ORAL DISCOURSE ANALYSIS OF STUDENTS' AND PROFESSORS' CODE-SWITCHING IN CONTENT-BASED SUBJECTS IN A LICENCIATURA PROGRAM

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ABSTRACT

The current research project had as main objectives the identification of code-switching functions and the impact it had within the conversation of bilingual students and teachers in content-based subjects of a Licenciatura Program.

Taking into consideration all the theories related to code-switching and discourse analysis stated by many theoreticians, some information about code-switching functions and discourse analysis elements and aspects were collected in the literature review. This theoretical framework helped researchers to do the analysis of the whole data collected during the project execution.

During the data collection, through classroom observations and their respective audio-recordings, it was found that the use of code-switching by bilingual participants was done with some specific purposes and moreover, the switches showed that they do not affect negatively the discourse of teachers and students during the class sessions. On the contrary, it was shown that the use of code-switching helped the discourse production and comprehension to accomplish some functions such as clarifying, exemplifying, continuing with the flow of the conversation, keeping coherence among speech acts and macro-propositions, among others.

In conclusion, this research project helped to the educational field of teaching-learning foreign languages to understand the positive side of the use of code-switching in bilingual interaction between bilingual people who share the same cultural knowledge.
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Finally, we would like to thank ourselves for the constant struggle, dedication and hard work to achieve good results in this investigation. Besides this, we want to highlight our willingness to reach a wonderful job that would help other students and colleagues to enrich their knowledge about this great field of teaching languages.
DEDICATION

We want to dedicate this personal and professional achievement to all the people who were involved along the process such as teachers, colleagues, family and personal friends because of the support and good wishes they provided to us during the whole year of project execution.
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1. INTRODUCTION

The English language teaching program has the objective of training English language teachers capable of using the foreign language perfectly in all its aspects: listening, speaking, reading and writing. For this reason, maximizing exposure in the foreign language is a crucial step in this process in order to acquire language skills such as listening, speaking, writing, and reading; thus, considering the use of students’ native language is an issue that worries many of English language teachers, since taking full advantage of the target language exposure is the major goal for them. This is why, language teachers have a negative perspective about the allowance of code-switching within the language classrooms since it minimizes target language exposure and language use opportunities as well.

On the contrary, it was found some positive views about the use of code-switching. According to some authors the use of code-switching in the language classroom is applied for communicative purposes, and also, helps to reduce frustration in the students. In this way, the aim of this study is to examine the use of code-switching and its functions; moreover, to what extent this code-switching affects the discourse production and comprehension. Thus, having in mind the findings obtained by this research, researchers can identify what is the positive or negative relation between code-switching use and discourse production and understanding.

Regarding the purposes of the current study, it was necessary to mention some of the elements to study such as bilingualism, code-switching and discourse analysis (semantic, pragmatic, and cognitive analysis) since this investigation is focused on conversation in bilingual contexts with the intention of giving support to the research itself. However, code-switching functions were thoroughly studied a lot in this research.
2. STATEMENT OF THE PROBLEM

The Bilingual National Program 2004-2019 stated by the article 21 of the Educational General Law (Ley 115 de 1994) has the purpose of preparing citizens to be able to communicate successfully in the English language. This program considers an important fact to learn a foreign language such as French, German, Chinese, but in our case English language because knowing English brings many opportunities to Colombian people to be part of the globalization that involves areas such as economics, politics, technology, education and everything that makes part of the cultural component of a world.

In the English Licenciatura Program at the Universidad Tecnológica de Pereira the students are being prepared to be competent in English with a level C1 according to the Common European Framework of Reference for Languages and also, to be able to teach it in both academic and non-academic contexts. This way, this career is contributing to the aim of the National Program of Bilingualism of becoming Colombian people competent in the English foreign language. The most important aspect of learning a foreign language is communication (communicative approach) since the major need of people is to communicate with others. Consequently, the communication can be written or spoken. Nevertheless, this project is interested in the spoken discourse because it is in that skill in which code-switching takes place. Since code-switching is a natural phenomenon emerged in bilinguals, it is given in bilingual communities that are capable of interacting by using simultaneously the two or more languages within a conversation (Cook, 2001; Valdes-Fallis, 1977; and Coste, 1997).

Talking about discourse analysis, researchers will focus on the semantic, pragmatic and cognitive elements of the participants' oral discourse with the aim of finding out if the use of code-switching by the participants in the classroom can affect their oral discourse production and comprehension and how this discourse is affected. The current investigation will be done with students and teachers of 5 and 6 semester of the Licenciatura program at Universidad
Tecnológica de Pereira. Researchers selected this population since at this point of the program these students are considered bilinguals; likewise, they are taking content-based subjects such as applied linguistics and sociolinguistics which demand oral speech from students and the teacher, and at the same time it demands interaction in relation with a specific content. Although in the content-based subjects in which this investigation will take place the interaction should be completely in the target language, the mother tongue is neither rejected nor prohibited. Therefore, since researchers take for granted that the phenomenon of code-switching will appear in this context it will be a source for the purpose of this study.

Taking into account all these aspects acknowledged before and considering the main constructs of this study that are: bilingualism, discourse analysis and code-switching, the aim of this research is to examine the oral discourse through students’ and teachers’ code-switching in content – based subjects of bilingual students and teachers of 5 and 6 semesters of the Licenciatura program at the Universidad Tecnológica de Pereira. In the development of this investigation, researchers attempt to answer the following research question: what are the effects that code-switching has in the oral discourse of 5th and 6th semester’s students and teachers of the Licenciatura program within the content-based subjects: Applied Linguistics and Sociolinguistics?
3. THE PRESENT STUDY

The purpose of the present study is to examine the discourse through the use of code-switching of fifth and sixth semester students and professors of two content-based subjects (applied linguistics and sociolinguistics) at the Licenciatura program. Moreover, to study why code-switching is used during the interaction in the bilingual classroom and what effects it has in the discourse production and comprehension.
4. RESEARCH QUESTION

What is seen in the oral discourse analysis of 5th and 6th semester students and professors of the Licenciatura program within the content-based subjects by the use of code-switching?

Sub-question

What are the effects that code-switching has in the oral discourse analysis of 5 semester’s students of the Licenciatura program within the content-based subjects (Applied Linguistics and Sociolinguistics)?
5. LITERATURE REVIEW

The use of code-switching is a controversial issue, since some educators have certain beliefs about the use of native languages (L1) in a foreign language (L2) classroom. Under this section, it will be illustrated some perspectives, theories, and definitions from other researchers about the three main constructs: bilingualism, code-switching, and discourse analysis.

First of all, researchers will be leading the definitions towards bilingualism, since this research need to be carried out in a bilingual context.

**Bilingualism**

According to Harley, (1995) cited by Maki Nomura, (2003) the term bilingualism refers to “the use of two languages by an individual or a speech community”. He also points out that “it is not necessary for them to be equally fluent, but at least they should be very competent in the foreign language”. This is to say, being bilingual means being able to interact with people in more than one language. This interaction implies the capability to produce and understand a word, a sentence or a discourse in any of the languages shared by the participants. According to Weinreich, (1953) there are three types of bilingualism. Each type depends on the way in which the languages are learned. These types are compound, coordinate and subordinate bilingualism. *Compound bilingualism* refers to the acquisition that takes place in a country where the two languages are equally integrated in childhood. *Co-ordinate bilingualism* refers to the fact that one learns the first language and then starts to acquire the second language, but the person can use both in a parallel form. Finally, *subordinate bilingualism* is when a person knows two languages but he or she is able to understand and produce superficially in one of the two of them. Based on these types proposed by Weinreich, (1953) about bilingualism, it is seen that bilingualism does not mean equal proficiency in the languages. Nevertheless, bilingual people are capable of interacting by using simultaneously both languages within a conversation and so it is where the
code-switching comes up as a phenomenon belonging to bilinguals. The fact of having the knowledge of more than one language, gives the possibility to speakers to alternate among those languages within a conversation as something natural or sometimes as a communicative strategy.

