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**MASTER' S DIPLOMA THESIS**

**Jazyková alternace ve výuce anglického jazyka na druhém stupni ZŠ na Slovensku**  
**Code-switching in ELT at Slovak lower secondary school**

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Učitelství anglického jazyka pro základní školy (Completus)

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I declare that I have prepared this final thesis entitled "Code-switching in ELT at Slovak lower secondary school" independently and under the professional guidance of my supervisor. I have listed all the sources used in the bibliography.

30.11. 2022 In Olomouc

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## ABSTRAKT

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Je známo, že Anglický jazyk jako školní předmět je na Slovensku povinný od třetího ročníku základní školy (Minedu, 2022). Dnes čelíme realitě, která není příznivá. Rok co rok mají absolventi základních škol problémy s komunikací v angličtině (Štrbová, 2021). Samozřejmě, že má-li se úroveň jazykové komunikace našich studentů zlepšit, musíme jim poskytnout vhodné podmínky a znovu nastavit pravidla. Vzhledem k tomu, že situaci ve výuce anglického jazyka je třeba neustále sledovat, přinášíme výzkum realizovaný na druhém stupni vybrané školy, jejíž učitelé a žáci mají sloužit jako vzorek pro naši studii. Ze zkušenosti jsme očekávali, že přepínání kódu bude prezentováno v hodinách Anglického jazyka a tento předpoklad byl splněn. Identifikovali jsme jednotlivé typy přepínání kódů podle Poplackové (1980) až po druh přepínání mezi větami, který se vyskytoval nejčastěji. Funkce přepínání kódů učitelů byly především součástí vysvětlení, oprav chyb a pokynů. Pomocí kvantitativního výzkumu jsme zjišťovali situaci ve výuce z pohledu slovenských učitelů, když jsme zkoumali jazykovou alternaci jako prostředek komunikace mezi učitelem a studenty. Zjistili jsme, že přístup učitele může výrazně ovlivnit přepínání kódů. Spokojenost a sebehodnocení učitelů proto vnímáme jako zásadní faktory. Účel komunikace a její zdůvodnění také do značné míry ovlivňují přepínání kódu. Potvrdilo se nám časté přepínání mezi kódy z cizího jazyka na mateřský, za účelem doplnění důležitých informací a faktů a také zajištění toho, aby studenti rozuměli jejich chybám a byli o nich informováni. Vše nasvědčuje tomu, že výuka angličtiny je spíše zaměřena na učitele, což nevytváří dobré podmínky pro rozvoj komunikace studentů. Podle výsledků výzkumu nemůžeme potvrdit, že angličtina je dominantním jazykem v její výučbě na slovenských školách. Jisté je, že tato situace vyžaduje snahu o její nápravu a také je třeba zkoumat pohledy studentů, abychom vytvořili souvislosti, které nám pomohou přejít k lepším a efektivnějším podmínkám pro rozvoj komunikace v angličtině jako cizím jazyce.

**Keywords:** Jazyková alternace, Výuka anglického jazyka, Slovenský jazyk, Anglický jazyk, druhý stupeň ZŠ

## ABSTRACT

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It is known that English as a school subject is compulsory in Slovakia from the third year of primary school (Minedu, 2022). Nevertheless, we are facing a reality that is not favorable. Year after year, graduates of lower secondary schools have problems with English communication (Štrbová, 2021). Naturally, if the level of language communication of our students is to be improved, we must provide them with suitable conditions and reset the rules. As the situation in English language teaching needs to be constantly monitored, we bring research carried out at the specific lower secondary school, whose teachers and learners are to serve as a sample for our study. From experience, we expected that code-switching would be presented in ELT lessons, and this assumption was fulfilled. According to Poplack (1980), we identified individual types of code-switching to the kind of Inter-sentential code-switching that occurred most. The functions of teachers' code-switching were mainly parts of explanations, correcting mistakes, and instructions. With the help of quantitative research, we found out the situation in ELT teaching from the perspective of Slovak teachers when we examined code-switching as a means of communication between the teacher and the students. We found that the teacher's attitudes can highly influence the usage of code-switching. That is why we perceive teachers' satisfaction and self-evaluation as essential factors. The purpose of communication and its rationale largely influence code-switching. It confirms the frequent switching between codes from L2 to L1 to supplement important information and facts or ensure the learners understand and report on learners' errors. Everything indicates that the teaching of English is rather teacher-centered, which does not create good conditions for developing students' communication. According to the research results, we cannot confirm that English is the dominant language in ELT. What is certain is that this situation requires an effort to correct it, and we also need to examine the students' points of view to create connections that can help us change to better and more effective conditions for communication development.

**Keywords:** Code-switching (CS), ELT, Slovak language (L1), English language (L2), lower secondary school

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## **LIST OF ABBREVIATIONS**

CLIL	Content and language integrated learning
CM	Code-mixing
CS	Code-switching
ELT	English language Teaching
Ex.	Example/s
L	learner
L1	first language (mother tongue)
L2	second language (foreign language)
Ls	learners
T	teacher

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# INTRODUCTION

Code-switching, a means of language switching between two different codes within a single utterance or conversation, has its place in teaching English as a foreign language at lower secondary schools. However, in its various forms, it is perceived differently. One group of experts agrees that it causes an undesirable effect on teaching by reducing the frequency of use of the target language. This phenomenon is condemned for blocking and slowing down the acquisition of a foreign language, thus leading to insufficient knowledge and problems communicating one's ideas (Hammink, 2000). The second group perceives this phenomenon positively and emphasizes its effectiveness and positive impact if it is applied didactically correctly. The pupil's thinking in the mother tongue is considered natural. It presupposes that if the teaching is successful, it is required to allow the students to use the mother tongue to a certain extent (Macaro, 2005). It is necessary to look for the best way to use code-switching in ELT, which will bring the most significant possible benefit in the form of visible results for our students and in achieving the set goals.

From previous qualitative research and experience in teaching foreign languages, Štrbová (2021) found that Slovak students, as graduates of lower secondary schools, have significant shortcomings and problems with communication in the English language, even if they started learning the language from an early age. Code-switching, as the increasingly monitored tool, can help improve teaching quality with a focus on communication skills. Thus, the motivation to study and desire to speak in English can help to improve the overall teaching. Above all, the teacher is the one who should be monitored as a person responsible for quality education associated with the necessary development of communication skills.

The theoretical part of this thesis aims to elaborate a brief literature review of the changes in ELT at Slovak lower secondary schools from 1989 until today. It deals with code-switching, its types, functions, limits, and benefits in the ELT classroom. Following the research conducted by Pokrivčáková (2014), we centre on the current situation in ELT in Slovak education.

The practical part provides insight into the practices of ELT at the Slovak lower secondary school. The aim is to identify the types of code-switching used in modern ELT, which appeared directly in teaching during our research, and to find out the factors influencing the communication of teacher and learner based on code-switching in ELT classrooms. Consequently, according to Poplack (1980), we are dealing with code-switching types and their usage in the modern ELT at a specific Slovak lower secondary school. Mainly reasons for teachers' and students' code-switching are essential for understanding this issue. That is why we deal with the functions of code-switching. From the teacher's perspective, we find out the common factors that, from their point of view, influence code-switching communication with their learners in ELT classes.

# **THEORETICAL PART**

## **1. ELT IN SLOVAK EDUCATION SYSTEM**

The following chapters focus on the Slovak education system's history and the situation in teaching English as a foreign language, referred to as ELT, with modern code-switching (CS) as a means of developing communication at the lower secondary school.

As a democratic European country, Slovakia is open to people of different nationalities and nowadays is becoming a place for living for many foreigners who come to work in larger cities. Children whose mother tongue is different from the Slovak language attend Slovak schools. Therefore, there is still a need to develop and support the usage of common foreign languages in communication. To a certain extent, the English language is becoming a tool for communication between people of different nationalities. It is spread worldwide in almost all fields (ex: science, medicine, engineering, technology, or commerce). The English language occupies a unique place as a global language (Parupalli, 2019), and the dominance of this language in the world is still growing.

### **1.1 ELT after the year 1989**

From a global perspective, English as a foreign language has grown in recent decades (Harmer, 2007). Foreign language teaching has been considered important in Slovak education's history since the time of Czechoslovakia (Butašová, 2013) when the aim was to ensure teachers in the times of Communism were fully committed to the new education. Each teacher was obligated to take an oath to the Communist Party, while all party representatives took care to keep the commitment. Although, we encountered the expansion of English language teaching in schools mainly after the revolutionary year 1989 when the English language largely replaced the compulsory Russian language lessons, which led to a limited foreign language competency in the Czechoslovak population (Desmond, 1999).

Several measures for increasing the number of qualified English teachers, including retraining programs for the Russian language, were taken to ensure that Russian teachers who have become redundant take an annual English retraining course and thus become fully qualified to teach English (Kráľová, 2018). However, consequently, the effectiveness of teaching English was very low, as pupils in lower secondary school had only a 90-minute English language lesson once a week. There was a general lack of up-to-date teaching materials in the early 90s. Only materials published by British publishing houses were available. English coursebooks, audio, and video were only a rare part of the educational package. Initially, foreign language teaching was limited to grammar-translation methods with the same structure in every unit, followed by vocabulary drilling and practicing grammar exercises (Štrbová, 2021).

In the early 90s, it changed when Slovakia received many native speakers-teachers of English recruited through various foreign organizations, e.g., The Peace Corps (Gadusová, 2002). Communication in a foreign language became more widely used in teaching, as these teachers communicated in their mother tongue. Consequently, the learners could come into contact with the natural form of the language. The prediction of an Indian linguist Kachru (1985), was fulfilled in the year 2000 when the worldwide ratio of non-native speakers outnumbered the native speakers.

Accordingly, a group of non-native English speakers uses the language more often than a group of native English speakers, even though the communication level of the language between these groups varies considerably. The dominant group of non-native speakers uses a spoken or written form of this language with low proficiency instead of the high-proficiency language of native speakers (Butašová, 2013).

These facts can also influence the level of the foreign language and the use of the mother tongue in ELT classes. In particular, the teachers and lecturers of English in our research school are almost exclusively Slovaks, not native English speakers, and the level of their language skills often varies. We also find this in the questionnaire for English teachers who have to express themselves and try to choose their English language level.

## 1.2 ELT at Slovak lower secondary school

Today's society at all levels declares knowledge of foreign languages an almost existential necessity for every individual. We use English as the first global lingua franca in many international interactions (Parupalli, 2019). More and more English words are coming into our vocabulary under the influence of society or media without us realizing their natural origin. In those times, it seems impossible to succeed without mastering and understanding English as a foreign language.

English is one of the general education subjects in Slovakia, and teaching this language at the lower secondary level has become an inseparable part of the curriculum (Gadusová, 2002). One of the most recent requirements of the Council of Europe and the European Union in language policy is the command of at least two foreign languages (Iskra, 2022). The first foreign language in primary and lower secondary school is usually English, taught the most often from the first grade of primary school, two times per week in 45-minute lessons. According to the Education Law, the school must enable the pupil to learn English at the latest from the third grade as one of the foreign languages. The second foreign language (e.g., German, France, Russian) can usually choose from the seventh grade according to their preferences. The subject does teach twice a week, and the lessons continue at the lower secondary level, with an additional conversation lesson lasting 90 minutes (Minedu, 2022).

Although pupils in Slovakia are often beginning to learn a language relatively from an early age, in the first years of primary school, the whole number of fluent speakers of English in schools is disappointing. Many pupils struggle to speak fluent English, and then they have fewer opportunities to get a job in a foreign country or a company demanding active English communication (Štrbová, 2021). Naturally, achieving the status of a "basic user of language" at the A1 CEFR level (Council of Europe, 2020), neglects communication competence. The ability to communicate can be enhanced only in the intrinsic environment of language teaching, which adapts to language use in real-life situations that is natural for learners. Therefore, further improving and promoting communication in English language teaching is necessary.

Undoubtedly, our education system is moving towards constant changes and updates in light of current developments concerning the influence of foreign

countries. The new concept of foreign language teaching consisted of actual documents from the Council of Europe (2020) and the European Commission (2018), which support effective lifelong language learning and the improvement of the intercultural and language skills of the population.

The Council of Europe has proposed the various levels pupils can achieve in the Common European Framework of Reference. Education in the first foreign language at primary school presupposes reaching at least level A2. Each elementary school graduate should acquire the language and speech competencies corresponding to this standard. So that their language training effectively meets the requirements of a modern European democratic citizen ready for life in a united Europe (Council of Europe, 2020), which is vital for promoting mobility within the whole European Union. The point is to ensure that citizens can work and study freely in Europe and create conditions for extracurricular and interdisciplinary relationships that help learners understand the complex relationship between the various components of the world. Teachers should thus help pupils understand education as a necessity of life that allows each individual to live according to their ideas and satisfaction.

After completing the lower secondary level of education and related Curriculum objectives, learners should be able to communicate in English and use the language through listening, speaking, reading, and writing to meet communication needs in everyday life. The essential knowledge, including pronunciation, vocabulary, and grammar, should be manageable for the learners. They should have a general understanding of English-speaking countries' cultures and pride in the values of their own culture (ŠPÚ, 2020). Besides developing positive attitudes toward English learning and knowing how to use English to learn about other subjects, they should be proficient in using English inside and outside the classroom, manage learning time and develop self-learning habits.

### **1.3 Modern forms of ELT**

As Štrbová suggests, it is crucial to apply novel methodologies in ELT. The foreign language syllabus should be re-designed to be actual and based on the needs of the labor market (Štrbová, 2021). Nowadays, many European countries still struggle with reforming the approaches within the foreign language education system



because methods focus more on emphasizing grammatical structures and drills than strategic competence enhancement.

