 Algunas veces
 Muy raro
 Nunca

3. ¿Te sientes mejor cuando el profesor usa inglés la mayor parte del tiempo en la clase?

Siempre



- Regularmente
- Algunas veces
- Muy raro
- Nunca

4. ¿Prefieres que el profesor use inglés y español cuando el tema de clase es difícil de entender?

- Sí
- No

5. Cuando el profesor habla solo inglés en el aula ¿Te sientes desmotivado al no entender?

- Siempre
- Regularmente
- Algunas veces
- Muy raro
- Nunca

6. ¿Crees que el profesor de inglés al hablar en inglés y español te ayudará a comprender mejor el idioma?

- Siempre
- Regularmente
- Algunas veces
- Muy raro
- Nunca

7. ¿Prefieres aprender vocabulario en inglés con traducción en español?

- Siempre
- Regularmente
- Algunas veces
- Muy raro
- Nunca

8. ¿Te gustaría que el profesor hablará en inglés cuando dé la clase?

- Sí
- No



9. ¿Te gustaría aprender inglés mientras realizas actividades en plataformas digitales? (computadora, celular, tablet)

- Siempre
- Regularmente
- Algunas veces
- Muy raro
- Nunca

10. ¿Piensas que con el uso de herramientas tecnológicas aprenderás mejor el idioma inglés?

- Siempre
- Regularmente
- Algunas veces
- Muy raro
- Nunca

¡Muchas gracias por participar en nuestra encuesta!

Annex 5. Instrument- Interview Format



INTERVIEW FOR TEACHERS

Objective:

To conduct an analysis of teachers' perceptions regarding the practice of Code-Switching in the English class for sixth- and seventh-year students of Basic General Education at the Unidad Educativa Particular “Oviedo” through an interview to avoid the excessive use of Spanish in English classes.

Questions:

1. What strategies do you use to balance the use of English and native language in the classroom?
2. In your English classes do you use technological tools to teach and how do you think these could help reduce the need for code-switching?
3. Are you familiar with the term code-switching?
4. What are the main reasons you resort to code-switching in the classroom?
5. What effects have you observed on students when using code-switching consistently in your classes?

Annex 6. Evidence from the interview conducted with a teacher