**What is code-switching?**

As it was mentioned above, code-switching is considered a phenomenon that occurs within bilingual communities. According to Valdes- Fallis, (1977) and Coste, (1997) code-switching is the alternation of two languages within the same conversation whether for oral or written expression. This idea is also supported by Cook (2001) who states that code-switching takes place when the speaker uses two languages simultaneously and also, he declares code-switching as a natural phenomenon. Having this in mind, code-switching is mostly seen as an alternation among two or more languages in an interaction among bilingual people that positively affects a conversation; it is because in most cases the bilingual population possesses a high level in the native and in the target language.

On the other hand, Corder (1981) reports that code-switching is a rule-governed behavior and a communication strategy. This latter concept brings to the discussion the fact that code-switching could be seen as a useful resource for communication and interaction purposes for bilingual speakers. Furthermore, Gumperz, (1982) and Chana, (1984) agree when they say that code-switching is an exchange of speech between two languages, which form one single way to communicate. In the current investigation, all the definitions above presented will be taken into account because all of them are acceptable. However, our focus is mostly on the communicative perspective of code-switching.
Functions of Code-Switching

Functions are the purposes with which the speaker uses code-switching (hereafter CS) in a conversation. Some researchers suggested several functions that will be described next. There are many authors who illustrate different functions of code-switching; these functions are classified and named according to the intention that the alternation has in the discourse production.

**Topic switch**: the speaker shifts his/her language according to the topic that is in discussion. It is mostly observed in grammar discussion (Mattson & Burenhult 1999).

**Affective function**: the speaker uses CS in order to express emotions with the aim of building solidarity and intimate relations with the students (Mattson & Burenhult, 1999).

**Quotations**: the speaker uses CS to express what others have said (Gumperz, 1982).

**Addressee specification**: the speaker uses CS to direct his/her messages to one of possible addressees (Gumperz, 1982).

**Interjection**: speakers may use CS to mark interjections or to serve as sentence-filler by expressing emotions (Gumperz, 1982 & Romaine, 1989).

**Reiteration**: also called **Repetitive function** by Mattson and Burenhult (1999). The speaker uses CS to repeat the message. This is to say, speakers repeat the same word in another language, phrase or sentence they have mentioned before in another language in order to clarify the message or emphasize it (Eldridge, 1996 & Gumperz, 1982).

**Message qualification**: It is also called **qualify the message** by Romaine (1989) or **clarification** by (Koziol, 2000). Speakers alternate to qualify something that has being said previously. Gumperz (1982) states in other words...
that message qualification occurs when a topic is introduced in one language and then, commented on or further qualified in the other.

**Personalization Vs objectivization**: relates two things such as: the distinction between talking about action and talking as action, the degree of speaker’s involvement in, or distance from, a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact (Gumperz, 1982).

**Equivalence**: the speaker uses the native equivalent of a certain lexical item in the target language and thus does CS in the native language without altering the meaning (Eldridge, 1996).

**Floor holding**: speakers use CS to maintain the conversation when expressing their ideas because of forgetfulness, lack of vocabulary or compensation (Eldridge, 1996). This language alternation is done as means of continuing the flow of the conversation without interrupting it (Sert cited by Muñoz & Mora, 2006).

**Emphasis**: This function of CS means that the speaker switches into other language to highlight his/her point of view (Koziol, 2000).

**Untranslatability**: the speaker uses code-switching because there is not exact translation into the other language (Koziol, 2000).

In contrast, Auer (1995-1998) offers two types of functions based on a theory of the sequentially of code-switching:

**Discourse-Related Code-Switching**: Auer, (1998) sees CS as a fulfilling discourse-related function, which he defines as “the use of code-switching to organize the conversation”. Likewise, Gafaranga (1999), states that “language choice is a significant aspect of talk organization”. In other words, discourse-related CS means that code-switching is used to organize the
conversation by contributing to the interactional meaning of a particular utterance.

**Participant-Related Code-Switching:** this function takes into account the hearer’s linguistic preferences or competences in the language (Auer cited by Yletyinen, 2004). This is to say, speakers alternate the language taking into account the proficiency of listeners in the language and their preferences.

**Types of Code-Switching**

There are two kinds of code-switching stated by Kasperczyk (2005) and Poplack (1980):

**Intersentential:** the code switch takes place after the end of the sentence.

**Intrasentential:** the change is done in the middle of the sentences with no interruptions indicating the change.

**Perspectives toward Code-Switching**

Castelloti & Moore (1997); Sert, O (2005); Hisham, B & Jousoff, K (2009) agree that code-switching can be an effective teaching strategy, as they acknowledge the L1 of the students to be an important pedagogical tool. Besides this, the use of code-switching is applied for communicative purposes.

Furthermore, Mejia (1998); Muñoz, J.E & Mora, Y.F (2006); Arthur (1998) share the idea that code-switching provides opportunities to maximize learning participation. Moreover, they consider code-switching as positive in the classroom.

Ellis (1994), Cook (2001), Richards & Rodgers (2001) and Widdowson (2003), claim that although exposure to the target language can ensure success, the exposure may not work in every classroom. In the same line, Lai
Brice & Roseberry-Mckibbin (2001); Widdwson (2003) argue that only English in the class would only lead to frustration, since the input is incomprehensible to the learners. These important authors highlight the necessity or effectiveness of allowing code-switching in the foreign language classroom when the students do not have a high proficiency level in the target language. Nevertheless, it is important to consider that it is assumed that the population of this present study is proficiently qualified to use the target language accurately and fluently and that perhaps they would not need to translate or use much their native language.

Taking as reference the above perspectives about code-switching which has different conceptions about the use of code-switching in the English classroom; researchers will investigate what happens with the discourse in the classroom when the teacher and the learners use code-switching. Nonetheless, those conceptions about the use of code-switching in an English foreign language learning classroom are regarded for the analysis and examination of the data that will be collected from the participants along the research.

**What is a Discourse?**

Discourse originally comes from the Latin word “discurus” which denotes “conversation, speech” (Wisniewski, 2006). Discourse is a particular theme that could be produced or generated either in written or spoken forms. But, the focus of the present research is the oral discourse.

For researchers an oral discourse is a speech act that is formed by a speaker, and a listener in which the former intends to communicate or to express a talking with any function (description, argument, opinion, etc). Besides this, Crystal (1992: 25) cited by Wisniewski (2006) offers a definition of oral discourse. He states that it is a continuous stretch of language larger than a sentence, often constituting a coherent unit such as a sermon, argument, joke, or narrative. Moreover, Ramirez, L.A. (2008) reports that “discourse is a set of
voices grouped in a significant voice in order to express concrete needs of communication and action”.

Bearing in mind these conceptions about oral discourse, the analysis researchers will conduct takes as a reference the speech event produced by the speakers in their academic setting where their interaction is spontaneous, and at the same time, it is required to be coherently produced.

