Code-Switchingin an EFL Classroom

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ABSTRACT

This project analyzed students' oral inte-raction and discovered some components of the communicative competence through using code-switching in an EFL classroom at Universidad Pedagogica y Tecnológica de Colombia, Tunja, Boyacá. The active par-ticipants belonged to a group of thirty four students who were taking English level one. Likewise, this project sought to discover the students' attitudes towards using both lan-guages, English and Spanish, during the fo-reign language lessons. In fact, code-swit-ching was not only a useful strategy to gain an effective oral interaction between the participants, but also it helped the process by reducing stress, anxiety, tension and providing confidence and humorous situa-tions. Simultaneously, we are welcoming colleagues to implement this pedagogical strategy in their academic settings to pro-gress the students' learning practice and to create a positive environment.

Key words: code-switching, oral interaction, and components of communicative compe-tence.

RESUMEN

Este proyecto analizó la interacción oral de los estudiantes y descubrió algunos com-ponentes de la competencia comunicativa, mediante el cambio del un idioma a otro du-rante el desarrollo de actividades en la cla-se de Inglés en la Universidad Pedagógica y Tecnológica de Colombia, Tunja, Boyacá. Los participantes pertenecieron un grupo de treinta y cuatro estudiantes los cuales estaban cursando nivel uno de Inglés. De igual manera, este proyecto buscó descu-brir la actitud que los estudiantes presentan cuando se usa la lengua materna, Español, durante las clases de Inglés. De hecho, el cambio del idioma no fue solo una estrate-gia útil para lograr una efectiva interacción oral entre los participantes, sino también los ayudó en el proceso de aprendizaje redu-ciendo estrés, ansiedad, tensión y propor-cionando confianza y situaciones jocosas. Al mismo tiempo, nosotras estamos invitan-do a los colegas para que implementen esta estrategia pedagógica en su ambiente aca-démico, facilitando así el aprendizaje de los estudiantes y crear un ambiente positivo.

Palabras claves: Code-switching ó cambio de idioma, interacción oral, y componentes de la competencia comunicativa.

INTRODUCTION

There are several authors who have addressed the issue of code-switching such as Poplack (1980), Crystal (1987), or Ferguson (2009), among others. Cook, another author, discusses the harmony between code-switching and language teaching in this way. She says that for many EFL students, the ability to jump from one language to another is highly desirable (2001). The author further asserts that teachers do not give pupils opportunities to build new words, phrases or sentences if teachers are restricting the use of a single language. Also, Numan & Carter (2001), define this term as a phenomenon of switching from one language to another in the same discourse. The fact that students can play with their own language and the new language is accepted, because it shows, their desire to learn, their resourcefulness, their improvement, their practice, and their evolution. This idea is advisable to give them free rein to bilingualism, the study of languages in contact at various levels: individual, family, society or school, Baker (1993). Keeping the previous ideas in mind and considering the fact that we had the wonderful opportunity to work along with a group of students who were learning English level one at the Universidad Pedagogica y Tecnológica de Colombia, where we identified the observable fact of code-switching, so we, as teacher-researchers, wanted to analyze this phenomenon in its own setting, our English classroom.

In a nutshell, we analyzed code-switching, during our classes to see how it works to create discourse and get excellent results; and now we are inviting English teachers to examine the role of this phenomenon in their classrooms, and the advantages and changes in the students' attitudes towards the subject when code-switching is used. Thus, code-switching can be considered as a linguistic vehicle rather than a negative interference in the English language learning process.

RESERACH DESIGN

This design presents the kind of research that guided this project, the main question, a related question, the main objective and the specific objective. As well as, it reveals the place where this project took place.

Kind of research

With the purpose of answering the questions stated in this project, we carried out a qualitative case study methodology. According to Merriam (Cited by Nunan 1998, p77) it is "an intensive holistic descriptive analysis of a single entity, phenomenon or social unit." Cohen & Manion (1995) define a case study as the observation and analysis of the particularities and complexities of an individual unit "with the view to establish generalization about the wider population to which that unit belongs." (p.107)

This study was descriptive as well as interpretative, when considering that it presents a detailed account of the phenomenon under study and contains good descriptions to gather as much information as possible, in order to interpret and theorize it. In addition, we are going to describe not only the theory about this switch, the students and teachers' oral interactions but also, to provide an explanation about some components of communicative competence found in the study.