According to Hall's recent research, teachers in the questionnaire preferred interpretation and conversation in English language teaching. However, as the repeated findings of the State School Inspectorate show, teachers do not create enough space for discussion between students within collective work and between students and teachers. The problem is that the students need more space to express their opinions and thoughts. Teachers dissatisfied with students' readiness in presentation skills also voiced criticism in this area (Hall, 2019). The communication schemes in primary and lower secondary schools support more communication from teacher to students; thus, the lessons have a predominantly teacher monologue character (Šedová, 2012). This way of teaching does not contribute to the development of language competencies and does not support the ability to discuss and argue. According to Hall, more attention should be on developing a debate and defending one's views, which relates to analytical and critical thinking. As reported by Štrbová (2021), suppose we want to change the education system and move forward. Supporting the teacher's lifelong learning and natural contact with a foreign language and culture is highly advised. Teachers should continue to be educated, adapt to present times, and have the knowledge and technical skills that help us in teaching today (ex: adjust to teaching online or work with online sources of information).

Technologies nowadays support the use of English as a language of communication. Teachers need support in their work, which takes on a new dimension, and teaching is very different from years ago. Until 2020, was assistance to teachers provided through The Slovak Chamber of English Language Teachers (SCELT), a non-profit professional association for teachers of English. The Methodological and Pedagogical Center (MPC), currently changed to NIVAM (2022), provides teacher space thanks to projects implemented for specific purposes. The support focuses on using appropriate teaching methods and especially new materials with the help of information and communication technologies. The modern supplementary materials for ELT classes were provided thanks to the English One project (2005), where learners can develop all the skills they learned. Today, we have different options for ELT books. Schools thus have the right to choose teaching materials that suit them. Knowledge of individual textbooks and methodologies is

therefore required. The Ministry of Education asked experts to select and evaluate the most suitable textbooks for schools to limit the wide possible range of books used in lower secondary schools. Based on this evaluation, it recommended and even sponsored two titles. At first, it was Discoveries by Longman, and nowadays, there are still top-rated series of Project English by Hutchinson (the fourth edition). In 2018, was Project Explore version added to the Project books series. Each lesson has a proven methodology and practical approach to teaching grammar and vocabulary based on the Project textbook (Gadusová, 2002). It should support learners speaking skills and helps to develop communication in a foreign language that our students lack. The aim is also to gain more self-confidence in pupils and be prepared them to communicate in English outside the classroom. The textbook promises to prepare pupils for using the modern English language in real life and support each pupil's needs by doing project work or lessons devoted to culture.

## **2. CODE-SWITCHING**

As shown by previous studies (Pokrivčáková, 2014; Štrbová, 2021), code-switching (CS) may be a suitable means of improving the quality of English language teaching. Therefore, the focus is on its use in ELT at Slovak lower secondary schools.

Code-switching, generally defined as a powerful tool for communication, is a widely observed phenomenon (Marwa, 2014). It represents the usage of more than one language by a speaker within an utterance or as shifting from one language (code) to another at the boundary of sentence units or replicas within one communication (Bhatti, 2018). Nowadays is increasingly occurring in a "modern touch" across different social groups. It received attention already in the 1980s. This phenomenon has long existed because language contact is widely observed in multilingual and multicultural communities.

According to Poplack, CS as the linguistic manifestations of language includes borrowing on lexical and syntactic levels, language transfer, linguistic convergence, interference, and others. Poplack (2004) considered switched sentences made up of concatenated fragments of alternating languages, each of which is grammatical in the language of its provenance. The boundary between adjacent

elements occurs between two constituents ordered in the same way in both languages, ensuring the linear coherence of sentence structure without omitting or duplicating lexical content.

It is widely assumed that code-switching leads to linguistic change between languages, called grammatical convergence. Languages become structurally resemble one another due to prolonged language contact and mutual interference. Therefore, there are often grammatically incorrect tongue forms or structure modifications in favour of the speaker (Cacoullos, 2010).

There has been a clear shift toward heterogeneity and diversity in Slovak society in the last decades. Increasing globalization in recent years is a new phenomenon that strengthens bilingualism in Slovakia.

Hurajová's (2020) research indicates that children can better speak the language of the parent who spends more time with them. In practice, the more time the parent spends with the child, the better they will learn and understand the language. However, the ratio and the proportion of the language level changed with the child's formal schooling.

Switching between English and Slovak can occur in conversations with bilingual children and Slovak mother. Ex: Maminka, "look up", aký veľký "cloud". Obviously, from this sentence, the forms of words in both languages are used theoretically correctly, and the terms used in Slovak are logically and accurately inflected and connected with English.

## **2.1 Code-switching and Code-mixing**

The term code-switching (CS) is often mistaken for code-mixing (CM), which is the phenomenon when two language codes (languages, dialects, registers) are mixed within one sentence or syntactic structure (Sitaram, 2020). Research provides an overview of language mixture. This code-mixing term applies to cases where two languages' lexical units or grammatical characters occur in one sentence. It follows that code-switching is a subset of code-mixing, and both mainly occur in informal situations of daily communication (Poplack, 2004).

Hudson (1996) asserts that when speakers balance the two languages against each other, they create a kind of language cocktail. Code-switching occurs when the language situation requires the speaker to change the language being used. On the other hand, code-mixing exists if someone mixes two languages, not because of the circumstances demanded. The phenomenon of code-switching and code-mixing are undoubtedly used when we want to achieve effective communication on all sides so that all communication participants understand the essence and do not lose target information.

Bilingual speakers are often motivated to show solidarity or identity within the group and use code-switching and code-mixing. CM and CS do not have to be caused by a linguistic shortage of speakers, but sociolinguists consider them a manifestation of qualified performance. The interviewers use CM and CS as social strategies to include or exclude the listener. Functions and motivations for CM and CS will differ in verbal and written form. Pakistani researcher Akhtar (2016) reveals that since spoken speech is spontaneous and written is the product of a pre-planned discourse, there are more cases of CM and CS in spoken than written language.

## **2.2 Code-switching in a bilingual environment**

Pokrivčáková talks about the inconsistencies of code-switching in foreign language teaching. According to her studies (2013), it is certainly no coincidence that codeswitching, as a lingvodidactic phenomenon, was first studied in bilingual education, where it also has its natural place. So, it can be a natural part of communication in bilingual communities and an equally natural part of bilingual education. Nevertheless, code-switching, also called language alteration, is integral to foreign language teaching. In this context, many experts agree that code-switching is perceived as an undesirable interference with the mother tongue in foreign language teaching. Some consider it a poor language or the result of insufficient knowledge of two languages.

Butzkamm (1998) stated in his findings that the teacher's simultaneous translation into the mother tongue in ELT is undesirable and inefficient. Pupils focus precisely and exclusively on translation into the L1 language, which they understand, and do not focus on the rest of the English passage. Many experts also argue that

using the mother language in foreign language lessons is incorrect and hinders students from learning a foreign language, thus becoming a frequent reason for its rejection (Pokrivčáková, 2013). Many schools struggle with specific rules that students and teachers must follow, so they can only use the target language in a foreign language lesson. It is necessary not to abandon this rule and thus create an ideal environment for students to accept the development of the target language.

According to Grim (2010), there is no doubt that the involvement of the mother tongue in teaching a foreign language is natural and can lead to the creation of natural bilingual communication in the classroom. Teachers gave several reasons for the occurrence of language alterations in language teaching. E.g., in cases where it is necessary to explain grammar rules or elimination of mistakes to learners. And also organizational and procedural guidelines. A particular category consists of situations where the teacher switches to the mother tongue to repeat or paraphrase his instruction, which he/she previously gave in a foreign language, because students must understand the assignment correctly (Grim, 2010). Widespread and natural cases are also situations of explaining a new curriculum or new vocabulary.

In Europe, an elite education is often carried out in the mother tongue and a foreign language. The aim is to develop pupils' academic competencies in both languages of the same quality (European Commission, 2018). However, it is not surprising that learners of bilingual classes often prefer communication in their mother tongue during individual, pair, and group work in class and during informal contact with classmates. Equally, it is with non-bilingual children who prefer their mother tongue. If we base ourselves on the knowledge of bilingual children for whom it is natural to switch between languages, we should find a suitable path to effective learning (Littlewood, 2011). The key is understanding that languages are learned most effectively when we are exposed to a lot of "intelligible input" in real communication.

Angel Lin (2013) found out that the target language used by learners occurred in situations forced by the teacher in assessment cases when the teacher monitored learners. The research focused on children in bilingual education programs in North American settings. She was watching children in the classroom and their usage of code-switching. During her research, she primarily uses class visits and observations, followed by an analysis of field notes and audio. Lin also explains

the term "code" as a mechanism to pair two sets of signals in non-ambiguous, reversible, and context-free ways. She turns to the importance of long-term research into code-switching in the relationship between teachers and students. She considered it reasonable that researchers are generally not more closely related to what is observed.

### **2.3 Code-switching and CLIL**

Pokrivčáková (2013) declares that we cannot neglect code-switching as an integral part of Content and Language Integrated Learning (CLIL). CLIL and Code-switching are linked in the alternation of mother tongue and foreign language. However, the difference is that CLIL serves us as an approach in which a foreign language is used as a tool in learning a non-language subject, and code-switching is supposed to help the effective teaching of a foreign language. At CLIL, it is an appreciated compromise between ambitious bilingual education (some subjects taught in a foreign language) and a conventional educational approach to foreign language education. Furthermore, CLIL classes are provided by mainstream and bilingual schools, where the CLIL approach is implemented into non-language subject lessons such as mathematics, science, geography, or religion (Pokrivčáková, 2013). Learners might face many challenges with acquiring content-specific terminology, therefore, there is a need to translate certain concepts into the first language (Papaja, 2020). The great benefit of this method is that it helps to a large extent to develop communication skills in a foreign language.

From 1970-1980, "immersion" was emphasized as a synonym for bilingual education. Later, immersion programs were designed to teach non-native language content. The condition was no weakening of the mother tongue (Mehisto, 2008). However, these programs seemed more suitable for countries such as Slovakia, where it was necessary to strengthen the use and development of the mother tongue. The idea of CLIL has evolved with a reasonably different emphasis on the ratio of native and foreign languages. The mother tongue plays an essential educational role in Slovakia, so the English language should be used for 50% of the teaching time. Thus, CLIL is considered a "milder" version of European bilingual education (Hanesová, 2015). Since the late 1990s, the exponential growth and massive use of CLIL have

started in European education systems (Isidro, 2018). The CLIL methodology is still supported in Western Europe thanks to the positive results of research projects, which promote a more comprehensive implementation of CLIL in ELT in Slovakia in the field of language education.

Today, we have been encountering a modern way of teaching foreign languages since the first years of primary school, which is trying to increasingly implement language into non-language subjects and thus ensure its acquisition. (Pokrivčáková, 2014).

Lin (2013) asserts that the teacher's use of L1 in ELT is a natural part of the teaching process. As she adds, the teacher switches to the mother tongue in cases appropriate from his/her point of view and for reasons based on their needs or desires. Teachers should understand that using L1 is very helpful for students and gives them a sense of security. Therefore, teachers should respond to the needs of their students and be flexible (Pablo, 2021). Language deficits, on the other hand, lead to unintentional switching elements of the currently used language and can be considered interference.

The concept of CLIL is based on the premise that foreign languages are best learned by focusing on the content transmitted by the language (Papaja, 2020). Introducing CLIL into all levels of education has also been one of the EU's priorities. It can provide pupils with opportunities for effective learning. To take advantage of their new language skills and use them immediately.

The difference is that CLIL learns to use different language structures immediately instead of learning only some forms that should be useful later. In contrast with Code-switching, in CLIL lessons, language is used as a medium to broaden one horizon of knowledge (Klimová, 2012).

Králiková (2013) focused her research on the Slovak school environment at the primary level. CLIL sees as a theory of social learning. She dealt with the relative proportions in using the target and mother tongue by pupils in classes with additive bilingual education, which she implemented using the CLIL. In her studies, she recommends that teachers start with the CLIL to conduct action research in their classrooms. She offers a solution and encourages teachers to invite colleagues and experts to help them systematically plan and implement research based on this approach.

## **2.4 Code-switching in ELT**

In Europe, it is often an elite education carried out in the mother tongue and a foreign language, aiming to develop pupils' academic competencies in both languages of the same quality. Teachers may approach language switching to soften the classroom's formal atmosphere and show empathy. On the contrary, it is unsurprising that learners of bilingual classes often prefer contact in their mother tongue during individual communication, pair and group work in class, and informal talk with classmates.

In the long-term studies, Angel Lin found out that the target language is used by students mostly in situations where they are forced by the teacher, in cases of assessment, and when they are directly monitored by the teacher, which was found mainly by direct observation of the researcher. Lin also explains the term "code" as a mechanism to pair two sets of signals in non-ambiguous, reversible, and context-free ways. She claims that it is something we need to understand (Lin, 2013).

Supporting the existence of code-switching in ELT and serving for continuity are suggested instead of interfering with language (Sert, 2005). In this respect, code-switching is a supportive element in communication and social interaction. It, therefore, serves the purpose of communication by being used as a tool to transmit meaning.

### **2.4.1 Teachers' code-switching**

Nevertheless, to a certain extent, teacher code-switching is only sometimes performed consciously, which means that the teacher should not always be aware of the functions and outcomes of the code-switching process rather than as an intentional teaching strategy (Cahyani, 2016). However, when teachers switch between languages to maximize their instruction, the language alternation can enhance students' understanding and provide them with opportunities to participate in the discussion. It is up to the teacher whether the target language will prevail in this discussion and whether it will be effective.