Discourse Analysis

Discourse analysis is the study of the relationship among the sentences. Fulcher, E. (2005) defines discourse analysis as a way of understanding social interaction. Furthermore, he points out that in the analysis of the discourse the aim is to examine how people use language to construct versions of their experiences and it is based on the assumption that people draw on cultural and linguistic resources in order to construct their talk in certain ways to have certain effects. Moreover, Van Dijk (1992) cited by Silva (1997) suggests that in the analysis of the oral discourse the focus is on the dynamic aspects of the spontaneous interaction in the “Social Science Perspectives”. Analyzing the oral discourse in the current investigation implies exploring three main aspects which are semantic, pragmatic and cognitive; these areas will be discussed below.

Semantic Analysis of the Oral Discourse

Coherence or cohesion refers to the semantic property which focuses on the sequence that the sentences have. So, a sequence of sentences is considered coherent, if the sentences satisfy certain semantic relations (Dijk, 1983). There are two aspects of coherence according to Dijk (1983); they are the local coherence and the global coherence.
Local coherence refers to the semantic relation between individual sentences of the sequence. The analysis is done on individual sentences looking at the sequence among each sentence of the whole discourse.

Global coherence refers to the semantic relation of the discourse as a whole. Regarding the semantic lineal coherence, researchers supported by Van Dijk (1983) distinguish the two types of semantic lineal coherence which are: the linguistic semantic and the intentional semantic. To recognize the global coherence of a discourse it is necessary to distinguish the macro-rules of suppression, generalization, and construction. These three macro-rules are used to transform information from a whole discourse in order to get macro structures which are propositions that summarize the global content of the discourse (Dijk, 2005).

Macro-rule of Generalization: it is to put information together and construct a more general proposition of the discourse.

Macro-rule of Suppression: it is to suppress the details that do not affect the global meaning of the discourse; those details that do not have an important role in the interpretation of the other propositions.

Macro-rule of Construction: suppresses information that makes part of our knowledge of the world to construct a proposition that implicitly contends the abstracted information.

Pragmatic Analysis of the Oral Discourse

According to Dijk, V. (1983) the oral emissions either words, sentences or speeches are used in communicative contexts and so that, they have specific functions in such contexts. To understand the functions, it is required to bear in mind that the emissions are used to perform actions. Pragmatic analysis is in charge of analyzing the way in which the context affects or influences the
meaning interpretation. Besides, it examines the extra linguistic elements that influence the production or comprehension of the speech act. According to Speech Act Theory (Searle, 1969) while talking, people accomplish acts such as promising, agreeing, and threatening. In addition, Searle (1980) distinguishes five types of speech acts in relation to their functions: affirmative or representative, expressive, directive or appellative, commissive, and declarative.

**Affirmatives or representatives:** when speakers affirm or deny something with the aim of explaining what is wanted to say or inform. For instance, to explain, to communicate, to agree, etc.

**Expressive:** when speakers transmit his/her emotional and affective state. This can be expressing compliments, apologies, advises, etc.

**Directive or appellative:** when speakers want to persuade the listeners and to get the listener to do a specific action. It could be an order in form of question, request or imperatives. For instance, requests, commands, questions, etc.

**Commissive:** when speakers assume a commitment independently whether or not it is fulfilled.

**Declarative:** the speaker looks for modifying any situation. The speaker has some kind of authority, and he/she has an official or public acknowledgement (a judge, a priest, a policeman, and so forth) to pronounce some specific words.

As every speech act has its intention, these speech acts are essential to study the discourse in terms of production and interpretation, because the discourse is completely understood if the intended meaning is delivered with clarity. Searle (1980) also, presents two types of speech acts: direct and indirect. The former is when the intention of the speaker is totally expressed and understood without explanation. And the latter, is when the intention is not explicitly expressed and the hearer can get confused.
Satisfactory Speech Acts Besides, Van Dijk (1980) proposes a property of the speech actions “the satisfaction” of the speech acts. He states that the general conditions of the SA (satisfaction) is that, one person does something and that the result and/or the consequences of that result are similar or the same to the ones that the speaker wanted to cause in the listener by his/her doing. In other words, if the result and the consequences agree with the intention and the purpose of the speaker, it says that the action is satisfactory. This is to say, the coherent sequence in the speech acts is given by the accomplishment of the satisfaction of the speech act in terms of the speaker intention.

Global Pragmatic Coherence When talking about speech acts analysis, it is convenient to highlight that there are macro speech acts which are defined as the result of the performing of a sequence of the speech acts connected. Macro speech acts allow the reader or listener to understand and recognize the global intention of the discourse. This means that all the discourses produced by people have a particular intention in the listener; this particular intention is called macro speech act which means that despite of all the speech acts encountered within a same discourse, there is always a principal intention.

Cognitive analysis of the oral discourse

The cognitive aspect of a discourse is in charge of studying the mental models or cognitive representations of the speaker/listener in the production and interpretation of a discourse. Those models include beliefs, values, shared knowledge, experience, opinions, and so forth. Nevertheless, the cognitive analysis does not reject the social aspects since the mental representations are constructed socially.

In accordance with Van Dijk (2000) there are five elements of cognitive analysis which are helpful to examine the coherence in the speech, they are the
following: topic, implicatures and implications, presuppositions, local coherence, and lexical meanings or connotations.

**Topics or (macro) propositions:** it is the global meaning assigned to or inferred from (fragments of) discourse by language users. In other words, language users often provide their (own, subjective) summaries of a text, and such a summary in many respects expresses the macrostructure of the text.

**Implicatures and implications:** these are the propositions inferred from (the meaning of) actually expressed words, phrases, clauses or sentences of discourse. Thus, spelling out the (cognitive) implications of a proposition expressed in the text, means to list (some of) the propositions that may be derived from this propositions given a relevant domain of knowledge. The implications and implicatures may be our assumptions about the intentions of the speaker/writer. In that case we say: By saying A, the speaking probably implies that B, C and D. Or we can specify our own model of the context, and say: For me, A implies E, F or G.

**Presuppositions:** these are simply the set of meaning conditions of a sentence: what we must know in order to understand a sentence (or sequence of sentences). This is to say, presuppositions are not just any odd piece of knowledge, we may have to understand a part of discourse, but the fact that there are expressions in the text that express or otherwise signal such presupposed propositions. In the same line, Ramirez (2008) points out that it is a set of knowledge, interests, and conditions of the listener that speakers propose to the listeners as departing point to the production of the discourse. For example, when someone says to the other: “I lost my money” she is giving to the listener some knowledge, the presupposition that the other knew which money he was talking about (Ramirez, 2008).

**Local coherence:** Discourse is coherent not only when it is globally coherent (has a topic), but also when its respective sentences (propositions) are locally or sequentially coherent. In other words, A is able to imagine a situation
in/for which the text could be true. That is, when cognitively analyzing the coherence of the text, we examine the relations between its subsequent propositions, and establishing relation to what mental model the text makes sense.

**Connotations:** are the specific implications that a word meaning may have and that are usually part of the cultural knowledge of the participants.