RESEARCH QUESTION AND OBJECTIVES

Main Question
What does code-switching revel about the students' oral interaction?
Related Questions
What components of the communicative competence are part of the students' oral interaction?
Main Objective
To analyze what code-switching reveal about students' oral interaction.
Specific Objective
To identify the components of the communicative competence in the students' oral interaction
The Context of the Research and Participants

This research project took place at the Universidad Pedagogica y Tecnológica de Colombia, Tunja, Boyacá. This is a Public Educational Institution which offers different programs. The students come from different Colombian places and some others from different countries.
The English program is a subject which main objective is to develop the students' communicative competence through the strengthening of their four basic linguistic skills: reading comprehension, writing, listening and speaking, as well as, two components, grammar and vocabulary. The International Language Institute, which supports this subject, designs its programs inside of the Common European Framework requirements for the foreign language teaching and learning process contributing to the students' integral formation.

The Students

The students who were enrolled during the research commitment were selected by the researchers, their teachers of English, due to the fact most of them were switching from English to Spanish when they were developing the activities. It is also important to recall that there are four levels of the foreign language in the students' curriculum. This group was taking the English level 1 (beginners).

We requested permission from all of our students through a consent form and a questioner in order to gather information about them and their background too.

Data gathering

The data collected after the identification of this phenomenon was obtained through different data gathering procedures by the English teachers, the researchers. Patton (1990) asserts that in a typically quantitative research study there are three kinds of data collection. They are interviews, observation and written documents. In this opportunity we used these kinds of data collection methods.

Instruments

In order to reach the research question and objectives, we applied the instruments to a group of thirty four students level one; twenty seven women and seven men. This group called our attention from the beginning because although most of them started his or her speeches in English, they had to complete them by using their native language or they created new words to compensate the lack. The learners were observed soberly during a whole semester and their behavior, performance, and attitudes were registered in a field note to be used in the English teachers' analysis. Also, the students were recorded around thirty hours, and finally, they were requested to answer a survey.

Thus, this part of the project offered us a lot of information about the implementation of code -switching in the classroom and its relationship between the oral interaction and the communicative competence.

LITERATURE REVIEW

This section shows some descriptions and definitions of the main construct which hold up this paper. The umbrella that is going to cover this theoretical framework consists of code-switching, its functions and types, as the main theory as well as the communicative competence in the classroom interaction.

Code-Switching

Bearing in mind that the code-switching theory is the core of this research project, we are going to start by giving some of its definitions. To begin, code-switching, according to Crystal (cited by Skiba, 1997) "occurs when an individual who is bilingual alternated between two languages during his/her speech with another bilingual person" (p. 1). We continue with Poplack (1978) who affirms that "code-switching was categorized according to the degree of integration of items from one language to the phonological, morphological, and syntactic patterns of the other language" (p. 22)

Reasons Why Code-Switching Takes Place

According to Crystal (1987) there are possible reasons for the switching from one language to another. The first one of these is the notion that a speaker may not be able to

express in one language, so he/she switches to the other to compensate the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner, thus code switching provides continuity in speech rather than presenting interference in language.

A second reason occurs when an individual wishes to express solidarity with a particular interlocutor. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others who do not speak the second language.