Further, teachers' code-switching in the ELT context includes a topic switch and affective and repetitive functions. The teacher alters the language according to the set topic in grammar instructions. Subsequently, the following practical function



deals with emotions, and in this respect, Language alternation is used to build solidarity and intimate relations in the ELT classroom (Sert, 2005). Finally, in the repetitive part, the teacher code-switches to transfer the necessary knowledge for the learners to clarify the meaning (Marwa, 2014).

The results of Králiková's studies confirmed that the more a teacher uses a foreign language in teaching, the more it is used by students. This statement seems to be a simple and proven rule. It is essential to remind that content analysis shows that teachers use code-switching in Slovak CLIL classes more frequently than more or less by supplementing known English words in teachers' utterances in their mother tongue.

Ex.:

T: "Potrebujete paper, glue, scissors, pencils, and model. " "Rozumie každý?"

The teacher CS was also often used to organize classroom work (Pokrivčáková, 2014).

Ex.:

T: "Yes, write it on the board. " "Píšeme samozrejme aj do zošita!"

It is an excellent example of using speech and language effectively.

## **2.4.2 Learners' code-switching**

Equally, much attention is paid to the research of student-generated code-switching. For individual interviews, interviews with teachers and classmates when working in groups. Jenkins lists three leading causes of student codeswitching: personal will, the inner strength of a person, and expressive and pragmatic causes (Jenkins, 2006).

According to Pokrivčáková, code-switching might seem like a symptom of insufficient knowledge of the target language. It is time for modern lingvodidactics to stop considering codeswitching as an interference error and start thinking of it as a bilingual source of language learning. Student-generated code-switching from English to Slovak and vice versa can often be involved unconsciously.

Ex.:

The question of the teacher, which is used the particle “so” (“takže”)

T: *"What is the capital of the United Kingdom?"*

L: *"Takže, the capital of the United Kingdom is London."*

She also states that it is crucial to define and research ways of integrating code-switching into teaching so that the acquisition of a foreign language becomes more efficient and accessible.

Pollard (2002) also took an interesting approach to codeswitching research, experimenting at an American school in classes with bilingual Spanish students. It aimed to compare the effectiveness of students' communication in English, while in the experimental group, students were allowed to use codeswitching (specifically to alternate English with Spanish). In the control group, students could complete only the target language (English). Her observations showed that for lessons where students could alternate between the two languages, they communicated on topics more freely and without significant communication barriers. This was reflected in their better results.

In conclusion, the code-switching lesson turned out better than the one in which Spanish was banned. Finally, her study argues that code-switching is a valuable strategy for students to impart subject knowledge. Pupils are thus sufficiently encouraged to engage directly and communicate. On that account, it is reasonable to establish and develop this standard in our schools. Pupils should not be forbidden to switch to their mother tongue because this will weaken their class activity and suppress their motivation to learn. Second language teachers have relatively long acknowledged the influence of student motivation on target language learning.

Turnbull (2002) claims that using the first language to help students understand grammatical concepts or vocabulary terms can be an efficient practice. On the other hand, he cautions against teachers relying too much on the mother tongue. Overall, she adds that the teachers should use the target language as much as possible in the class, especially when they talk about contexts students have only

little contact outside of class. In our research, we focus on determining the factors that influence the communication between teachers and students based on code-switching in ELT classrooms within Slovak schools.

### **2.4.2.1 A Method of Macaronism**

An example of how to support ELT communication can represent a Method of Macaronism. Even though this method is more suitable for beginners, it can be constructive in all ELT classes. Based on classical code-switching can help learners to overcome the constraints that hinder smooth communication.

According to this method, learners communicate using all the words and expressions they have already mastered in a foreign language. The so-called gaps in communication are filled with the mother tongue.

Ex.:

Teacher (T): Anna, *"Look, what is it?"*

Anna: *"It is a brown duck and a big jazeró."*

However, the role of the teacher is to ensure that the development of students' vocabulary does not stagnate but changes in favour of foreign language expressions (Pokrivčáková, 2014).

The teacher ensures that the student's vocabulary development continues and that the ratio between the words in the foreign language and the mother tongue gradually changes, encouraging foreign language expressions.

Students are expected to have enthusiasm for fluent communication as this method should create the impression that students can express themselves fully.

## **2.5 Poplack's types of code-switching**

Poplack (1980) proposed three types of code-switching: Tag-switching, Intra-sentential, and Inter-sentential switching, to which I added examples for their practical use in the Slovak ELT classroom.

### 2.5.1 Tag-switching

This type of code-switching, called extra sentential CS or emblematic-switching (Retnawati, 2015), is the switching that inserts some second language tags, which are put in different expression parts and meet with the first language (Papaja, 2020). The insertion of a tag into an utterance has virtually no ramifications for the rest of the sentence because tags can be moved freely without violating grammatical rules (Upa, 2014).

When we consider switching between English and Slovak, tag-switching occurs in sentences like these.

Ex.:

T: "Dobre, *call me*."

T: "*Of course*, môžeš si sadnúť."

"*Of course*" and "*call me*" are the tags of code-switching. Tags have no syntactic constraints; thus, they can be moved freely and inserted almost anywhere without breaking grammar rules (Kasim, 2019).

### 2.5.2 Intra-sentential switching

It is the most complex type of code-switching, which might allow the impression that speakers need to be more proficient in a language to finish the sentence. It consists of a sentence or fragment, and the shift is in the middle of the sentence, with no interruptions, hesitations, or pauses to indicate a change (Hurajová, 2020). It occurs within a clause or sentence boundary and requires the speaker to control two linguistic systems simultaneously because the portions have to follow the rules of both languages (Retnawati, 2015).

As a result, this is a more confidential type of switching than other types because the code-switching segment and its surroundings should conform to the syntax rules of both languages.

Ex.:

T: "*John, come here* a píš na tabuľu!"

T: "Daj si pozor, aby to bolo *correct*!"

### 2.5.3 Inter-sentential switching

This switching type usually occurs at a sentence boundary or between sentences where each sentence or clause is in a different language (Kasim, 2019). It requires more fluency in both languages than in tag switching since crucial parts of the utterance should conform to the rules of both languages. Taking place between sentences in which each sentence is in a different language (Koban, 2012). According to Upa (2014), this type is most common when a teacher translates or explains something.

Ex.:

T: "*Stand up!*"

T: "Pozdravíme sa!" "*Hello, pupils!*"

Ls: "*Hello, Mrs. Doláková!*"

T: "Môžete sa posadiť."

## 2.6 Functions of code-switching

There can be several reasons and functions for code-switching in communication. However, when it comes to ELT, the grounds are specific to this classroom environment.

### 2.6.1 Equivalence

The first function of CS in ELT is Equivalence, using the equivalent code switches, which are frequent in ELT classes when translation is used. These are probably caused by the absence of a lexical item in the students' interlanguage (Horasan, 2014).

Ex.:

T: "*So, how do we say hranica?*"

L: "*I think hranica is the border.*"

## 2.6.2 Metalanguage

It is the second most common code-switching function. While learners typically conduct tasks in English, discourse about them and other tasks and comments are often formed in L1. Both sides, teacher and learners, need to evaluate and talk about the task or discuss the grammar points within the scheme in L1, although they would like to check the work in English (Horasan, 2014).

Ex.:

L: (arriving) "Oh, prepáčte, že idem neskoro, ale na ceste bola veľká premávka."

T: "*Do not worry. Come in and sit down.*"

However, it is argued that in an ELT classroom, where a great deal of language practice seems artificial because of referencing and simulating events outside the classroom, then a discussion about tasks and language could be considered an ideal opportunity how to encourage learners to use L2 for authentic purposes (Sampson, 2011).

## 2.6.3 Holding the floor

The following function is Holding the floor. Code-switching functions in conversation as floor-holding when the speaker talks to a group of people, often without allowing anyone else to speak, so a switch from L2 to L1 occurs because the item can be obtained quicker in L1 (Sampson, 2011), and desire to continue communicating without hesitation.

Ex.:

T: "*Where can you find more information about the water cycle?*"

L: "*On the Internet.*"

T: "*Good, and where else?*"

L: "*Hm, in učebnica or encyklopédia?*"

T: "*Good!*"

## 2.6.4 Reiteration

Sampson also lists other functions of CS. The next one is Reiteration, in which L1 is used for highlighting, clarifying, or requesting the repetition of instructions and messages, in cases perceived to have not been understood, for example, emphasizing assigning homework in the first language.

Ex.:

T: *"Homework for the next lesson is to answer the questions from the coursebook, exercise number 3."*

L: *"Prosím Vás, môžete to zopakovať?" "Nezachytila som zadanie."*

T: *"You should be able to answer the questions from exercise 3 in the coursebook."*

T: *"Takže, tvojou úlohou je odpovedať na otázky z knihy uvedené v cvičení 3."*

## 2.6.5 Socializing

Socializing might develop a sense of group solidarity through gossip and jokes and function to maintain friendships.

Ex.:

Learner A: *"Have you got any siblings?"*

Learner B: *"Yes, I have two sisters."*

Learner A: *"Ja mám tiež dve staršie sestry, dvojčičky."*

Learner A: *"I also have two older sisters, twins."*

## 2.6.6 L2 avoidance

The last switches, according to Sampson, L2 avoidance switches, occur when a learner, instead of L2, chooses to speak in L1 in conversation because it is easier for the Learner to use the L1 language he/she speaks best and if he/she is allowed to use the L1. So, finally, the conversation often slips and is completed in the L1.

Ex.:

Learner A: "*When did it happen?*"

Learner B: "*It happened...er, keď prišiel do školy neskoro a nestihol začiatok hodiny.*" "*When he came to school late and missed the beginning of the lesson.*"

Learner A: "Oh, spomínam si na to." "*Oh, I remember that.*"

Whether we support it or not, all students tend to contrast L1 and L2, and teachers without L1 students' knowledge can still draw on their mother tongue by asking questions such as "Do you know how to say it in your language?" or "Can you translate it back into English? Such an exercise represents beneficial classroom exploitation of L1 (Sampson, 2011).

## **2.7 Benefits and limits of CS in ELT classroom**

As an effective tool in the ELT class, code-switching should fulfill its functions and undoubtedly bring more positives as benefits than negatives.

English coursebooks very often depend on a Direct method, which can lead to frustration because such learning often becomes ineffective and fails to ensure learners' success. Thanks to code-switching, greater exposure to the target language can often ensure ELT success (Malik, 2014). Of course, it works differently in each class. Code-switching helps eliminate misunderstandings, and he also mentions the benefit of conflict control.

Even though code-switching as a vital strategy for teaching English has many advantages for learners, it also has limited bounds. Malik states that CS should not be estimated as a method. As a result, changing a teacher's code is closely related to students' affective support and success in performing various classroom tasks.

Using CS may hide the need to cover language fluency or memory problems in the second language. Additionally, it can also create an effect where the use of L2 is limited to informal situations, and formal language is used when switching to the mother tongue (Majid, 2019). Changing the code to the first L1 language very often can be a barrier and a disadvantage for a pupil whose native language is different from that of a larger group of pupils in a class.



Based on her research, Pollard (2002) brings the answer when learners who are allowed to code switch better convey their knowledge of the subject matter to their classmates and teachers. In the immersion classroom, without allowing CS, children often stopped themselves in the middle of a sentence or did not finish the statement even when they theoretically knew the correct answer but lacked the vocabulary in English. Pollard's study states that code-switching is a precious strategy for learners to convey subject knowledge. In schools where the main goal is to provide pupils with the best possible education, they should be allowed to use strategies to help them learn best.

Pokrivčáková (2013) attributes positive value to code-switching and claims that it does not limit foreign language learning if applied moderately and didactically correctly. Instead, she sees it positively as helping make teaching more effective. She is one of the authors who agree that a group of students who share a common mother tongue cannot be limited to the exclusive use of a foreign language in class.

Several studies have shown that teachers approach language switching to L1 to soften the classroom's formal atmosphere and show empathy (Pablo, 2021). An important aspect is showing pupils that the teacher knows what obstacles they face in their foreign language learning. The positive factor might be that they feel more comfortable in the language class, which can lead to an environment more conducive to successful learning. That is why the teacher is treated as one that pupils trust and want to receive new information.

## **PRACTICAL PART**

### **3. RESEARCH DESIGN**

The aims of the research of the thesis are:

- To elaborate a brief literature review of the changes that have occurred in ELT at Slovak lower secondary school from 1989 until today and about code-switching, its types, functions, limits, and benefits in ELT classrooms.
- To identify the types and functions of code-switching through a qualitative research design focused on data collection and analysis of audiotaped recordings from short-term pedagogical observation of an ELT lesson (Chráska, 2016, p. 147).
- To find out the factors influencing the communication of teacher and learner, based on code-switching in ELT classrooms within Slovak schools, through a quantitative research design with a questionnaire as a research tool intended for English language teachers.

Therefore, the following research questions have been established:

- Are Poplack code-switching types (1980) present in modern ELT at a specific Slovak lower secondary school?
- What functions does teacher and learner code-switching in ELT classrooms at specific Slovak lower secondary school?
- What are the common factors that, from the teachers' point of view, influence the communication of teacher and learner based on code-switching in ELT classes within Slovak schools?

### **3. 1 Mixed research design**

This work conducts a mixed research design for collecting, analyzing, and "mixing" quantitative and qualitative methods. The underlying premise is that combining quantitative and qualitative methods provides a better understanding of the research problem (Creswell, 2012). As Creswell adds, such procedures are more time-consuming and require extensive data collection and analysis. They also require the researcher to be directly involved in the research.