Regarding all the aspects mentioned before, the cognitive representations that people have in their minds about cultural issues related to their own culture and to the culture of the foreign language enable them to understand a discourse produced in both languages, in this case Spanish and English. This type of knowledge that speakers and listeners possess, should be common in both participants of a conversation in order to understand the discourse and its intentions; also, to produce a coherent discourse that the speakers know the listeners will understand.
6. RESEARCH DESIGN

6.1 TYPE OF RESEARCH
Taking as a reference Merrian S.B. (1998) definition of qualitative research, the researchers consider that the present study will be qualitative according to the following characteristics:
First of all, the concern of this study is to understand the phenomenon of interest from the participants' perspectives, not the researchers'. This means that, the researchers will take into account the participants' experiences and opinions about code-switching in the English classroom and how discourse analysis is affected by code-switching. Second, the researchers of this study are the primary instrument for the data collection and analysis. Because they are in charge of applying the methods such as doing interviews, observations by recording the interaction in the classroom, and in general interact among participants and context. Besides collecting data, the researchers will process and describe them. Third, this study involves fieldwork because the researchers have contact with the environment where the study is going to be conducted. Consequently, researchers will take into account participants’ thoughts, perspectives and experiences. Fourth, researchers employ foremost an inductive research strategy since qualitative researchers do not base on testing hypothesis, but they do base on framework that helps to support the study. Also, our aim is not to prove anything but discover new insights.

6.2 TYPE OF STUDY
Our investigation is a descriptive case study because the researchers will describe the characteristics of the variables they are interested on.
It is a case study because it is an intensive, holistic description and analysis of a single unit or bounded system such as an individual, program, group, event, intervention, or community. In the current research the population is a group of students. The Case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. The interest is in the process rather than in the outcomes, in the context rather than a specific variable, in discovering rather than confirming.
6.3 CONTEXT
The Universidad Tecnológica de Pereira located in La Julita in the southeastern of Pereira, was founded in 1958 by means of the 41st law as the most representative model of culture of the region as a State or Public Institution. After that, it became an Institution based on academic belonging to the national order as a part of the Ministry of Education. On April 2th, 2004 the program of Licenciatura en la Enseñanza de la Lengua Inglesa was open at Universidad Tecnológica de Pereira, inscribed in the Arts and Humanity Faculty. The Licenciatura en la Enseñanza de la Lengua Inglesa states the following objectives; first, it highlights the importance of training English language teachers with ethical and analytical values, capable of teaching English as a foreign language with a high quality level. Second, English language teachers who are able to develop and study topics in teaching and learning. Third, English language teachers capable of implementing Research in the process of English Language teaching-learning.

English language teachers should have the knowledge of the language, capacity to transmit that knowledge, knowledge of the theory and the practice of methodologies of English language teaching. Furthermore, the development of abilities, values and aptitudes that enable them to perform their teaching activity. This study will be conducted in the content-based subjects: Sociolinguistics and Applied Linguistics. These subjects are entirely taught in English.

6.4 PARTICIPANTS
Researchers chose students and professors of fifth and sixth semesters in the Licenciatura en la Enseñanza de la Lengua Inglesa. In these semesters the subjects are content-based completely in English. The subjects researchers choose to conduct the investigation are Applied Linguistics and Sociolinguistics. The sociolinguistic class has approximately 36 male and female students. The Applied Linguistic class has approximately 30 students. Besides, the professors of these subjects are part of our investigation.
6.5 ROLE OF THE RESEARCHERS
The researchers were *complete observers* since they will not interact with the participants in the observations. According to Merrian, (1998), the complete observers are the ones who do not involve themselves with the participants, just observe the context and interaction. Thus, we are only going to describe participants’ discourse through the use of code-switching with the attempt to analyze the impact of code-switching in the discourse production and understanding.

6.6 DATA COLLECTION PROCEDURE
In this investigation the applied methods were observations and audio-recordings.

**Observations:** According to Pierre, J. (2005) an observation is the involvement of recording the behavioral patterns of people, objects and events in a systematic manner. On the other hand Langley, P. (1988) states that “Observation involves looking and listening very carefully. We all watch other people sometimes, but we do not usually watch them in order to discover particular information about their behavior. This is what observation in social science involves”. In doing observation the instruments conducted were *field notes* and *audio-recordings* in order to obtain the direct speech from the participants' interaction. As this research examined the discourse of teacher and students by the use of code-switching in their communication in the content classrooms, these two types of methods were very useful and appropriate to achieve the results we expected.

**Audio-recordings:** two-hour audio-recordings were conducted by class and twice a week; there were eight sessions in which the aim was to gather data that allow us to examine the discourse of both teachers and students when they code-switched during the whole sessions. These recordings were transcribed and used as an aid to the analysis. In addition, they were helpful in the way that the information gathered from them can be more precise and accurate.
6.7 DATA ANALYSIS

As the data collection was completed, we started to analyze it by following some steps. First of all, each session was audio-recorded, and at the same time, we took notes about what the participants said during the whole discourse of the session but specifically when they used code-switching; the researchers took notes as much as they could of the participants’ speech in order to collect the needed data to perform the investigation. As the observations were audio-recorded, researchers transcribed and printed them in order to analyze all this data. We printed out the data in order to write notes and thoughts in the paper about the data collected. This process helped us to the categorization of the data.

Finally, this analysis was done based on some categories about code-switching and discourse analysis previously set. In other words, this investigation adopted an "a priori analysis".

The code-switching was analyzed first; we already had the code-switching functions previously categorized and then, we selected the functions of code-switching that the participants used during the whole sessions. In addition, we had the elements of the discourse we were going to observe; so, we analyzed the elements of the discourse that arose in participants’ speech and selected those elements by participants’ intention and use of code-switching. As a final point, we analyzed both code-switching functions and the discourse elements including a semantic, pragmatic and cognitive analysis together to observe what the relation between them was within the interaction in the classroom. And also, to observe what were the effects that the use of code-switching caused in the discourse production and comprehension.
7. FINDINGS

The findings for this research were divided into two categories: the first one are the findings of the code-switching in professor and students oral discourse, and the second one are the findings of the oral discourse analysis.

7.1 Functions of code-switching in professors’ and students’ oral discourse

Functions of code-switching refer to the purposes with which the participants use code-switching. The functions found in the participants while they were speaking during the sessions are going to be described down:

Discourse-related code-switching

Discourse-related code-switching is the umbrella of many of the code-switching functions since this is used here to put in order the conversation or piece of speech. As Auer, (1998) mentioned “the use of code-switching to organize the conversation”, researchers found out that the participants of this study used a lot of these functions when producing their speech in the classroom. When their intention was to clarify some idea, or to continue with the conversation, or to emphasize in something important, they used discourse-related code-switching because they wanted to keep the conversation going. Within the code-switching functions belonging to the discourse-related code-switching are: untranslatability, floor-holding, and equivalence. These will be described and exemplified next.

Untranslatability

In the analysis process of the audio recordings taken from the observations, it was found teacher#1 and the students chosen for the research used to switch some words or phrases because there was not exact translation
into the other language in this case English (Koziol, 2000). Here is one example of the use of untranslatability by the teacher:

T#1: can you differentiate the pereirano and the quindiano talking?

In the example above the teacher was talking about the differences in dialects of Colombia and he switched from English into Spanish. Teacher used code switching to refer to the words “pereirano and quindiano” do not have any exact translation into English. Although he could have said “person from Pereira or person from Quindío” we have to take into account that “person from Pereira or person from Quindío” are not expressed in only one word as pereirano and quindiano are. The use of untranslatability is common when what the speaker intends to express is a word or phrase that has a specific cultural meaning that only people who share the same cultural background is able to recognize and understand. This is to say, that people from other cultures and countries probably will not understand the word “pereirano”, but instead will understand the phrase “person from Pereira”.

T#2: You say parce and parce is part of parlache. Parlache was created...

T#2 was talking about the slangs that many people create by themselves in order to avoid proper names. So, T#2 used code switching to refer to a word that belongs to the Colombian culture that is created for Colombian people, so it does not have an exact translation into English.