Another reason for the switching behavior presented by Crystal (1987) is the alteration that occurs when the speaker wishes to convey his attitude to the listener. The monolingual speakers can communicate these attitudes by means of variation in the level of formality in their speech. Thus, bilingual speakers can transmit the same by code-switching, so it may be used as a socio-lin-guistic tool by bilingual speakers to create a special effect.
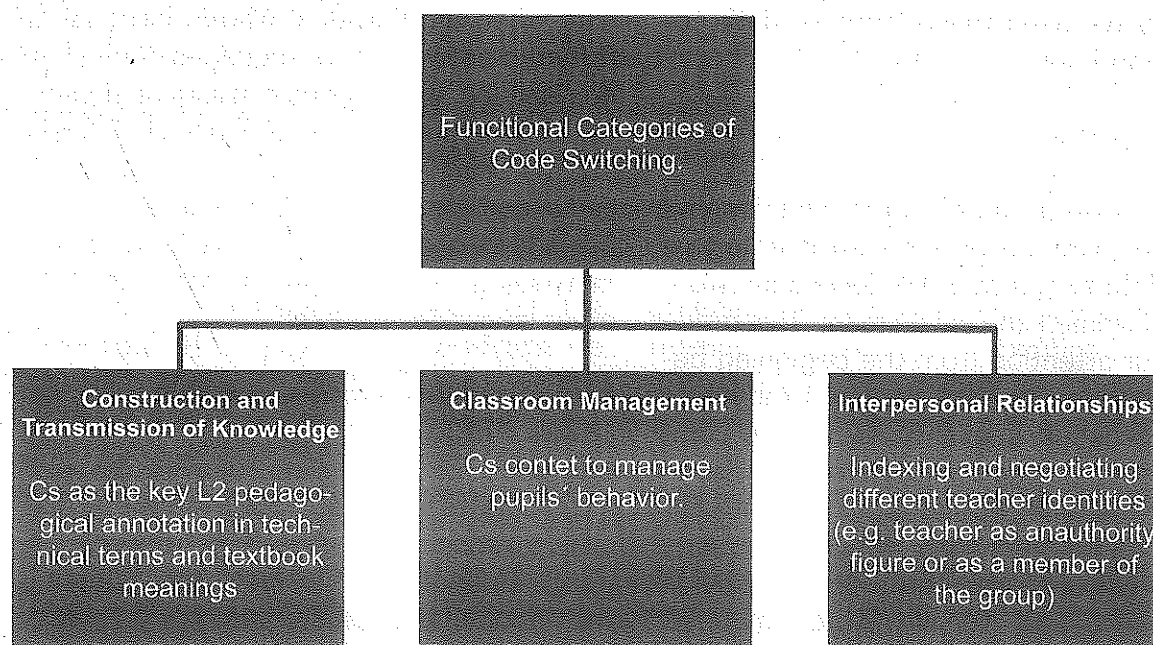
About socio-linguistic benefits, code-switching has been identified as a means of communicating solidarity or affiliation to a particular social group, whereby it should be viewed from the perspective of providing a linguistic advantage rather than a language obstruction. Code-switching has been studied as an important strategy for establishing social relationships due to the fact that language is the most common means that people have to interact, exchange, inform, make agreements, discuss, and so on.

Functional Categories of Code-Switching

(Ferguson, 2009) affirms that function categories entail construction and transmission of knowledge, classroom management and interpersonal relations, which are employed strategically by teachers and students as a resource during English lessons.

Diagram 1

Functional Categories of Code Switching

Construction and Transmission of Knowledge

Cs as the key L2 pedagogical annotation in technical terms and textbook meanings

Classroom Management

Cs contet to manage pupils' behavior.

Interpersonal Relationships

Indexing and negotiating different teacher identities (e.g. teacher as anauthority figure or as a member of the group)

Approaches to Code-Switching

Bearing in mind that language is an instrument that human beings use as a common part of their everyday lives, it is relevant to consider it under areas such as sociolinguistic, psycholinguistics, and linguistics, the three main fields that hold up this topic of code-switching.

An important fact that the psycholinguistic field lights us about code-switching is that a bilingual individual has two separate linguistic varieties which he/she employs in different situations and according to his or her needs, (Namba, 2006). The opportunity for English teaching and learning processes to develop in a sociolinguistic environment is paramount, because that is the type of setting where students live, share, learn and use language as a social practice.

Regarding educational policies (MEN, 1994), we have considered the importance of English classrooms as social-cultural spaces, which has allowed us to believe that English language teaching is intrinsically bi/multicultural and bi/multilingual, as both teachers and students bring their multiple identities and home community languages, as well as social practices, to the classroom.

Types of Code-Switching

This part of the paper will touch the different types of code-switching. There are two types that are defined according to their specific functions: Intersentential or mechanical switching and intrasentential or tag-switching (Kasperczyk, 2005).