That is the reason why this work contains both qualitative and quantitative research. The researcher is a direct observer in the actual event when code-switching is used in the school environment. Even if there is no involvement in the teaching itself, the researcher records the data directly on the spot, which is later processed and analyzed. Therefore, the practical part of the thesis focuses on identifying the types and functions of code-switching through a qualitative research design and is focused on data collection and analysis of audiotaped recordings from short-term pedagogical observation of an ELT lesson. The observer thus catches an actual situation that has happened. The qualitative research based on observations used as an appropriate method of measuring pedagogical reality (Chráska, 2016) is carried out in the form of data collection by processing audio recordings of modern English lessons transferred into the text. The interest is therefore focused on implementing Poplack's methods in today's modern ELT classrooms, and individual types of code-switching are found. The main functions of language code-switching from L1 to L2 and vice versa, describing an interaction between teacher and learners, are also identified and analysed. The attention is implemented on pupils of different grades and their teachers of English at specific lower secondary school whose first language is Slovak. The research is applied by observations from the observer's position as a participant in language education at a specific Slovak lower secondary school, one of the largest schools in the district of Ilava, in terms of pupils and staff.

Subsequently, these observed teachers are also allowed to express themselves. The implementation is applied using quantitative research, while the data are collected in the questionnaire as a research tool. However, the questionnaire is also intended for a broader range of teachers and lecturers of the English language. It gives us an even more objective view of its application in ELT with the focus on

using code-switching and factors influencing the communication of teacher and learner based on CS in ELT classes at Slovak lower secondary school.

## **4. THE QUALITATIVE RESEARCH**

Qualitative research focused on Poplack's code-switching types and whether they are present in teaching English at lower secondary schools. It was also looking for an answer to the functions of code-switching and, thus, when code-switching appears ELT environment. The research was carried out by collecting data based on pedagogical observation of English lessons and processing the audio recordings, their conversion into a text, and their subsequent analysis.

### **4.1 Pedagogical observation**

As a research tool, pedagogical observation describes the specific pedagogical phenomenon. It should meet the main attributes of "what" and "why" we observe (Chráska, 2016).

In this case, we were dealing with the communication of teachers and learners during the ELT lesson, focusing on code-switching. We did the research because of the long-term poor state of our learners' communication skills. Therefore, it was necessary to find out the current situation in English language teaching and, thus, the rate of use of different types of code-switching and to examine the specific conditions for CS. Secondly, we found out the functions of language alternation, so the situations when a language change occurs naturally in ELT.

### **4.2 Data collection process**

We did a short-term observation and recorded an audiotaped recording of each, using the mobile application "Sound Recorder." Teachers and learners were informed in advance of the audiotaped data recording and analysis of their

communication under the condition of anonymity. Subsequently, the tapes were transferred into text and then analyzed in detail. The research was carried out from May 30 to June 16, 2022.

The experimental group consisted of four English language teachers from a specific lower secondary school, the largest in the Ilava region, in terms of area and number of pupils. The sixth, seventh, eighth, and ninth-grade students were involved in the research. There were 10- 16 learners in one group. Each of the teachers had more than five years of teaching experience. The lessons were 45 minutes long, and the data was easily recorded without any problems.

### 4.3 Observed lessons

In this section, we describe the practical lessons. Each lesson had a typical structure consisting of an Introduction (Warm-up activity), the Main part, End of the lesson. The entire transcript from the lessons is part of the attachments.

Short-term pedagogical observations of ELT lessons were based on an analysis of code-switching types and their functions, discussed subsequently in the section focused on specific types of CS.

#### 4.3.1 ELT lesson of 9th grade

<b>Observation:</b>	9th grade
<b>Date:</b>	30.5. 2022
<b>Topic of the lesson:</b>	Direct and indirect speech
<b>Lesson order:</b>	6 <sup>th</sup> lesson of the day
<b>Number of learners:</b>	16 pupils in the group

The observation started in the class of ninth graders, which is considered to be one of the more problematic classes in the school. It should be noted that it was the students' sixth lesson of the day, which was a significant disadvantage as they were tired and unfocused.

We observed on May 30, close to the end of the school year, when ninth-grade students were preparing for entrance exams to upper secondary schools.

In observing a group of sixteen pupils and their English teacher, we noticed that the Slovak language was dominant in the lesson focused on practicing grammar. The topic of the lesson was “direct and indirect speech.”

### 4.3.2 ELT lesson of 8th grade

<b>Observation:</b>	8 <sup>th</sup> grade
<b><u>Date:</u></b>	2.6. 2022
<b>Topic of the lesson:</b>	Phrasal verbs
<b>Lesson order:</b>	3rd lesson of the day
<b>Number of learners:</b>	13 pupils in the group

The second observation was conducted on Jun 2. For the students, it was the third lesson of the day. The disadvantage was that there was a long break before that, so some students came to class late. The teacher initially had a problem with students arriving late and had to focus on maintaining discipline in the classroom.

In a group of thirteen pupils and their English teacher, we noticed the dominance of the English language in the lesson focused on revising vocabulary and grammar, as the lecture topic was "Phrasal verbs." The rehearsal took place in the coursebook, and the learners practiced listening skills.

ELT lesson was very similar to the previous observation. However, the English language appeared more frequently in communication, and pupils were more encouraged to communicate. However, we have seen very frequent CS and only rare cases where a learner or teacher has formulated the whole sentence in English.

Ex.:

T: *"Well done!" "Glen, did you catch it?"*

Sadly, we noticed coherent English sentences from the learners only when they created sentences according to the pattern as part of the exercises from the book.

Using a foreign language was not aimed at developing learners' communication, as they were not encouraged to express their thoughts in English.

### 4.3.3 ELT lesson of 6th grade

<b>Observation:</b>	6th grade
<b>Date:</b>	10.6. 2022
<b>Topic of the lesson:</b>	Revision test
<b>Lesson order:</b>	4 <sup>th</sup> lesson of the day
<b>Number of learners:</b>	16 pupils in the group

The third observation was conducted on Jun 10. For a group of 16 sixth-graders, it was the fourth lesson of the day.

The lesson was focused on writing the revision test from the sixth lesson. Learners were tested on their writing, listening, and reading skills. So, the ELT lesson was different from the previous ones.

As seen in *Appendix 3*, the English language appeared more frequently in teacher communication, and CS was only rare for understanding purposes.

### 4.3.4 ELT lesson of 7th grade

<b>Observation:</b>	7th grade
<b>Date:</b>	16.6. 2022
<b>Topic of the lesson:</b>	Giving advice
<b>Lesson order:</b>	5 <sup>th</sup> lesson of the day
<b>Number of learners:</b>	13 pupils in the group

The fourth observation was conducted on June 16. For a group of 13 seventh-graders, it was the fifth lesson of the day.

We noticed the dominance of the English language in ELT. The lesson was focused on the speaking skills from Unit 7 about giving advice.

According to the *Appendix 4* is evident that the English language appeared more often in communication. The teacher had great credit for the dominance of English as a second language.

## **4.4 Analysis of code-switching types and its functions**

Based on the processing of research materials, we found that code-switching occurred in each observed ELT lesson. We can also assign individual types of code-switching according to Poplack to those that appeared in the lessons. Several frequently recurring functions led to code-switching.

### **4.4.1 Tag-switching analysis**

This kind of code-switching appeared in all practical lessons except one. That was the lesson for sixth graders in which any examples of tag-switching were not found. It may be because it was not a classic lesson but a revision of the practical test within the teaching unit. The communication between the teacher and the pupils was, therefore, only of a practical nature when the teacher explained the assignments and pupils asked questions if they did not understand something.

Some examples of this type of code-switching with different functions were provided. In this case, we switch to a foreign language when we want to point out the essence/keyword or phrase that the students know and should help them understand correctly. So, this is the function of the teacher's help.

Ex.:

T: "*Okay, fine!*" "Aké sú ďalšie spôsoby?" "Ako sa môžeme spýtať, keď chceme vedieť aký je problém?" "Máme- *What's wrong?*- a ďalšie...?"



T: "*Exactly!*" "*Použijeme should alebo shouldn't.*"

T: "*You know, it plays like Ludo- teda Človeče nehnevaj sa.*"

T: "*Very nice, takže treba dávať pozor na -eská- na konci, okay?*"

(Teacher emphasizes what is important)

Other frequent examples had a teacher instruction function.

Ex.:

T: "*Peťo, please!*" "*Stop that noise!*" "*Okay?*" "*Začíname phrasal verbs.*"

T: "*Dobre, Saša, next one!*"

T: "*Ďalšie, Mima, number three!*"

T: "*So, continue, cvičenie 3.*"

T: "*Guys, ešte si poznač!*" "*Homework, strana 62.*"

T: "*Alex, come on, prvá veta!*"

T: "*Fine, ako homework dorob celé 6A!*"

T: "*Hello, class!... ideme si dnes zopakovať direct and indirect speech!*"

The function of translation connected to this type of code-switching appears, especially in the role of the learner.

Ex:

L: "*Ja si myslím, že- he feels tired.*"

L: "*Hm, neviem ako to mám povedať.*" "*She or he is full?*"

There were repeated situations where the teacher asked the pupils questions and expected an answer. Nevertheless, to make them easier to understand he/she uses L2 avoidance when the idea starts in English and continues in the Slovak language. In this case, the teacher spoke mainly English words that carried only some of the critical information, like in these examples:

T: "*Yes, takže čo urobil?*"

T: "*Ad'o!*" "*Be quiet!... aké zošity?*"

T: "Yes, prečo tam nie je ten istý čas?"

T: "Prečo tuto je- *she says*?"

#### 4.4.2 Intra-sentential CS

This code-switching from L2 to L1 usually occurs when the teacher talks about grammatical rules and explains the curriculum as in the teacher's statement.

Ex.:

T: "Takže je dôležité vedieť, že *future* sa mení na *would, okay*?" "*Present* na *past*!"  
"Takže *present simple* sa mení na *past simple, present continuous* sa mení na *past continuous* a ešte *present perfect* sa zmení na *past perfect*."

T: "Super!" "Pozri, preto som toto dala tak mimo, pretože aj obyčajný *past*, ktorý tiež máme ako *simple* a *continuous*, sa mení na *perfekt*" "*Okay*?"

An interesting finding was that some words of English origin adopted into our vocabulary were pronounced rather like their Slovak forms. It occurred, e.g., when pupils practiced their grammar before the revision test. Here we can see an example of the word "perfect," which the teacher often adjusts into Slovak form as "perfekt," so the pronunciation is changed to its Slovak form. It also happened with the English word "super" because we tend to pronounce it in Slovak form.

The Equivalence function, according to Horasan (2014), is related to the translation and also appeared as an example of intra-sentential codeswitching.

Ex.:

T: "Takže, *mother said*... mama povedala, že..."

T: "Ona povedala- že-...to *that* znamená -že-."

Parts of the translation were included here, even though they were not listed in the intra-sentential CS category. Still, they could be included as a kind of intra-sentential CS, thanks to the sentence structure in which they occur. However,

translation or explanation of grammar rules can be considered a specific type of code-switching (Harjunpää, 2016).

The teacher also used this type of language alternation to ensure the students understood. An example of this function is when a teacher refers students to an English word they know that is key to their understanding.

Ex.:

T: "*Future* sa mení ako?"

L: "Pani učiteľka, a v tej trojke tam stačí doplniť iba to čo nám tam chýba?"

T: "V trojke treba *whole sentence!*"

Further, teachers' questions and requests appeared with the connection of intra-sentential CS. Here again, we met with an emphasis on certain essential words of the sentence the teacher spoke in English.

Ex.:

T: "Baby sú *on the toilet?*"

T: "Vidíš tam tú *time clause?*"

T: "Takže, za *as soon as, while, when*, bude aký tvar slovesa?"

T: "Máme *if clause*, teda podmienkovú vetu." "Ale sme si povedali, že miesto *if* môžeme použiť aj aké *time clauses...?*"

T: "Dobre!" "Potom sme mali *first conditional*, teda prvú podmienku." "Saša nám to vysvetlí v *exercise number 4!*"

On the other hand, learners' questions, also a function of Equivalence, were present in the communication with the teacher. These were exclusively questions for translations into Slovak. So, the already mentioned function of Equivalence was applied.

Ex.:

L: "*Good*, takže look after znamená...?"

L: "Pani učiteľka, čo je to *bend down?*"

L: "Toto je tá *Direct speech?*"

L: "Prečo je tam *she*, keď v tej vete je *he*?"

This type of communication between teacher and learners is typical in an ELT environment. As a response, the teacher held the position of correcting mistakes.

Ex.:

T: "Nie, *look for*, znamená hľadať!"

#### 4.4.3 Inter-sentential CS

This type of code-switching was, during all lessons, the most common. The teacher maintained and managed communication, as she was the controller and corrected mistakes.

Ex.:

T: "*Yes, perfect!*" "Pamätáš si ale na čo sa mení budúci čas?"

T: "*Exactly!*" (The end of the idea) "Aké poznáme *present tenses*?"

T: "*Right!*" "Teraz tu máme *present simple*."

T: "*No!*" "Kto vie?"

T: "*Okay?*" "Takže ako?"

L: "*She said...*"

T: "*Okay, very good!*" "Next one!"

During the lessons, we encountered many instructions from the teacher connected with the explanatory, clarifying function. The function is also guiding when the teacher often uses L2 avoidance due to better understanding for learners.

Ex.:

T: "*Well done!*" "Glen, did you catch it?"