Reiteration code-switching

In the analysis researchers found that teacher#1 used reiteration code-switching to repeat in Spanish the same word he has mentioned before in order to clarify the message or emphasize it (Eldridge 1996; Gumperz 1982):
Teacher used code switching by translating the word “Jewish” into the Spanish equivalent to clarify information to students or to emphasize in that word.

T#1: we can have the language as a problem, as a right or as a resource. Como recurso la lengua como recurso.

In this example, it can be seen that teacher#1 used code switching to draw attention to the fact that language is a resource. That is why he translated into Spanish “language as a resource”.

**Floor-holding code-switching**

This function of code-switching was found in the data collected in which the S#1slc switched a word, a phrase or a sentence into Spanish in order to maintain the conversation when he was expressing his ideas because of forgetfulness, lack of vocabulary or compensation (Eldridge 1996). Take a look of the following example:

S#1slc: If the relation is better with the father he would like to have this German *costumbre*.

In the sentence above, the student wanted to continue with his idea without stopping the sentence because he did not know or did not remember the word “costumbre” in English. It is shown when after the student uttered this sentence the teacher replied the word “costumbre” in English “habits” in order to show to the student how the word was.

S#1slc: maybe to change that “costumbre” to communicate in Spanish depending on the time that he use the language German or Spanish….
The same student talked about the same issue they were discussing in the other example. However, he used again floor-holding code-switching because he did not remember the same word “costumbre” in English despite the teacher had already said it. This showed that the aim of the students was to keep the conversation going without caring the word he did not know.

**Clarification code-switching**

The data collected from the audio-recordings showed that T#1 used code-switching to clarify the message for the audience because the message was said in English and then exemplify in Spanish (Koziol, 2000). This switching could be as ways of exemplification or explanation of the initial idea. Here is one example:

T#1: people just adjust their vocabulary to the way the current goes on, that’s the current, that’s the fashion, that’s the way people do. Hay un libro que me encanta que se llama “el miedo a la libertad” in that book “fear freedom”.

In this example, it is seen that T#1 employed code-switching to clarify the idea that people adjust vocabulary to the fashion; moreover, he did this switch to exemplify the first idea. This is by means of providing examples that illustrate and make the topic understood for the audience.

T#1: In Spanish the conjugation is really complex well hablar you know the verb hablar, haslas, hablas, hable, hablaría hablariamos you know that’s very complex in English you say I speak, I spoke, I would speak, I could speak, I will speak that’s it you do not need more.

In the above example, the T#1 was talking about Spanish language complexity compared to English language in terms of conjugation. That was the main idea of the paragraph, so he switched to Spanish in order to show to students the
complexity of Spanish thought an example. His intention was to clarify and explain that English is easier than Spanish in terms of grammar.

T#1: You have to speak the two languages perfectly. En CNN es muy común escuchar a los latinos hablando español como si fueran gringos, I don’t understand…

In this example the teacher#1 was talking about language loyalty and he provided the definition of this term and then he exemplify. It is here where T#1 switched to Spanish by giving the example that En CNN es muy común escuchar a los latinos hablando español como si fueran gringos. His intention was to clarify the term language loyalty to students by exemplification.

**Code-switching as quotations**

The participants used code-switching when they expressed something that other people have said (Gumperz, 1982; Ncoko 2000).

S#4slc: you know what they just say “ay no que pereza hablar en ingles” and you are like ok.

In this example the main topic was “domains”; T#1 was asking to students about partners who they speak English with. So that, the student gave her answer in which she cited what others said in Spanish when she asked them to speak in English. Code-switching in this example was clearly used as quotations.

**Emphasis code-switching**

This function of code-switching means that the speaker switches into other language to highlight his/her point of view (Koziol, 2000). So, the data
collected showed that participants used emphasis code-switching to call the attention of the audience.

T#1: Uno esta aquí como que me están mirando no; eso a mí me pasa con mucha frecuencia. Now, why use two languages, the obvious answer is to communicate...

In this example, the T#1 was talking in Spanish about “extra sensorial perception” and then emphasized to English in order to come back to the topic that he was talking about before starting talking extra sensorial perception “bilingualism”. This was to call the attention of students showing them that they would continue with the previous topic.

T#1: How can you control people if they speak different languages? by unifying languages, one single language; y si había que darles rejo, había que darles rejo, no matarlos no, eso es possible pero es lo ultimo.

In this example, the T#1 use code-switching as a way of calling the attention of the students with some funny sentences that denote cultural jokes and emphasizing that language is the one that can unify populations.

**Equivalence code-switching**

The speaker uses the native equivalent of a certain lexical term in the target language and thus, does switch in the native language without altering the meaning (Eldridge, 1996). Consequently, in the audio-recordings it was shown that T#1 used code-switching as equivalence with the intention of continuing with the conversation inserting some words within it, but without altering the meaning. And sometimes, equivalence code-switching is used as a way of compensating lack of vocabulary and lack of fluency in the target language.
T#1: we are not any Gómez, somos de Sonsón, de los Villegas de Pereira you know.

In this sample, T#1 switched the words *somos de Sonsón, de los Villegas de Pereira* without altering the meaning of the whole sentence to keep the flow of the conversation.

T#1: the problem was that “petróleo”, the man said “petróleo. You don’t say petróleo here, you say diesel, ACPM, not petróleo.

This example clearly showed the use of equivalence code-switching by the T#1. T#1 said this word “petróleo and ACPM” because he was explaining the differences about British and Us English. He tried to explain that there was a problem with the use of the word “petrol” because in Colombia people do not say “petrol” but “diesel or ACPM”. So he used its equivalent in Spanish “petróleo” to emphasize that this word is wrongly used as “petrol” and clarify to students what was the problem.
7.2. FINDINGS OF THE ANALYSIS OF THE TEACHERS’ AND STUDENTS’ ORAL DISCOURSE

These findings about the oral discourse of the participants of this research project were taken from the data collected by the audio recordings of the classroom observations. In this analysis it was taken into account the fact that this population is bilingual, which refers to the use of two languages by an individual or a speech community (Nomura, 2003). The fact of being bilingual implies that people have the opportunity to interact with two or more languages within the same conversation without altering or interfering the meaning. This alternation of languages is what is known as code-switching; so that, in the oral discourse of fifth and sixth semester students and teachers in content-based subjects (Sociolinguistic and Applied Linguistics) who are considered a bilingual community is where this alternation commonly appears.

7.2.1 Semantic Discourse Analysis of teachers and students

Macro-rule of Generalization

In the analysis of the data collected researchers found out that T#1 used a macro-rule of generalization to summarize in one sentence the main point he was addressing in the following pieces of discourse (paragraph).

T#1: If you are bilingual you have to speak the two languages perfectly. En CNN es muy común escuchar a los latinos hablando español como si fueran gringos, I don’t understand, if you are bilingual you are supposed to treat the two languages with respect, and if you start speaking like a gringo when you speak Spanish you are not treating Spanish well, you are kind of... giving the English language the attribute of being superior it is so superior that when I speak Spanish I speak Spanish with the gringo accent that’s absurd. Si uno es bilingüe habla los dos bien punto. English with the best accent you can and Spanish with your accent.
The teacher used a macro rule of generalization in order to summarize the discourse (paragraph) he had expressed before in a short proposition. In this example, the intention of the teacher was to summarize the whole idea of the paragraph from the example above in one sentence: “si uno es bilingüe habla los dos bien y punto”. The paragraph explains what bilingualism implies, that is, that people who speak two languages should do it perfectly treating them with respect and with the best accent they can. In this example we can see how the T#1 summed up his discourse about bilingualism in only one sentence in Spanish.