Intersentential or Mechanical Switching

Intersentential code-switching is an un-conscious process and makes the switching in unknown or unavailable terms in one language within the sentence boundaries. This type of code-switching is often seen between bilingual speakers. It is also known as code-mixing,

Intrasentential or Tag-Switching.

In intrasentential code-switching is the shift done in the middle of the sentence or phrase with no interruptions, hesitations or pauses indicating the change. It is motivated by situational and stylistic factors, and the conscious nature of the switch between two languages is emphasized (Lipski, 1985).

Functions of Code-Switching

The phenomenon of code-switching has specific functions that help us to understand the participants' roles and the relationship between code-switching and speech acts. Sanchez (1983) asserts that switches are triggered by different speech acts (challenge, request, agreement, etc.), different styles (evaluative versus narrative) and differences at the connotation level.

As speakers belong to a community or are an interactive part of society, researchers have found that the social function of this linguistic topic is essential because of this function of code-switching has its origins in a socio-political viewpoint. Heller (1992) views code-switching — and language choice in general - as a political strategy, especially as a strategy for ethnic mobilization. This idea means that it is important not only to keep in mind the distribution of the shift, but also to know how that distribution is tied to the community that is helping in the research process.

A second function of code-switching is related to norms or 'social arenas' organized into three universal social groups: identity, power and transaction. According to this perspective, Scotton (1977) affirms that Social arena is understood as a construct which corresponds to a set of norms." In these terms, it is possible to use code-switching to differentiate one group from another as well as to redefine interactions within them or to avoid some social norms. In regards to power, code-switching may be used as a strategy to neutralize a situation as well as to select what kind of language is most appropriate and acceptable to use at a certain moment.

Sert (2005) asserts that both speakers, students and teachers, use interactional functions to modify or self-express the language with personal intentions in a bilingual community and to intimate personal relationships as well. Now we are going to see the functions of each participant in the classroom based on the author's description.

Teacher's Functions during Code-Switching

Teachers adopt an outstanding role in activities where code-switching takes place, but this role is not always performed consciously, which means that the teacher is not always aware of the functions and outcomes of the code-switching process. Therefore, in some cases code-switching may be regarded as an automatic and conscious behavior.

Topic switch: In this first function, English teachers can alter their language without any problem, to carry out the activities that the educative community is doing. Thus, a teacher alters his/her language according to the topic being taught. This phenomenon happens mainly during grammar instruction when the students' attention is directed towards the new knowledge. At this point it may be suggested that a bridge from the known area (native language) to the unknown area (new foreign language content) is constructed in order to transfer the new content and meaning. Cole (1998) also suggests: "a teacher can exploit students' previous L1 learning experience to increase their understanding of L2." It suggests to take advantage of the students' previous knowledge to relax and facilitates the English learning process.

Affective function: the second function establishes that, teachers use this function to offer students a comfortable environment promoting solidarity, help, self-confidence, and self-esteem. That is to say, teachers wish to encourage and support students to participate actively in communicative activities using the second language. Although teaching and learning a foreign language is a serious activity, it must have a human part offered by the teacher, professor, or adviser.

Repetitive function: In this last function, teachers can use code-switching to clarify meanings, vocabulary, and concepts that are not learnt or understood from the previous lessons and to stress the importance of foreign language content for better comprehension (Sert, 2005). This is a moment to strengthen internalizing the concepts, structures, sounds, vocabulary, and all aspects related to the new language.

Students' Functions in Code-Switching

Sert, (2005) describes four basic functions of students: reiteration, floor holding and

equivalence, and conflict control which are identified as follows:

Reiteration function takes place when students repeat a message supplied in the target language, in their native language, through which they try to give meaning by repetition.

Floor holding is presented when students use their native language in order to avoid gaps in communicative acts. Students may lack appropriate target language structures, but they want to maintain the conversation and tell their viewpoints. In other words, floor holding is used when a student cannot remember a word, so instead he uses his native language to avoid a break in communication.

Equivalence function occurs when students use the native equivalent of a certain lexical item in the target language, and thus, code-switch into the native language.

Conflict control may be used to avoid misunderstanding when people do not use the correct meaning in communication (Sert, 2005).