T: "Skús sedmičku!"

T: "*Ema, next one!*" "Here are some things that Tim said Trudy outside." "Píšeme!"

T: "*Okay!*" "Now, let's start working on your workbook. Please, exercise 3."

T: "*For example, I help you all the time, she says.*" "Takže, keď ideme prepisovať ako to bude vyzerať?"

T: "*Okay!*" "*So, hello!*" "*Can we start?*" "*Martin number 2.*"

T: "*There are sentences and you should choose phrasal verb and use it in the past simple.*" "Takže, hľadáme frázové sloveso a dávame ho do vety v minulom čase."

T: "*Today's conversation lesson will focus on giving advice.*" "*So, what are we going to do?*" "Budeme dávať rady našim spolužiakom, ktorí budú mať nejaký problém." "Hneď si to vysvetlíme a ukážem vám *examples.*"

T: "*Let's make groups or pairs..it will be better.*" "*Who doesn't have a pair?*"

Ls: "Aneta nemá."

T: "*Now, you all have pictures with some...let say problems.*" "*Right?*" "*And my question is- What's wrong?*"

L: "Je jej zima?"

T: "*You mean number 3?*" "*Yes, you are right!*" "*She feels cold.*" "*What about next picture?*" "*Number 2, John, tell us!*"

Again, we encounter the phenomenon as the teacher explains what the learners will do in translation.

Other examples of guiding:

T: "*Okay, so we asked...What's up?*" "Takže očakávame odpoveď." "Ako to máme vo vzore?" "Anička, *read the example!*"

T: "*David and Oliver, come to the blackboard!*" "Vyberte si dva obrázky a predved'te nám váš rozhovor!"

T: "*And now is time for giving advice.*" "Spomeňte si ako to budeme robiť!" "Aké modálne sloveso použijeme?"

No doubt that the teacher was always dominant in the class. It was also evident in the case of maintaining discipline and repeatedly warning specific learners.

Ex:

T: "*Be quiet and write!*" "Alex, chod' si sadnúť dopredu, lebo vyrušuješ!" (T walks between the pupils and checks their work)

T: "Prosím vás zatvorte to okno!" "*Okay, thank you!*"

T: "*Alex, repeat it please!*" "Dobre!"

T: "*Alex, number four!*"

T: "*Alex knows it!*" "*Tell us the page, Alex!*" "Pozeraj do knihy!"

T: "Maťko sa prestane hrať a pokračuje!" "*Number 4!*"

T: "*Peto, please!*" "*Stop that noise!*" "*Okay?*" "*Začíname phrasal verbs.*"

However, it must be addressed that teacher did not avoid assurance questions to pupils. The teacher frequently made sure that the learners understood.

Ex.:

T: "*Do you agree?*"

T: "*So far, so good?*"

T: "*Are you done?*"

T: "*Well done!*" "*Glen, did you catch it?*" "Skús sedmičku!"

T: "*Let's go!*" "Ako je minulý čas od *run*?"

T: "*Did you catch it?*" "Počul si *Peto*?"

T: "*Stíhaš?*" "Teraz ideš ty *Filip*!" "*Listen carefully!*"

T: "*Number 4!*" "Čo myslíš ako to bude?"

T: "*Understand?*" "Takže, *Eliška* pokračuje!"

At the beginning of the lesson, the student's code-switching from L2 to L1 occurred to justify the late arrival at class. So, the aim of changing the code was because of an apology to the learner.

Ex.:

L: "*I am sorry!*" "My sme boli na wc."

We met with "Metalanguage" when learners reply to the teacher's English thoughts but avoid using L2.

Ex:

T: "Dobre, Guys, open your books p. 78!" "So, we are going to revise for the class test."

L: "Pani učiteľka, ale potrebujeme ešte zošity od vás!"

T: "Ad'o!" "Be quiet!... aké zošity?"

T: "Prepare yourself for your test!"

L: "Počkajte prosím!"

T: "Okay!"

T: "Who doesn't have a pair?"

Ls: "Aneta nemá."

A phenomenon occurred when a teacher used a phrase in English and switched to Slovak with a similar expression.

Ex.:

L: "Did you catch it?" "Počul si Peťo?"

However, the pupil (s) understood the English equivalent, so these parts of the translation seemed unnecessary. However, from the teacher's point of view, it might seem meaningful and helpful to the pupils.

Subsequently, code-switching of this type occurred as Reiteration (Sampson, 2011), in means of repetition in another language to check the answer. The teacher, therefore, presented it as a refinement of the translation from the English sentence into Slovak.

Ex:

L: "We got on the bus and set down."

T: "Takže nastúpili sme do autobusu a usadili sme sa." "Správne!"

T: "Áno!" "Takže ideme." "*There are sentences and you should choose phrasal verb and use it in the past simple.*" "Takže, hľadáme frázové sloveso a dávame ho do vety v minulom čase." "Alex, *come on*, prvá veta!"

Last but not least, the switching to a different language occurred very often during the response or questioning of students who switched to Slovak.

Ex:

T: "*Prepare yourself for your test!*"

Ls: "Počkajte prosím!"

T: "*Okay!*"

T: "*Is it clear?*" "*Yes or No?*"

Ls: "*Yes!*"

T: "*Let's start!*"

L: "Pani, učiteľka, takže v druhom cvičení musím písať celé vety?"

T: "*Just answer, Victor.*" "*I mean, only one word.*" "*Follow the example, please!*"

L: "*Okay!*" "*Thank you!*"

T: "*Who is still working?*" "*Peter and Ela?*"

Ls: "Áno!"

T: "*Okay!*" "*You can start to read your extensive reading, okay?*" "*We have 12 minutes for that.*"

The teacher switched to the Slovak language only once when she asked the question to the individual learner.

Ex:

T: "Ela koľko máš ešte toho?" "Lebo budeme končiť!"

L: "Už končím, iba si kontrolujem."

T: "*Okay, then!*"



On the other hand, learners were asking for advice from a teacher who speaks the English language.

Ex:

T: "Look!" *"Instructions are there." "So, first, roll the dice and then go with your stick figure and read the problem shown in the square and give advice using should and should not. Does everyone understand?"*

Ls: "Yes!"

L: "My tomu nerozumieme!"

## 4.5 Discussion

Through qualitative research at the second level of the selected Slovak lower secondary school, we have proven the presence of individual types of language alternation as part of ELT lessons. It was associated with a frequent change of two languages, either within a clause, phrase, or sentence/s. The research was carried out within the scope of one teaching unit in the four classes, i.e., sixth to ninth grade.

In contrast to basic types of code-switching, according to Poplack (1980), we found that these types are constantly present in the modern teaching environment. According to research, during our observations, a very frequently used type of code-switching was the Inter-sentential type of CS when each sentence was in a different language. Moreover, language switching most often occurs within the entire sentence. However, the remaining two types, namely Tag-switching and Intra-sentential CS, had approximately the exact and numerous representations. Each of the four observed lessons had its specifics connected with the lesson's structure and content and the degree of development of individual skills. We noted that in all cases, the teacher was the dominant person who fulfilled the management or explanatory function, and the students thus constantly worked according to particular instructions.

Therefore, it is essential to mention that the frequent reasons for switching languages were parts of "Explanations", "Correcting the mistakes", and "Instructions" (*Table 1*) when the teacher hit from L2 to L1 to bring the explained subject closer to the students. Student questions were almost exclusively asked in the Slovak language.

It was obvious that the students had a certain confidence in the teacher, who, in necessary cases, did not hesitate to communicate with the students in the L1 language.

On the other hand, teachers tried to speak in L2 in cases of so-called "Classroom English", i.e., in ordinary cases such as greetings, simple instructions, or questions to make sure learners understand, which the pupils know, due to their regular repetition respond verbally in the L2 language.

We also noticed that teachers communicated differently with different pupils. For example, the teacher communicated exclusively in English with the student who had better English pronunciation and was more active. A pupil who was more in the back made a mistake and was warned in his mother tongue, and the teacher showed a rather negative attitude towards such pupils and asked questions mainly in the mother tongue.

In several cases, the teachers also used the method of translating a sentence into L1 from L2. They, therefore, translated the sentence into the mother tongue immediately after the verdict in the foreign language was spoken. It was primarily a concern in Inter-sentential CS cases.

Functions, according to Sampson (2011) and Horasan (2014), such as Equivalence, Metalanguage, or Reiteration, also appeared here.

In many cases also, L2 avoidance of learners and teachers as well. The teachers often avoided communicating in the English language in several consecutive sentences. Therefore, the written record of these ELT lessons needs to improve in English. English words prevailed in ELT, except for the case of ninth graders. In this case, the representation of English within the teaching was deficient, and Slovak dominated there. The teacher or students who communicated more in English would be worth mentioning in the remaining classes. However, the answer seems clear since the teacher was dominant in all cases. In the ELT lesson for 7th graders, however, the students worked in groups or pairs when they practiced their communication skills. We did not make this recording of when the pupils communicated together, as it was not realistic to record the audio recordings of all pairs separately.

*Table 1* below briefly summarizes the individual code-switching types and their associated functions.

Table 1 Code-switching types and their functions

Function	Type of CS		
	Tag-switching	Intra-sentential CS	Inter-sentential CS
Maintaining discipline	✗	✗	✓
Explanations	✗	✓	✓
Talking about grammar rules	✗	✓	✗
Correcting mistakes	✗	✓	✓
Emphasizing important things	✓	✗	✗
Instructions	✓	✗	✗
Equivalence	✗	✓	✗
Metalanguage	✗	✗	✓
Make sure Ls understand	✗	✓	✗
Questions of Ls to T	✗	✗	✓
Questions of T to Ls	✓	✗	✓
Apology of learner	✗	✗	✓
Reiteration	✗	✗	✗
L2 avoidance	✓	✗	✓

## 4.6 The qualitative research outcome

The results found about the types and functions of code-switching in practice can serve as an overview of how communication in a foreign language develops/does not develop in Slovak lower secondary schools. They allow us to see the ever-present model of the teacher as an "omniscient" source of information that teaches and passes on information to his students. The consequence of this model is poor communication between the teacher and students, as the teacher is a kind of controller, instructor, and corrector of students' mistakes.

Pupils who do not consider themselves communicatively competent communicate less, switch to their mother tongue, and prefer frequent L2 avoidance. The teachers tolerate it since the students are allowed to use the L1 language when it is necessary on the part of the students. Cases of reiteration as a function of code-switching often appear among students. In many cases, teachers perceive it as necessary to explain and switch to the mother tongue more often. The consequence is that teachers tend to adapt to the students because they think the students do not understand them.

Unfortunately, this also happens in cases where the teacher's statements are understandable to the students already in the L2 language. However, teachers feel that by not translating their ideas into the student's mother tongue, some students will not understand them.

On the other hand, code-switching is very beneficial when the teacher directs the student to find English words and encourages the student to communicate in a non-violent way. A good example is code-switching in the "Equivalence" function when students are guided to use a foreign language more often and use new vocabulary in communication. In this way, it is easier to motivate students, so they are not afraid to communicate and use English more often during lessons. However, we still stand by the fact that the teacher is the one who is responsible.

## 5. THE QUANTITATIVE RESEARCH

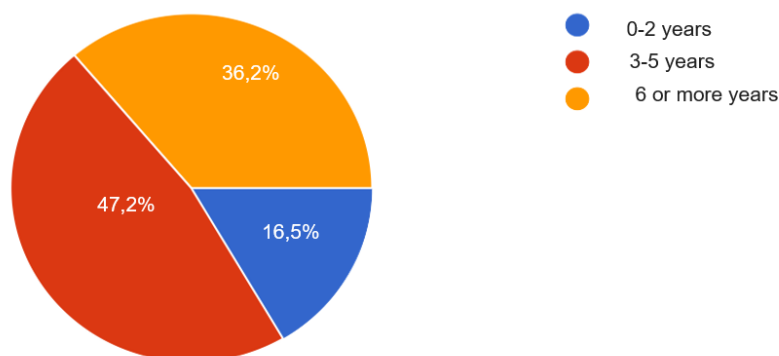
### 5.1 Method of questionnaire research

Quantitative research was focused on a group of Slovak teachers and lecturers of the English language at lower secondary schools. The aim was to reveal the factors that, from the teachers' point of view, most often influence communication, based on code-switching in ELT classes at Slovak lower secondary schools. We assume from experience that the use of the Slovak language in ELT is permitted and commonly used in Slovak schools.

### 5.2 Respondents, distribution, and data collection process

The questionnaire was designed for Slovak teachers and lecturers who actively teach English.

Distribution was mainly electronic, sent for further distribution to the principals of lower secondary and language schools. Colleagues and English teachers in the nearest regional schools had the opportunity to complete in the questionnaire in paper form. The total number of respondents who filled out the questionnaire was 127. They were pupils of different ages and from various parts of Slovakia, with varying years of teaching experience. It is important to note that the largest group consisted of teachers/lecturers with 3-5 years of experience, representing 47.2%, as shown in *Graph 1*.



*Graph 1 Years of teachers experience in ELT*

The data were collected mainly in the form of an online questionnaire. An exception was our selected school, where we got paper questionnaires. In other lower secondary schools, mainly in the form of an online questionnaire. Questionnaires were sent to the principals of the schools. The questions presented in the questionnaire are part of *Appendix 5*.

### **5.3 Structure of the questionnaire**

The questionnaire consisted of 25 questions. These were primarily option-style, closed (structured), and scale items. A so-called Likert-type scale was chosen, for which a statement was presented (Barua, 2013). Respondent was required to express the degree of his / her agreement or disagreement on the rating scale. Usually, seven-points, in our case, a five-point scale. The questionnaire is attached as *Appendix 5*.