T#1: No sé, venimos de una tradición poco lectora, cómo le pueden decir a uno que lea si mi padre no lee, si ni siquiera el periódico lo lee..... De hecho periódicos tan grandes como el New York Times (.... es un periódico grandísimo, voluminoso, quien se lee esa vaina, no se lo lee nadie, es decir quien diga que es que está leyendo New York Times.... In terms of writing and reading I mean specially reading we have a lot of problems.

In this example, the teacher was talking about the situation of Colombian people in terms of reading and writing that people neither read nor write. He was arguing that Colombians are not used to reading and writing because there is not a habit among the families to read from childhood. Consequently, T#1 used one proposition to summarize what he said about the situation in Colombia about reading and writing. The sentence he used to sum up that idea was “in terms of writing and reading, I mean specially reading, we have a lot of problems”.

As it is shown in those examples, Van Dijk (1980) confirms our finding by stating that “the macro-rule of generalization is a way of constructing a proposition or macro-proposition that contains a derived concept of the concepts of the sequence of propositions”. The sentences that we considered are the generalizations contain the information that sum up the topic of those paragraphs.
The use of code-switching was first of all to call the attention of the students and to highlight his point of the whole discourse (paragraph). This is to say that the function of code-switching that fits in this example is the emphasis function. This function also serves to give emphasis to the most important point of the whole discourse and in those examples that emphasis was made in the summary of the speech in a single sentence.

The alternation in these examples served as a strategy to make clear for the audience what the specific topic of a piece of talk (discourse) was.

7.2.2 Pragmatic Discourse Analysis

Coherent Sequence in the Speech Acts (SA) despite the code-switching

From the analysis, it was shown that T#1 uses code-switching without altering the coherence among speech acts of the whole discourse. Speech acts sequence is considered coherent if for example the first speech act is an assertion and the following one, although is an assertion as well, functions as an explanation or exemplification of the first one; or if the first one is a question and the second one functions as an answer. In the following examples, the participant (T#1) uttered a coherent sequence of speech acts regardless the alternation of language.

T#1= That is why it’s easier to go through the wave, nadie se va a poner a luchar contra la corriente, it is better to go to move.

In this example, it is shown that the first speech act is an assertion and the following one is an explanation or exemplification of the previous one. The coherence between these speech acts is not interfered by the use of code-switching since it is used to explain what he was saying before using an idiomatic expression that is supposed to be understood by the listeners because it is shared knowledge between teacher and students. This cultural knowledge or shared knowledge about the idiomatic expression “luchar contra
"la corriente" lets the listeners be able to understand what that phrase means (discourse) because it is conventionally shared. Code-switching in this example functions as clarification with the intention of exemplifying because the T#1 provided an example like the idiomatic expression mentioned before. The use of this idiom in Spanish was familiar for the audience and in that sense it helped to facilitate understanding of that specific topic.

T#1 = If you are bilingual you have to speak the two languages perfectly.
En CNN es muy común escuchar a los latinos hablando español como si fueran gringos…

As in the first example, in this one the speech acts sequence is coherent despite occurs a language alternation. This is because the teacher was talking in the first SA about what implies being bilingual and the second one is the explanation of it through an example using code-switching.

In terms of coherence between speech acts it is shown that those parts of discourse are appropriate because although the second speech acts are in another language it is understood that their function is to explain the topic. As we found in those examples, Van Dijk (1980) states the same when he points out that the sequence of the speech acts is coherent if those speech acts accomplish or follow a logical sequence among the speakers’ intention.

The code-switching in these examples is showed as a strategy to exemplify or clarify what was previously said in the speech act without interrupting the coherence of the latter. As it was seen, in the two examples, the T#1 intends to explain about a specific topic and then extend the explanation by providing further clarification in Spanish. The alternation served as a strategy to explain what was previously said without much explanation.
Global pragmatic coherence despite the code-switching

From the analysis, it was shown that T#1 uses code-switching perfectly without altering the intention of the whole discourse. It is possible to say whether a discourse is globally coherent or not by giving a macro speech act of a whole discourse. The macro-speech act has not to be expressed explicitly in the discourse, but it is deduced by the listeners; contrary to the macro-rules belonging to the semantics that do appear in the discourse expressed in a macro-proposition.

T#1: what would happen if a child learns two languages at the same time, I mean her father talks to her in German and her mother talks to her in Spanish. When that child wants to pray, will she pray in Spanish or in German.
T#1: yeah her mother speaks in Spanish
S#1slc: if the relation is better with the father she would like to have this German costumbre
T#1: habits
S#1slc: I mean maybe to change that costumbre to communicate in Spanish depending on the time that she use the language German or Spanish, she use most all the time Spanish because he all the time talking to his mother.
T#1: children are most of the time with their mothers.

In this example, the discourse of the S#1slc did not lose the global coherence in the SA despite the alternation of language. The intention of the discourse was to answer to a question that the teacher had made before about emotional links in a bilingual family. Thus, the S#1slc answered back by contributing from his point of view about the topic. The type of speech act that the S#1slc used was an affirmative because he wanted to communicate that people choose a specific language depending on the person they are addressing to, in this case mother and father.
He inserted a word in Spanish “costumbre” that replaced what he wanted to say in English; this code-switching in this case has the function of continuing with the speech without losing the coherence and the sequence of it. In this case, the reason why the S#1slc code-switched to Spanish was because of the lack of knowledge; the student did not know the word in English to complete his speech in the target language.

T#1: So how to be a good writer? by reading, through reading, you have to read, and read and read and follow models. There is no other way. ¿Será que si yo escribo todos mis correos electrónicos en ingles me convertiré en un buen escritor? Let me tell you!

The above example showed how T#1 provided a short discourse about the importance of reading in order to be a good writer. He provided this speech by uttering some speech acts like assertions and questions within the same speech. Nevertheless, the main speech act is called affirmative or representative that in this case its function is to inform to the audience (students) how to become a good writer. This means that regardless the speech acts involved in the whole discourse there is always a main speech act in all discourses, which is called macro-speech act by Searle (1980). Thus, from this excerpt of discourse it can be seen that the main point is to communicate, to inform that to be good writers people need to read a lot and follow models.

In terms of code-switching, its function in this example is to exemplify the issue that learning how to write is not just learning how to send emails, he argued that learning to write is more complex than that. T#1 alternated to Spanish to call the attention and promote students’ reflection about the issue of learning to write.

Despite the use of code-switching during the discourse, it was not affected in a negative way since it gave the listener the idea speakers wanted to communicate. On the contrary, it was noticed that the use of code-switching contributed to the clarification of a piece of the whole discourse and to the maintenance of the flow of it.
Satisfactory Speech Acts

The data collected from the audio-recordings showed that T#1; T#2 and S#2slc; S#3alc uttered some speech acts that are considered satisfactory, since speakers obtain what they wanted from the listener (Van Dijk, 1999). Consider the following example:

T#1= you know particular icons, *el ícono este de* ……
S#2slc = *si no le funciona*…
T#1= *aja, si no le satisface le devolvemos su dinero*

In this example, the second speech act provided by the T#1 “*el ícono este de*” essentially is an assertion; nevertheless, in this specific situation it functions as a kind of question for the students, so, this speech act is satisfactory because the intention of the teacher with this speech act was understood by one student (S#2slc) and she/he immediately answered correctly as expected. In other words, the T#1 achieved what he intended with that speech act, an answer from the listener. The code-switching here affected the discourse in a positive way since its function was “emphasis” used to highlight the cultural idiom of “*si no le satisface le devolvemos su dinero*”, which is a shared knowledge among the participants of the interaction (teacher & students). Also, the use of Spanish was because he was talking about particular icons taken from a video that was in Spanish.