Romaine (1989) states that the interlocutor may use two kinds of discourse functions: interjection and qualify the message.

Interjection function happens when the speaker uses code-switching to express emotions or feelings.

Qualify the message function is used when the speaker introduces a topic in one language and comments in another one.

Finally, we think that code-switching functions are important items to take into account when English teachers develop activities, due to the fact it is not always a snarl-up o deficiency in learning a language, all the way around, it can be consider as a useful strategy in classroom interaction.

Intentions of Code-Switching

There are two intentions that people have when they use code-switching in their communication acts: convergence and divergence intention.

Convergence intention takes place when a speaker changes his or her speech pattern in interactions so that he or she is closer to the speech patterns of his or her interlocutors. Giles (1977) describes that it is probably safe to assume that these shifts result in a favorable appraisal of the speaker, that is, they have created an impression that the speaker is trying to accommodate his or her listeners.

Divergence intention is a linguistic strategy whereby a member of the speech community accentuates the linguistic differences between his or her group and other groups. This intention is developed to preserve the identity and status in the group establishing differences rather than similarities among them. Giles (2005) converges, once again, on this topic supporting that speech style is, for many people, an important subjective and objective clue to social group membership.

Classroom Interaction

Teaching and learning situations in classrooms involve interaction between teachers and students most of the time. In order to make an appropriate analysis of this important issue, we contemplated a number of authors.

First, Vygostsky (1978), who asserts that all human beings are involved in daily face-to-face interactions that allow them to extend, articulate and manage a good rapport and membership within a community. According to him, interaction with members of a given group is possible, because they share common knowledge and sources that characterize that particular group.

Second, Medina (1989) considers interaction as an active practice among a group that share many common things and enable a good relationship. Also, she explains that interaction is an action of reciprocity and influence which is established among two or more subjects in a defined environment. Thirdly, Lynch (1996), supports that interaction is the way in which people interact with others by the kind of relationship as well.

Another author, Kelly (2000) sheds that interaction mostly involves what she calls interactive practices or recurrent conversation moments guided by specific goals, embedded by linguistic and paralinguistic resources which serve to construct frameworks in which humans bring together social stories that are created and managed.

In this sense, the learner has to work on four different aspects. The first one is related to knowledge about goals, participant roles and themes. The second one entails linguistic patterns, and the third aspect contemplates the development of awareness of the ways in which one uses sources, as well as, where, how and with what attempt. Finally, the last aspect refers to recognizing contexts in which interaction may be applied and used so that knowledge can be applied in new situations (Hall, 2000).

The Importance of Code-Switching in the Classroom

Keeping in mind that code-switching is a notable tool that teachers and students use in the classroom to ease up and improve the English teaching and learning process, it is also important to remark on the significance of implementing and using code-switching as a communicative opportunity. Code-switching is a valuable tool to convey meaning in classrooms, especially in the early stages of a second or a foreign language learning (De Mejia, 1998).

Simon (2001) argues that code-switching not only creates social positive situations where the educative community has the chance to improve its rapport, but also decrease tension, inject humor into conversations and facilitate the learning process. Braga (2000) supports this conception in her study on humor, where she found out that code-switching was used by participants as a strategy that offers funny or humorous situations when correcting activities. Likewise, it reduces stress, anxiety, tension, and provides good confidence.

Thus, Code-switching is a possible indicator of learning, and it improves students' understanding as well. Furthermore, teachers can use code-switching as a strategy to compensate for the declining level of English proficiency, the ability to make use of language properly (Taylor, 1998), among students and to encounter the needs and challenges they find in classrooms.

In this sense, code-witching helps us to appreciate the positive power, the cooperative work, and the use of resources, the negotiation, and, the most important aspect, the increase of the use of the foreign langua-

ge. That is why; we wanted to bear in mind the code-switching theory to react reasonably and to guide the students appropriately. Kirkwood, (2000) holds that teaching should be aimed at strengthening problem solving strategies in the classroom.

Some researchers such us Cook (2001) see the use of code-switching in the classroom as a "legitimate strategy" (p. 105) and no matter how it might be disruptive during a conversation to the listener, it is considered an opportunity for language development (Skiba, 1997).