### **5.4 Factors influencing communication in ELT**

There are undoubtedly countless factors that influence communication in ELT teaching and subsequently influence code-switching. It must be remembered that learners should also have mastered the remaining three skill levels (listening, reading, and writing) if we want learners to communicate in a foreign language. Speaking in the sense of forming complete sentences, participating in conversations, and reacting to the statements of other communication participants is the highest level of language mastery.

Already Krashen (1982) mentions three important affective factors influencing communication in foreign language teaching. He considers motivation, self-confidence, and anxiety to be the main factors. He hypothesized that these attitudinal factors show a stronger relationship to second language achievement than learning elements. Thus, teachers should ensure that their students are interested in communication. It can be achieved by proper motivation and raising their confidence suitably.

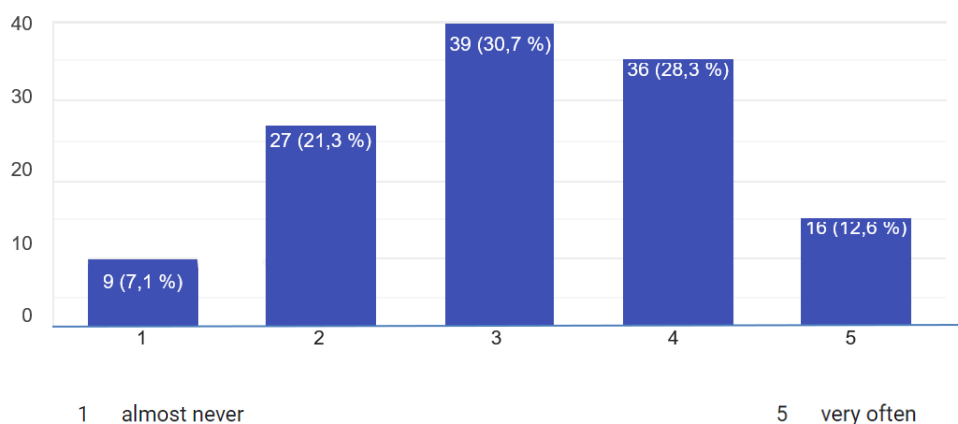
In the practical part of the work focused on quantitative research, we, therefore, find out the common factors that, from the teacher's point of view, play a significant role in the development of communication based on code-switching.

## 5.5 Questionnaire results

### 5.5.1 Questions 2- 5

*Question 2: To what extent do you use the Slovak language in your ELT lesson?*

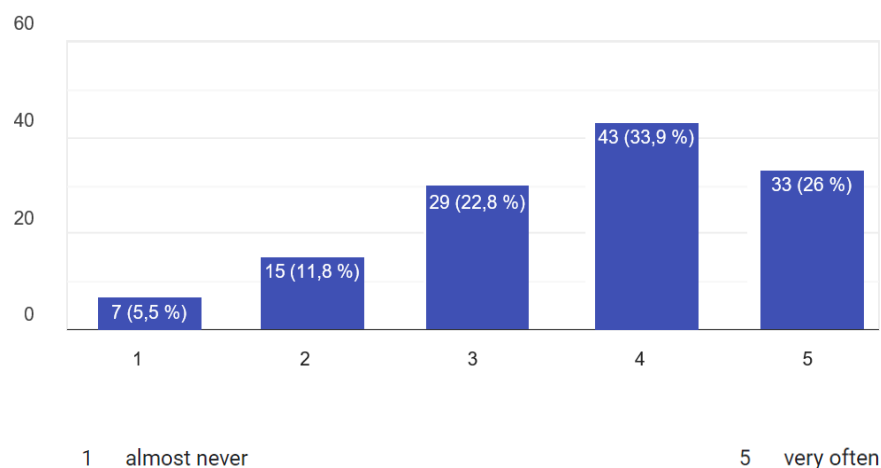
The introductory questions were focused on the extent to which teachers use the first language in teaching. We rely on the fact that the teachers answered truthfully, according to their consciousness and conscience. To the question "To what extent do you use the Slovak language in your ELT lessons?" most respondents answered by choosing from levels on a linear scale, choosing the "neutral way," as shown in *Graph 2*.



*Graph 2 Teacher and Slovak language in ELT*

*Question 3: To what extent do you use the English language in your ELT lessons?*

The third question was oriented to the English language. Respondents stated that they use English more often than Slovak since most chose option 4, which is closer to the "very often" option (*Graph 3*).



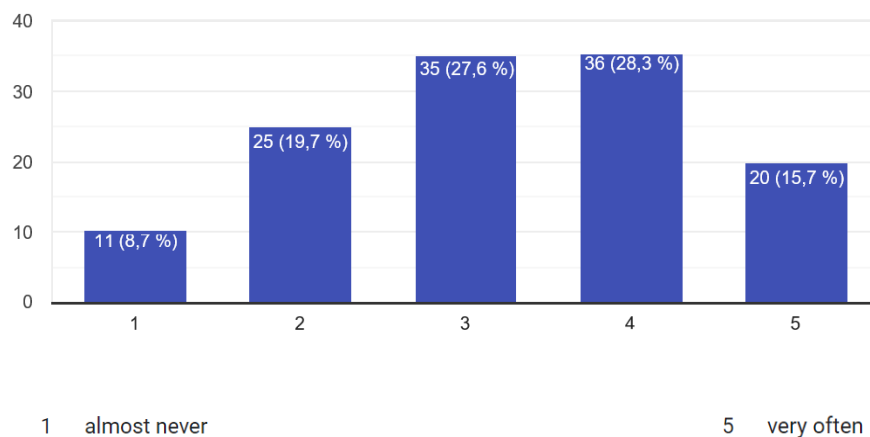
*Graph 3 Teacher and English language in ELT*

*Question 4: To what extent do your pupils use the Slovak language in your ELT lessons?*

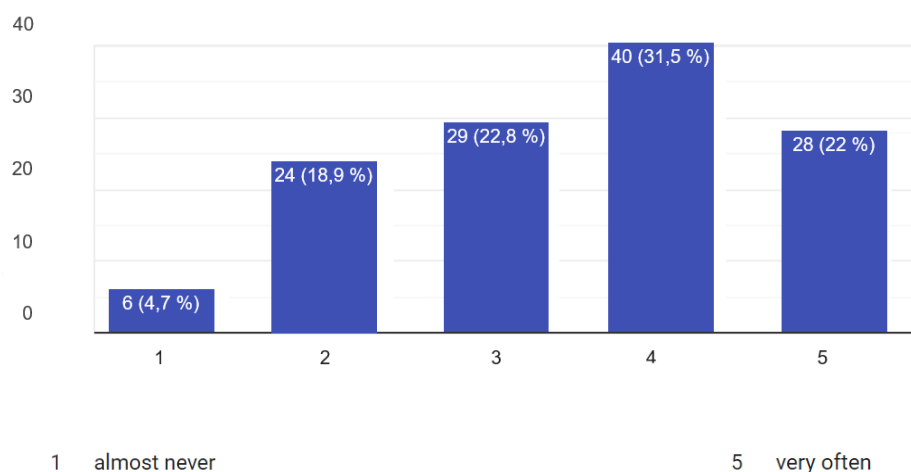
*Question 5: To what extent do your pupils use the English language in your ELT lessons?*

The other two questions were aimed at pupils. To what extent do they use L1 and L2 in class? The results were very similar to the case of teachers (*Graphs 4 and 5*) in Appendix 6. The teachers thus confirmed that pupils use a foreign language more often than their mother tongue in their ELT lessons.





*Graph 4 Pupils and Slovak language in ELT*



*Graph 5 Pupils and English language in ELT*

## 5.5.2 Questions 6-10

*Question 6: Which language do you use more often in your ELT classes?*

*Question 7: Which language do your learners use more often in your ELT lessons?*

The next question was a control question, the answer to which confirmed that the most frequently used language by teachers in the lessons is the English

language. Almost 61% of the respondents decided on this option (*Graph 6, Appendix 6*). However, it was not confirmed that the pupils use the English language to the same extent as the teachers. The teachers further stated that the pupils use their mother tongue more often in their classes, in the Slovak language. Graph 7 in Appendix 6 shows that 57.5% of teachers agreed that pupils use Slovak more often.

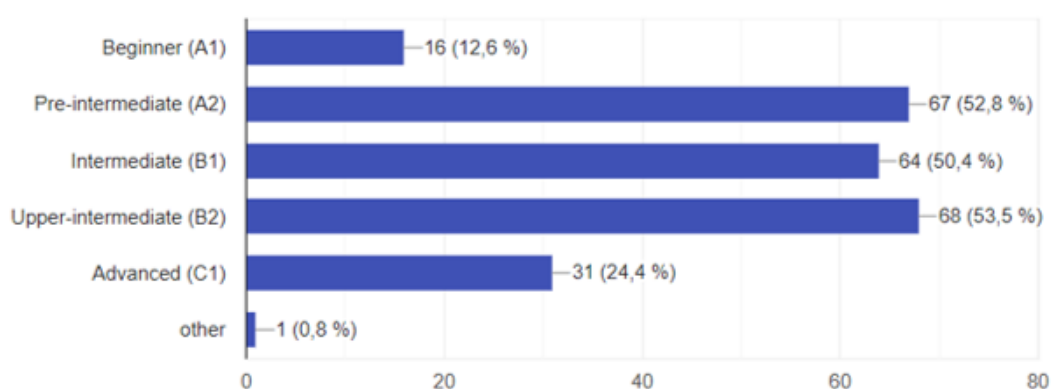
*Question 8: What is your level of communication in English?*

*Question 9: What should be the level of communication in English, your learners should reach? (Think of some group you teach regularly.)*

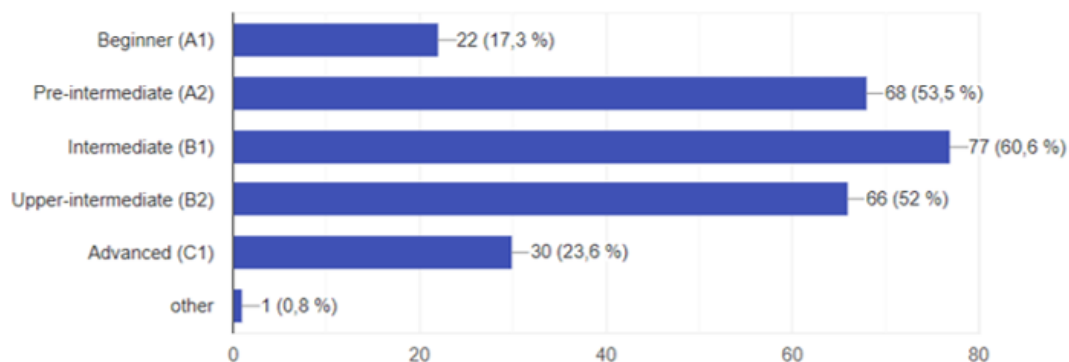
*Question 10: What is the actual level of communication in English of your learners?*

We also looked at the level of English in communication. The largest group of teachers was those with a communication level of English at level C1, representing 65.4%. The second largest group was level B2, representing 17.3% (*Graph 8, Appendix 6*).

Furthermore, we investigated the students' level of communication in English. The teachers mostly declared that their learners should reach communication level B2 (53,5%) or A2 (52,8%), but their current level is lower, B1 (60,6%) or A2 (53,5%) (*Graph 9 and Graph 10*).



*Graph 9 Learners and their expected level of communication*



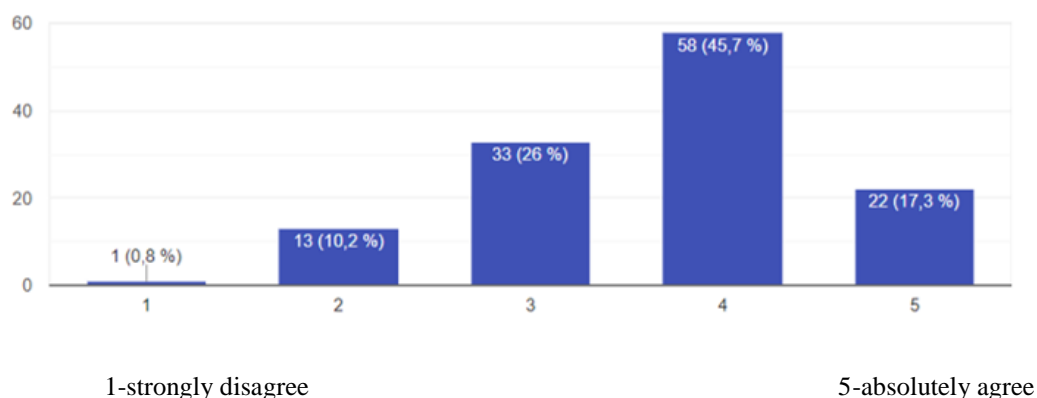
*Graph 10 Learners and their actual level of communication*

### 5.5.3 Questions 11-15

*Question 11: I am satisfied with how often I use the English language in my ELT lessons.*

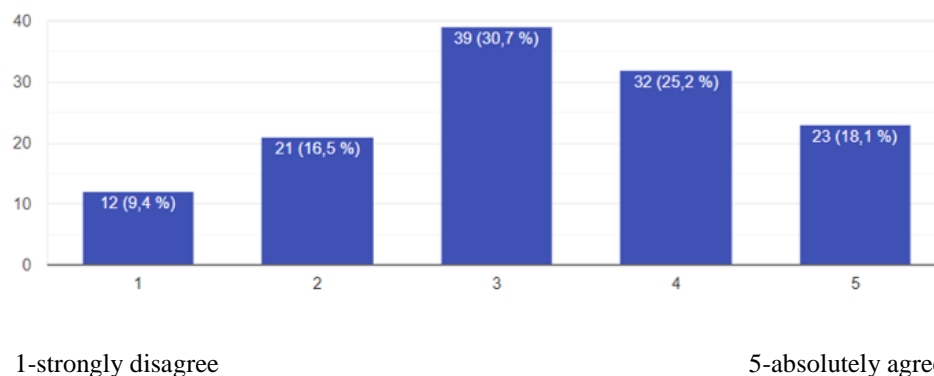
*Question 12: I am forced to switch to the Slovak language due to my learners.*

Another question focused on teacher self-reflection and whether teachers are satisfied with how often they use English in their teaching. In this case, 45.7% of teachers answered that they are satisfied with how often they use English (*Graph 11*).