T#2=they interact without using the proper names. For example: *el jefe, el* …
S#3alc = *el patrón, el duro, la firma.*
T#2= *yes*

This example showed the understanding from the student of the intention of the teacher of eliciting the information “*el patrón, el duro, la firma*” from them. So that, although the T#2 did not ask explicitly to students to utter those words, he started by saying one and expecting the other utterances from the students.
The use of the code-switching was with the intention of highlighting that those words are used here in Colombia and make part of our culture; also, to call the attention of the students. This is to say, the listeners understood the intention because they make part of the same culture of the teacher and recognized perfectly what he was talking and asking about. The code-switching was used in this example to continue with and maintain the conversation without interrupting the flow of the discourse since those words in Spanish had to be used in Spanish for the teacher to explain the topic he was addressing “dialects”.

We can see this aspect of “satisfaction” in the speech acts in Van Dijk (1980), he points out that the general conditions of the speech act (satisfaction) is that, one person does something and that the result and/or the consequences of that result are similar or the same to the ones that the speaker wanted to cause in the listener by his/her doing. In other words, if the result and the consequences agree with the intention and the purpose of the speaker, it says that the action is satisfactory.

The code-switching in this discourse had to be used since the teacher was talking about a cultural issue which those words are known by most of the students and the teacher. When the T#2 used those words “el patron, el duro, la firma” the students immediately understood their meaning and despite this language switch, the discourse was not interfered and also, it continued being in English. The code-switching helped the discourse to be satisfactory because when the teachers used those words in Spanish they knew that the students will contribute to their intention. Thus, the speech act of eliciting and asking was satisfactory because students answered to their SA properly.
7.2.3 Cognitive discourse analysis

Teachers’ and students’ shared knowledge within class discourse

Data from the observations and transcriptions of the audio-recordings revealed that T#1, T#2 and the students possessed the same knowledge about cultural issues that enable them to produce and interpret the discourse. Examples:

T#2 = they interact without using proper names. For example: el jefe, el …
S#3alc = el patrón, el duro, la firma.
T#2 = yes

T#1 = you say parce and parce is part of parlache. Parlache was created…..

T#2 = other example: in order to understand raíz cuadrada you need to know suma, resta, multiplicación, division, and so on, it is a process.

This example shows the shared knowledge students and the teacher possess in order to understand the discourse. As all the students who went through high school when they were young, and now they are at the university are supposed to know about these arithmetic terms “raíz cuadrada, suma, resta, multiplicación, and division”. That is why the teacher made use of them in the students’ native language (Spanish) to avoid further explanation and ensure their comprehension. This was because T#2 was talking about a topic related to certain elements that are isolated in the second language because there was not an understanding (cognitive development) of them in the first language. The teacher made a relation between those arithmetic elements and the first and second language learning. Because to learn some issues in the second language it is necessary to know them in the first language, on the contrary it will be difficult to learn them without having the previous knowledge as in this case “suma, resta, multiplicación and division” to learn “raíz cuadrada”.
In terms of the code-switching function the one that fits this example is discourse-related for the reason that T#2 was giving an example about a class of engineers in which mathematics is essential and so that vocabulary related to maths is needed. Consequently, he had to use those terms to have sequence in the discourse and to facilitate students’ comprehension.

Along these examples, we can say that the participants had a cultural background about the words “el patrón, el duro, la firma, parce, parlache, raíz cuadrada, suma, resta, multiplicación, and división”. In these cases in the interaction in the classroom, the T#1, and T#2 assumed that students knew about those words; therefore, they used code-switching to not give more explanation than those words in Spanish because they knew that students would understand without further explanation since those concepts are socially constructed. Researchers support this finding with Van Dijk, (2000) who talks about the mental models that both speakers and listeners possess to be part of an interactional event such as beliefs, values, shared knowledge, experience, opinions, and so forth. Code-switching helps the discourse to be coherent and understandable for the listeners since speakers used it as a communicative strategy when the discourse (topic) requires it.

**Presuppositions**

In the data collected from the audio recordings, it was shown that T#2 presupposed that students knew some things about the topics he was talking about and consequently, they will understand was he was talking about. Take a look of the following examples:

T#2= So programas like etnoeducación, they are working on the consolidation of this type of policies.

In this example, the presupposition is on the “programas de etnoeducación”, because the T#2 took for granted that students knew which “programas de etnoeducación” he was talking about. Thus, students will understand perfectly
because that program is from the university they belong to and the T#2 did not have to explain that that program is the one that is at the university, but just mention them in Spanish as a way to recognize them. Also, he switched to Spanish with the intention of emphasizing on that “programa de etnoeducación”. As the teacher was explaining about the national program of bilingualism and the language policies, he mentioned the “programas de etnoeducación” to tell students that that program is working on the language policies.

T#2=it’s because they came from European society the best part of the European society not the piratas, ladrones that were the ones who conquered us.

This example also represents the belief of a presupposition by the T#2 who evidently did not have to explain to his students the history of the American colonization, but only expressed the words “piratas, ladrones” in order to explain what he was talking about. It is presupposed that students knew who the people who conquered America were. The teacher alternated those words to Spanish with the intention of making students recognize that that is a topic that everybody knows in the classroom because it is a cultural issue related to their own culture and to emphasize on those words. Corroborating this finding we cite Van Dijk (2000) who states that a presupposition is a set of meanings and knowledge that we must know in order to understand a sentence (or sequence of sentences). Therefore, the T#2 assumed some kind of knowledge from the students that made them understand the discourse.

The code-switching was used by the teacher when he was talking about cultural topics that are supposed to be known by everybody in the classroom (presuppositions). To produce and understand a discourse it is necessary to have a certain set of knowledge, interests, and conditions (Ramirez, L. A. 2008). Due to this cultural knowledge shared by the teacher and the students, T#2 alternated into participants’ first language to avoid some further explanation about traditional themes.
8. IMPLICATIONS

8.1 Pedagogical implications

As it was shown in this research, the production and comprehension of a discourse among bilingual participants in the content-based classes became more comprehensible with the use of code-switching. It means that code-switching can be seen as a tool or resource when communicating among bilinguals, but taking into account that all the participants of the discourse share the same knowledge about some specific topics such as those related to their culture and backgrounds like religion, customs, education, among others. This kind of shared knowledge enables the participants of a conversation to make an active part in it by producing and understanding the discourse regardless the language of interaction.

The use of code-switching did not affect negatively the production and comprehension of the discourse among bilinguals in the classroom; instead in some cases it served as a strategy to avoid much explanation about some word or topic. In other cases, code-switching was used to provide examples and clarification about some idea or theme that was being discussed without altering the meaning and coherence of the discourse. This suggests that the discourse of bilinguals despite the alternation of languages does not lose coherence neither in the speech acts nor in the global meaning. Consequently, for the continuity and understanding of the discourse, the use of code-switching should not be prohibited in the classroom, but instead, permitted as a resource for compensating and contributing to the discourse.

Although the exposure to the target language from teachers and students in the classroom is essential for a successful foreign language learning, the use of code-switching during conversations is not as unproductive as many people think. This is because bilinguals use it to summarize a whole discourse, or to clarify meanings, or to exemplify incomprehensible ideas. Nevertheless, this employment of the code-switching should be done with any communicative,
teaching and learning purpose and also, in small amounts of time because of the importance of exposure to the foreign language.