DATA ANALYSIS

Once we collected the information we started analyzing it. As Hubbard & Power, (1993) say, it is the "order, structure and meaning to the data to discover what is underneath the surface of the classroom ". (p. 65). Other authors Hubberman & Miles (1994) support that there are three phases which help researchers ensure high quality of the analysis: data reduction, data display, and conclusion drawing or verification.

Data Reduction

In this stage we simplified, extracted, and transformed the collected data across the instruments, the field notes, surveys and videotapes. After transcriptions, we arranged the summaries; identified the themes and coded the information that guided us in the reflection on the conceptualization. Consequently, we identified the patterns, the initial process of categorization.

Data Display

We spent a lot of time discovering and naming the categories. Through data display

we assembled the information obtained and analyzed it and then, we used a matrix to categorize the information.

Verification

This on-going process started since the moment we began to collect the data. We examined the results of using code-switching by the teacher and students in the English lesson, and we adjusted the categories so that they could elaborate a more accurate body of conclusions that might illuminate the concept about communicative competence through the use or implementation of code-switching.

In order to start the analysis of the information gathered, it is essential to mention that we selected an open coding method, as Strauss & Corbin (1990) assert: "this is the part of analysis that pertains specifically to the naming and categorizing of phenomenon through close examination of data" .(62)

As soon we finished labeling the patterns, we designed a visual memo with the purpose of making the categories which guided me to answer the main research questions that led the project. We arranged them in such a way that we could find the number of times they were revealed and their location, taking into account the number of the video tape and the line. It was extremely hard but useful because it gave us a guide to organize the patterns and then named the categories.

Axial coding

After that, the followings step, axial coding, helped us to relate categories and properties to each other, specially, the causes of relationships into a basic framework, taking

into a account these elements: the phenomenon, causal conditions, context, intervening conditions, action strategies and consequences. (Strauss & Corbin, 1990).

Selective coding

To conclude, the selective coding oriented us to generate three categories and three subcategories which lighted us to answer the main question and a sub question. Selective coding was the right path to establish some findings and conclusions as well.

The core of this work was to study the phenomenon of code-switching during the English lessons at the university level. As a result of this data analysis some patterns emerged and they were the support to design categories. As soon as we arranged the patterns keeping in mind common features, we discovered three categories, which will be explained later, and three subcategories. They guided our proposal to answer the research question: What does code-switching revel about the students' oral interaction?

Data gathering was a process whereby much valuable information was stored to be processed, analyzed, and concluded. This was registered in each every single lesson during a semester. Sometimes we implemented the field note, sometimes through the video recording, and sometimes by using both. The survey was applied just once and its content was related to the use of Spanish in the English classes.

FINDINGS

The data gathered a very rich description of speakers' use of code-switching as a personal communication strategy. It clearly illustrate how speakers organized, enhanced and enriched their speech through code-switching strategies such as making associations and linking previous and new knowledge, used as a common resource between students and teachers, building self-esteem and positive environment, socio-cultural and socio-linguistic issues, grammatical components and discursive competence. These findings are discussed below:

Making associations and linking previous and new knowledge.

In this excerpt 1, students brought knowledge from their previous studies in English. The words "adjetivo antes" suggests that they already know the rule about adjectives and the nouns. Also, when the students said: "a blue oscuro? No, no, cómo es? espere adjetivo antes, aaaaah!" It is suitable to say that the influence of their L1, Spanish, permitted the communicative intension and helped them to build it properly.

L:44   S12: "What is this exactamente?"
L:45   S7: "It is a color?"
L:46   S15: "a blue oscuro? No, no, cómo es? espere adjetivo antes, aaaaah!"
L:47   S4: "dark, dark is oscuro".
L:48   S15: "yes, my favorite color is the blue... dark blue."
(video 1, 15/02/11)

Code-switching: a common resource between students and teacher

The name of this category emerged from the evidences collected through the instruments, which show us that there is a repetitive use of code-switching by teachers and students. Each switch has specific intentions and they are focused on how language is adjusted to

negotiate meaning or incidental acquisition, specifically when communicative tasks take place during the class (Doughty, 2000).