*Graph 11 Teachers and their satisfaction with using English in ELT lesson*

30,7% of the respondents perceived the reason for switching to Slovak as being forced by the pupils (*Graph 12*).

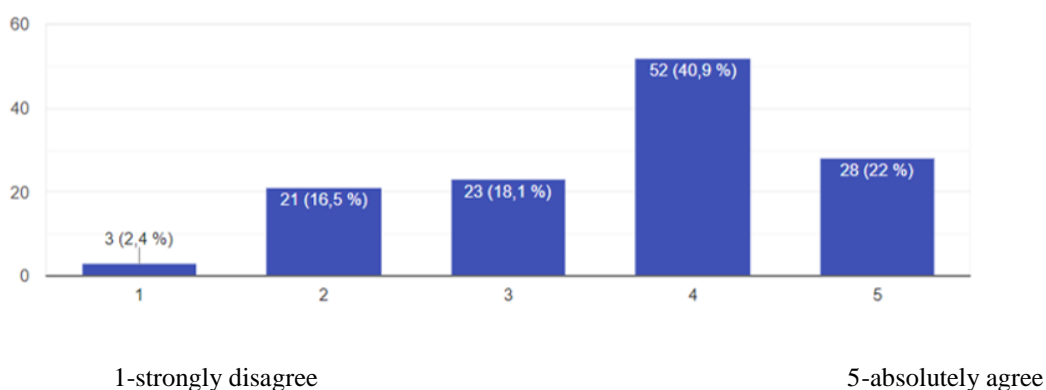


*Graph 12 Teachers and their view of pupils in using language*

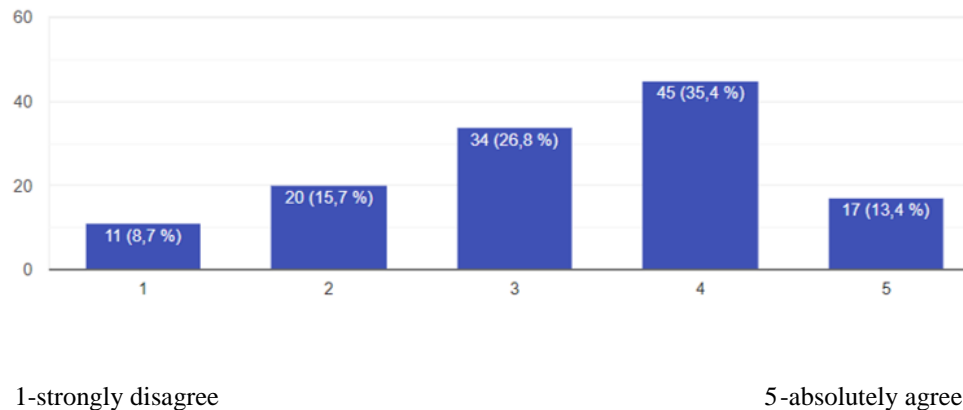
*Question 13: If I could, I would use “only English language” for the whole time of my ELT lessons.*

*Question 14: I think it is better for my learners to allow them to switch to their mother tongue.*

As many as 40.9% of respondents claim that they would do so if they could only use English for the entire lesson (*Graph 13*). On the other hand, they state that it is better for their students if we allow them to use their mother tongue (*Graph 14*).



*Graph 13 Teachers and their view on using English language for the whole time of the lesson*

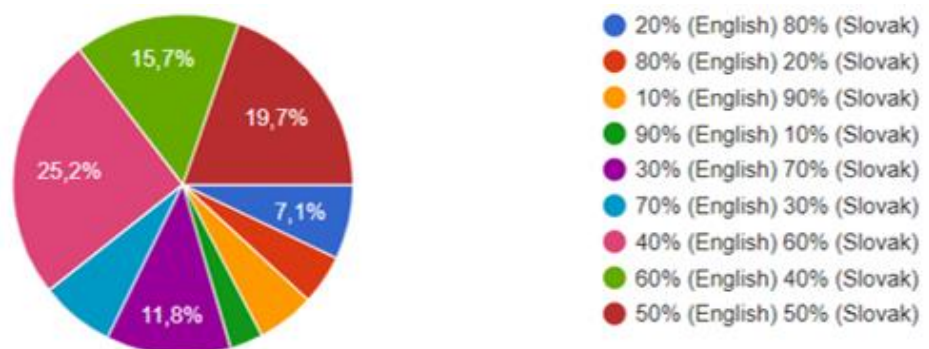


*Graph 14 Teachers and their view of pupils in using mother tongue*

*Question 15: Mark as the best suited to the overall switching ratio of the Slovak and English language in your ELT classes.*

An interesting finding is the ratio of English and Slovak languages in their use. The most frequently occurring balance between these languages in ELT lessons was 40% English and 60% Slovak.

As a result, we ended up with roughly the same two groups of teachers. (*Graph 15*).



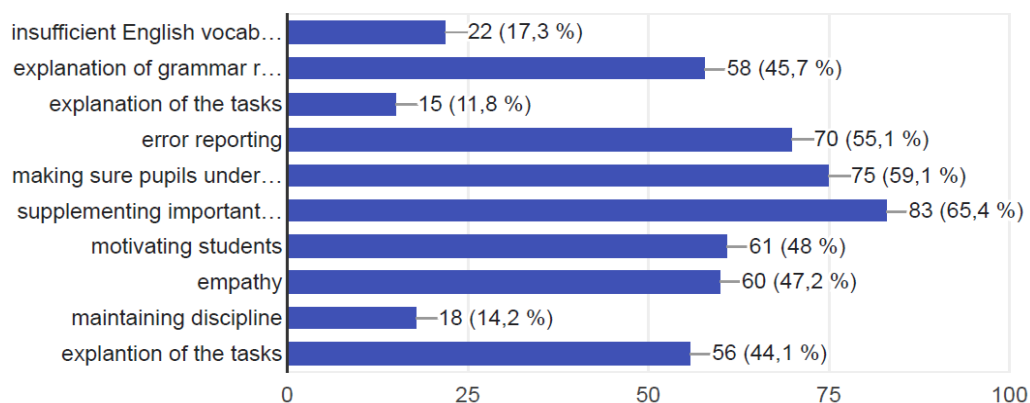
*Graph 15 Switching ratio of Slovak and English language*

## 5.5.4 Questions 16-20

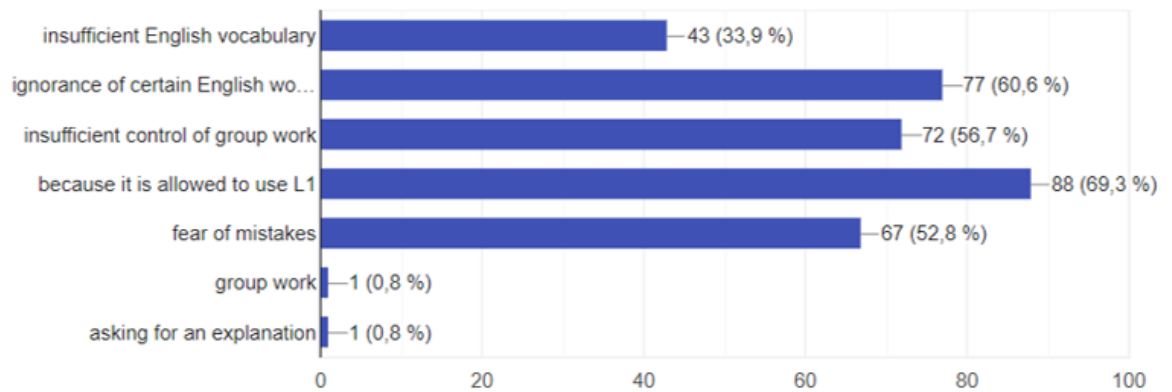
*Question 16: What do you think are the main reasons for your CS from the English to the Slovak language in your ELT lessons?*

*Question 17: What do you think are the main reasons pupils use CS from the English to the Slovak language in your ELT classes?*

The next part deals with the reasons why teachers and learners code-switch. We deal with code-switching from English to Slovak. From the following graphs, it can be seen that the most common reason for changing the teacher's code is "supplementing important information and facts" as well as "making sure the students understand" or "error reporting" (*Graph 16*). In the case of pupils, code-switching occurs most often because we allow them to do it as well as when "learners ignore certain English words in a sentence" and thus switch to their mother tongue and in the case of "insufficient control of group work" (*Graph 17*).



*Graph 16 Teachers and reasons for their code-switching from English to the Slovak language*

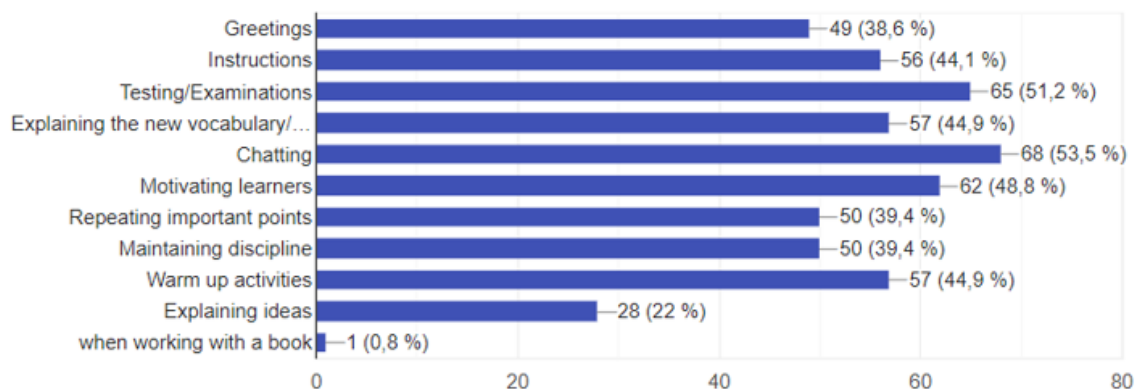


Graph 17 Pupils and reasons for their CS from L2 to L1

Question 18: Choose the situations when you (as a teacher) or your learners use "only English language."

The teachers further selected situations in their ELT lessons, and their learners communicated exclusively in English or Slovak. In other words, these are citations when they exclusively use Slovak or English; thus, code-switching does not occur.

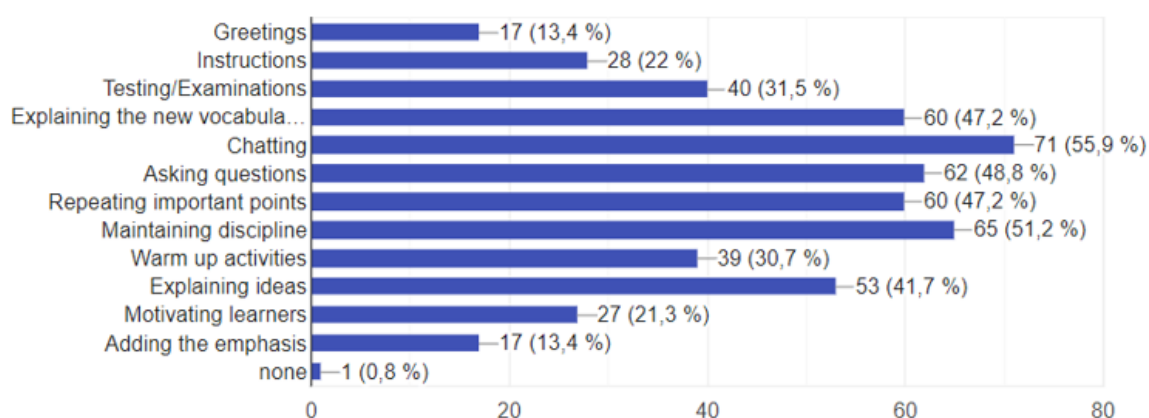
According to the interviewees, situations using only the English language canmost often be considered when "Chatting," "Testing/examination," "Motivating learners," or during "the Warm-up activities," (Graph 18).



Graph 18 Teachers and pupils in situations using "only EN lang."

*Question 19: Choose the situations when you (as a teacher) or your learners use "only Slovak language."*

On the contrary, using only the Slovak language can most often be considered when "Maintaining discipline" or "Explaining new vocabulary/grammar or ideas." Surprisingly, the most frequently answered was "Chatting," as in the first case, which again testifies to the differences between the individual teachers who filled out the questionnaire (*Graph 19*).



*Graph 19 Teachers and pupils in situations when using "only Slovak lang."*

*Question 20: In terms of fluency, how disruptive do you think CS is?*

We also asked how disruptive code-switching is for teachers in terms of the fluency of the lesson. So, we were interested in the teachers' point of view, whether code-switching in teaching the English language hinders them or whether they perceive it more as a benefit. 33.1% of respondents answered this question positively.