Besides demonstrating the benefits of code-switching in the production of the discourse, it was seen that the use of code-switching not always has a specific purpose in the discourse production or reception; simply this use is unconscious and becomes more common for some bilingual speakers in the interaction in the classroom among students and teachers. This suggests that the alternation between Spanish and English in an English language learning classroom was not seen as ineffective or a problem, but instead it is what Cook, (2001) stated as a natural phenomenon.

8.2 Research implications

Further investigation should focus on just one aspect of the discourse analysis that could be semantic, pragmatic or cognitive. This concentration on one area of the discourse analysis is because discourse analysis is pretty wide and deeply understanding and examination is needed, since when all these aspects are studied, a deep examination is not possible or less easy. What happened in this research project was that the analysis was complex and superficial because of the great amount of aspects to be analyzed such as semantic analysis, pragmatic analysis, and cognitive analysis.

Another important issue to be explored in later research is how to determine the unconscious or conscious use of code-switching, especially in the discourse intentions; since in this research it was illustrated that one teacher used to alternate to Spanish without any specific purpose in the discourse production, it would be interesting to determine why code-switching could be conscious or unconscious.

Equally important would be to conduct the same analysis of discourse through code-switching, but in language-centered classes. Given that language-centered classes have different pedagogical aims than content-based classes, the analysis will have other perspectives, and consequently, the results will be
different. Furthermore, the interaction in the classroom between teacher and students would be richer, since the main objective of language-based classes is language learning.

In addition, further investigation should be done on analyzing the growth of students’ discourse by the use of code-switching, taking into account the semester they belong to. In other words, to analyze students’ discourse in the development of their language when they go through several semesters; this is in order to examine their progress in their proficiency in the foreign language by following their process during various semesters. Determining the use of code-switching in the discourse production regarding their different levels of competence in the target language is an interesting issue to explore.

Finally, the last suggested research is studying if teachers’ discourse varies because of the subject. This is to say, study the discourse of the teachers when they are providing different subjects from content-based subjects, perhaps language-based subjects. In this type of research the outcomes will be different since the discourses will be different as well.
9. LIMITATIONS

One of the limitations presented in this research was the lack of time researchers had to confirm the findings with the interview. The semi-structured interview was one of the methods that researchers would do in order to collect some of the data about the use of code-switching while producing pieces of discourse. Thus, the information gathered from the interviews would contribute to the findings and the confirmation of those findings, since the interviews would be about students’ and teachers’ intentions to code-switch.
10. CONCLUSIONS

The analysis of the data collected in this investigation took into account the function of code-switching such as: topic switch, affective function, quotations, addressee specification, Interjection, reiteration, message qualification, personalization Vs objectification, equivalence, floor holding, emphasis, discourse-related, and participant-related. Although these code-switching functions had been thoroughly studied and investigated, in this investigation they were not studied deeply, but they were taken as a reference in order to understand the discourse. The functions of code-switching used by the teachers were: untranslatability, reiteration, clarification, emphasis and equivalence. On the other hand, the students only used two of them; floor-holding and quotations.

In the discourse analysis researchers observed that not all the functions appeared in the elements of the discourse that have been studied; such as macro-rule of generalization, speech acts, macro speech acts, global pragmatic coherence, presuppositions and shared knowledge. These elements make part of the semantic, pragmatic and cognitive aspects of the discourse. In the semantic aspect of this analysis it was shown that teachers in their discourse made use of the macro-rule of generalization through code-switching as a way of summarizing in one or two propositions the general idea of their discourse. The alternation in this case was done in the macro-rule of generalization; this means that the Spanish sentences uttered by the teacher were the macro propositions that summed up what he was explaining in the whole discourse. Besides the use of macro-rules, in the semantic aspect it was seen that the alternation between Spanish and English did not interfere in the coherence of the discourse. On the other hand, as all the summaries function is to provide shorter information about a whole topic, but with accuracy, to the listeners understand better, teachers did it in Spanish with the intention of making clearer the discourse.
The pragmatic aspect of the discourse that was analyzed in this research showed the issue that the sequence of the speech acts mentioned in each part of the discourse produced by the two teachers was not altered by the use of code-switching. On the contrary, these alternations from English to Spanish were done as means of clarifying and exemplifying the previous speech act; so that, although the second speech act is in another language in this case Spanish, the coherence of the discourse in terms of speech acts is not affected. For instance, in the examples analyzed the first speech act affirmed something and the second one served as further explanation given in Spanish to ensure comprehension. We can see how the use of code-switching is taken in these examples as a way of clarifying, exemplifying, and contributing speakers to follow a logical sequence among their specific intention.

In the global pragmatic coherence of the discourses that were analyzed along this research, it was noticed that each discourse has a specific main intention (speech act) and that this main intention (speech act) is not altered by the use of the code-switching and by the use of many speech acts within the same piece of discourse; meanwhile, the function that the code-switching performs in each discourse does not have to be with the intention of the discourse (speech act). This is to say, that whether code-switching was employed for clarification or for lack of knowledge or for forgetfulness, it did not change the main intention (macro speech act) of the speakers when giving their discourse.

Talking about the satisfactory speech act that also belongs to the pragmatic aspect of the discourse, in this investigation there were found many satisfactory or appropriate speech acts in the interaction between teachers and students in the classroom. In this observed discourses it was found that the teachers achieved what they expected from the students with their discourse either answers, opinions, comments, affirmations or understanding. Thus, this is what is called satisfactory speech acts taking into consideration that the SA are satisfactory when the intention of the speakers is understood by the listeners.
and the answer for this intention is appropriate. The code-switching used by the teachers served students to understand the intention of the teachers and as a result answer back to that intention. This suggests that instead of interfering in the discourse or changing its intention, it facilitates the accomplishment of the speakers’ intention.

In the cognitive aspect of the discourse there were found two important elements needed for the production and comprehension of an oral discourse; these aspects are shared knowledge and presuppositions. It was shown that these elements helped to carry out a discourse, since speakers have to take into account their knowledge and the listeners’ knowledge about certain topics in order to be coherent in the discourse production and at the same time to get listeners understand and to promote interaction between listeners and speakers. The presuppositions found in this research are related to the knowledge that both listeners and speakers have in common about certain issues. This is to say, that the speaker assumed that the listener possesses some kind of information or knowledge related to the issue he is treating. Most of this shared knowledge comes from cultural and traditional issues such as history, customs, religion, education, and language. Teachers used code-switching to avoid giving explanation than those words or propositions in Spanish because they knew that students would understand without further explanation since those concepts are socially constructed. Consequently, it was noticed that the use of code-switching did not have a negative effect in the production, intention and understanding of the discourse.

As a general conclusion, researchers could say that the use of code-switching by teachers and students from fifth and sixth semester in content-based subjects (applied linguistics and sociolinguistics) during an oral discourse did not have a negative impact; instead, it was helpful and useful for the production and comprehension of it. It was seen that the use of code-switching was not totally necessary neither indispensable in the discourse of fifth and sixth semester students knowing that this kind of students are assumed to have a high level of proficiency in the target language (English) to express and
understand a discourse given by their teachers within the classroom. Nevertheless, this phenomenon of code-switching cannot be denied, prohibited, or rejected in a classroom, since this is also seen as natural in a bilingual community (Cook 2001). And besides the comfort this brings to speakers and listeners, it facilitates understanding and further explanation about some word, phrase or sentence.
11. REFERENCES