L: 33   T: Today we all are going to participate during the class, ok?. The topic is really, really   L: 34   easy. You already know it.
L: 35   S12: Teacher, cúal es el tema?
L: 36   T: El que trabajamos la última vez.
L: 37   S12: El voy a... Ok, it's easy. I want to participate.
(Video 1. 24/02/11)

Code-switching a way to building self-esteem and positive environment

Code-switching also carries affective functions that serve to express emotions. In this respect, code- switching is used by teachers in order to build solidarity and intimate relations with the students.

Excerpt 16

(Spelling contest)

T: Very well done, fantastic. Did you realize; this contest is going to give you many possibilities to improve your spelling ability. Felicitaciones, muy bien.
S3: Yes teacher thank you.
S18: Que emoción así si quien no aprende. Deberíamos hacer todas las clases así.
T: What about you my friend? (Talking to other student)
S28: I am ready teacher; I am going to be the winner. I know all the words.
(Field note. 12/05/11)

Socio-cultural and socio-linguistic issue
This emerged from students' experience due to the fact they are very active part of the society. Their socio-cultural factors, marked by constructivist theory, are based on their values, believes, experiences, concepts, etc. (Abbot and Ryan, 2001).
(during a writing activity)
S4: Teacher, come here?... How do you say topar?
T: What do you mean with that word?
S6: Ah, este man... encontrar.
S4: topar? Encontrar.
T: Ah! Encontrar? Find. I did not remember that word.
(Field note, 03/03/11)

"Grammatical components"

In this case, the student uses the native equivalent of a certain lexical item in the target language and therefore, code switches to his/her native tongue. This process may be correlated with the deficiency in linguistic and morphological competence of the target language, which makes the student use the native lexical item when he/she does not have the competence for using the target language explanation for a particular lexical item. So, this "equivalence" is a defensive mechanism for the students and it gives him the opportunity to continue the communication by bridging the gaps resulting from foreign language incompetence.

(game)
L: 117   S34: I know how to write this word. I know it, I know it. Yo se, espereme.
L: 118   S27: Yes? Ok but quickly.
L: 119   S34: Oh no, I cannot believe it! This is my best friend, he is a periodist and he is working in. L:120   RCN television.
L: 121   S39: ok, but periodista, how do you say it?.
L: 122   S34: I do not know, maybe in this way: yurnalist or...
(Video 3. 07/04/11)

"Discursive competence"

This damage of this competence is visible when some of the students had problems joining the internal structures of the sentence in an appropriated manner. In some occasions the interconnection made by the speaker did not allow us to understand the message. The article did not match with the subject or the adjective was plural (class activity,)

L:54   S17: What do you do when you have cold?
L: 55   S2: If I have cold I put una jackets and gloves tambien and a hots socks.
L: 56   S17: What do she do si she has temperature?
L: 57   S2: Cuando she has temperature I shower she or I carry to hospital.
(Video 3. 26/04/11)

CONCLUSIONS

As the main question of this research was related to what code-switching revels about students' oral interaction, we found that code-switching helped students to make associations and link previews and new knowledge.

We also noticed that code-switching empowered students to interact in the EFL class. In this way they felt relaxed, comfortable, active, motivated and empowered their good self-esteem which allow them to learn and use English as a communicative tool.

In terms of the sub-question, we noticed that the components of the communicative competence that were outstanding were: Grammar Competence and Discursive Competence. Finally, we detected that socio-cultural aspects were highlighted as well as their sociolinguistic allowing a comfortable atmosphere to develop the lessons.

PEDAGOGICAL IMPLICATIONS

Teachers should see:
*Code-switching is an advantage instead a disadvantage due to the fact the teachers should not only focus their discourse on giving information and explaining grammar but also, on creating a comfortable atmosphere in the classroom.
*Let students shift into their L1 for them to feel more encouraged and willing to take an active part in the interaction in the classroom.

*Consider L1 as an advantage rather than an obstacle in the English lessons first levels due to the fact it helps learners improve their communicative competence and enhance their self-esteem.
*Code-switching is a negotiation between language use and the communicative intents of the speakers.
*It is also used to express a range of social and rhetorical meanings.

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