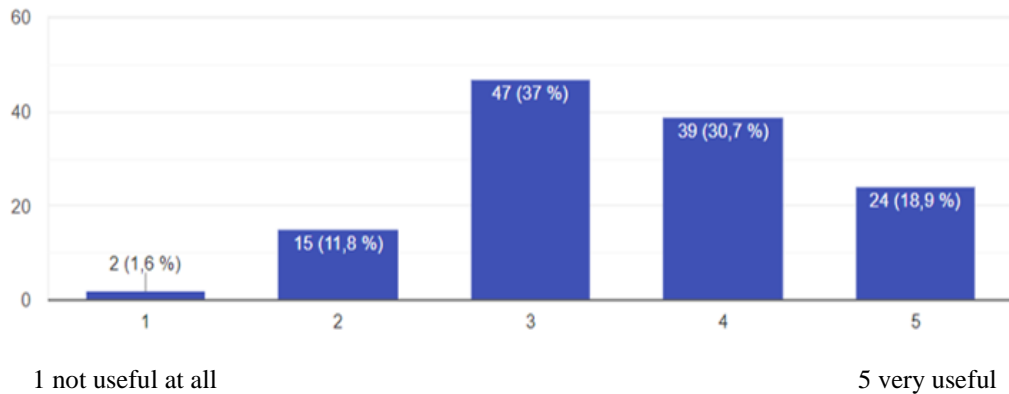
Thus, they confirmed that, from the point of fluency, code-switching is somewhat not disruptive for them. See *Graph 20* in *Appendix 6*.



## 6.5.5 Questions 21- 25

*Question 21: How useful is CS for you?*

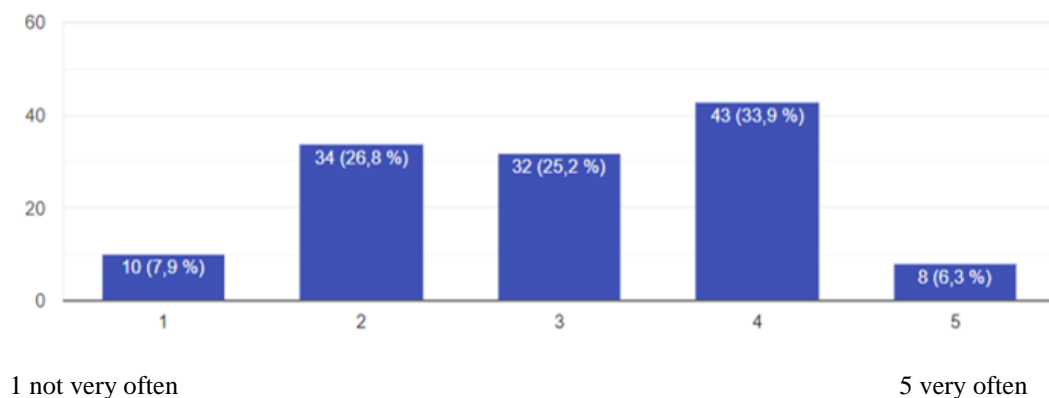
Most respondents consider code-switching a valuable tool for ELT, as evidenced by *Graph 21*.



*Graph 21 Usefulness of CS*

*Question 22: How often do you realise that you are moving from one language to another during a conversation?*

Another question was whether CS is conscious on the part of the teachers or if there might exist situations when they are unaware of the code-switching. Therefore, the next question was about how often and if teachers are aware of code-switching. We found that most respondents are aware of code-switching, so they often realise that they are moving from one language to another see *Graph 22*.

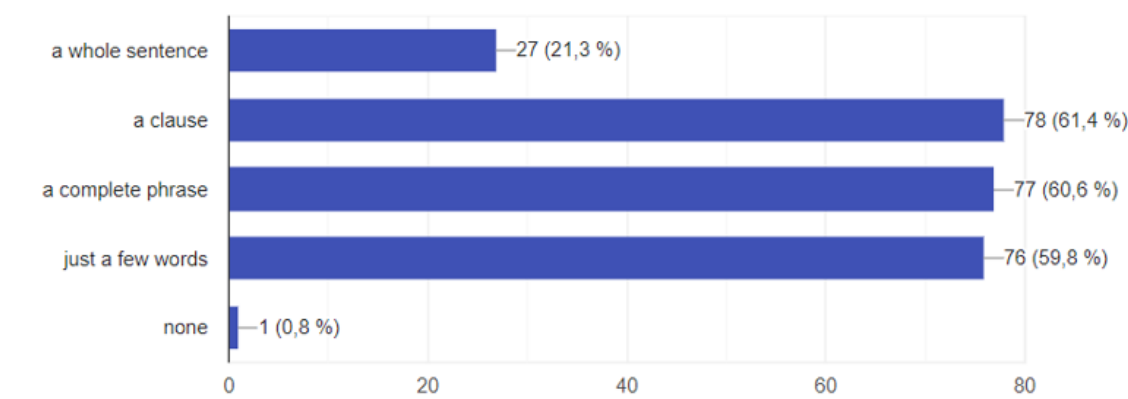


### Graph 22 Awareness of CS

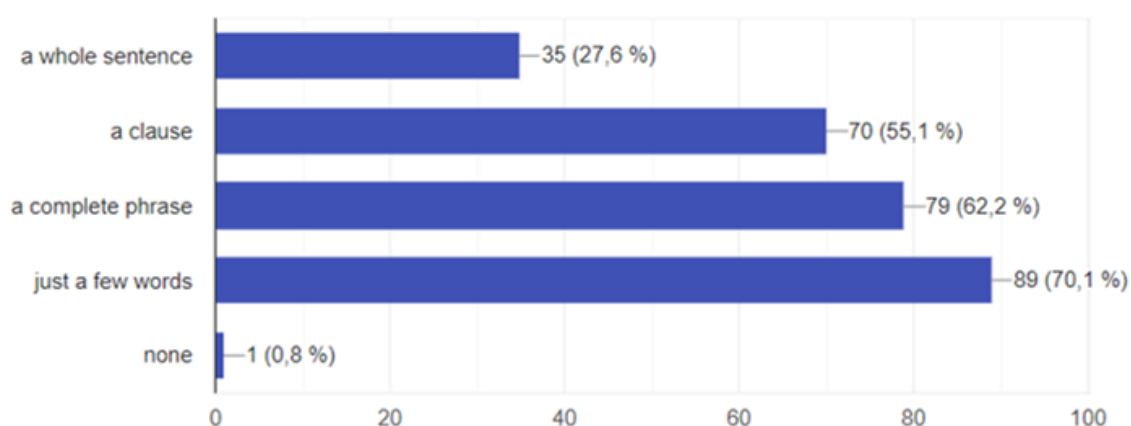
Question 23: When you (as a teacher) switch between languages, it is usually for...

Question 24: When your pupils switch between languages, it is usually for...

Furthermore, it was investigated whether the code-switching of the teacher and pupils is used at the level of sentences, clauses, phrases, or just a few words. Teachers perceive their code-switching as occurring most often at the level of "clauses," "a complete phrase," or "just a few words" (Graph 23). However, it appears mainly at the level of "just a few words" and "a complete phrase" or "a clause" see Graph 24.



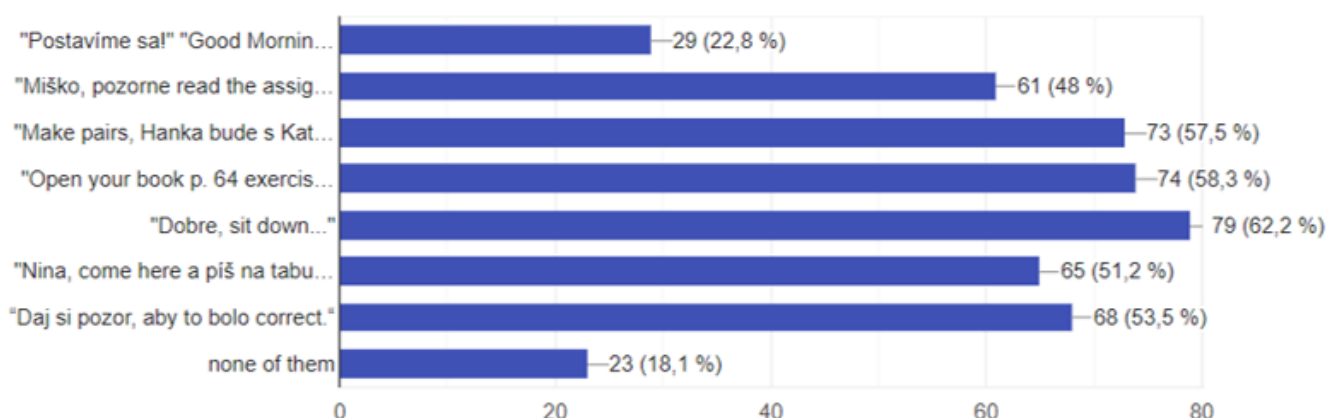
Graph 23 Teachers and the purpose of CS



Graph 24 Pupils and the purpose of CS

Question 25: Choose a CS example that is the most likely to occur in your ELT lessons.

There have also been examples of the use of code-switching in practice. Teachers chose from possible examples of the occurrence of code-switching in their classes. The model "OK, sit down" was selected as the most frequently occurring switching option! Next, "Open your book p. 64 exercise 4, Ján will read the first sentence..." and "Make pairs, Hanka will be with Katka..." see *Graph 25*.



*Graph 25 Occurrence of CS*

## 5.6 Discussion

Through quantitative research at the second level of the Slovak lower secondary schools, we present findings that are intended to contribute to conclusions regarding the perception of code-switching through the eyes of an English language teacher.

We focus on the factors from the teachers' point of view that influence the communication of teacher and learner based on code-switching in ELT classes within Slovak schools. We bring findings about the teaching of the English language and, by perceiving this reality, we try to find out why our students have deficiencies in communication.

At the outset, learners often perceive different situations differently than the teacher himself since we focus on teachers and look at their point of view.

Some questions in the questionnaire (*Appendix 5*) focus on the use of language in ELT lessons, and the teachers should indicate how much they use L1 and L2 language. As it should be suitable, most admit that they use English in ELT more often than Slovak, and the same is true of their students. We consider the actual ratio between the languages used in teaching. According to the respondents, the first most frequently occurring ratio is 40% to 60% in favour of the Slovak language. The second most numerous group is teachers stating that they devote half of their teaching to English. As a result, we got two approximately equal groups, but they did not convince us that the English language dominates ELT teaching, as the teachers stated in the previous answers. Therefore, the average Slovak teacher and his pupils use English in at least 40% of the ELT lesson.

The teachers admit that their students should reach a higher communication level than where they currently are with their knowledge. It shows that the teachers know how to realize their students' knowledge level and tasks, where they should direct the students to "reach the goal." The teachers also admit that they are satisfied with how they use English in their lessons, so they stick to theirs and do not intend to change anything. The respondents disagreed that their students force them to switch the code to L1, so they do not "blame" their students for using Slovak during teaching. However, most say that if they could only use English in their lessons, they would be in favour. Consequently, there is an opportunity to discover the reason that prevents them from using only the English language in their teaching.

In some cases, teachers like to switch to Slovak and have an appropriate justification for it. In our case, we found that most teachers refer to "supplementing important information and facts" when switching to Slovak and also state "making sure the students understand" or "reporting on error" as the reason for switching. It is no surprise that in the case of pupils, code-switching occurs most often because we allow learners to do it and because they ignore certain English words in a sentence and thus switch to their mother tongue.

However, the use of language in the passages when we use "only Slovak" or "only English" most often occurs when there is so-called "chatting" between the teacher and students as well as between students. They still use "only English" most often in the case of "Examinations" and "Testing" and during "Warm-up activities," which we evaluate positively. On the other hand, "only Slovak" occurs more often in

cases where teachers try to maintain discipline and in the case of student questions related to further explanations or explanations of new subject matter.

It then remains up to the teachers how effectively they know how to alternate these codes and how long they can switch from L1 back to L2.

Overall, teachers say that they perceive code-switching as a helpful tool that they often use at the "clause" or "complete sentence" level. They also state that students often switch at the level of "just a few words," which primarily indicates their insufficient vocabulary knowledge.

## **5.7 The quantitative research outcome**

Through quantitative research based on a questionnaire intended for teachers of the second level of lower secondary schools, we describe the situation of Slovak schools and investigate the factors that influence the communication of teachers and learners based on CS in ELT classrooms within the Slovak schools.

At the outset, the factors are intertwined with code-switching functions to a certain extent, as it is still a question of what affects code-switching. We investigated what code-switching can influence from the teacher's point of view.

The teacher's ability to motivate students play a significant role in teaching. Our quantitative research focused on searching for factors that can help us understand the connections associated with code-switching in ELT. According to the findings, the teachers with 3-5 years of experience predominated here, so they were younger, beginning teachers. We found that teachers consider their teaching satisfactory and would not change anything about themselves. This fact can impact code-switching as the majority stated that they use code-switching independently and do not feel forced by their students to switch to their mother tongue. Thus, they use the L1 language according to their own needs as they want. A substantial factor influencing code-switching can be the teacher's attitude towards his teaching and satisfaction with the teaching style, which is connected to his self-evaluation. There are clear reasons teachers and their students switch to their mother tongue (*Graph 16, Graph 17*). Another critical factor influencing code-switching is the purpose of communication and its justification.

## CONCLUSION

During the development of theoretical frameworks, it became clear that code-switching was and still is a significant feature of ELT in lower secondary schools. The brief literature review of the changes that occurred in ELT at Slovak lower secondary schools from 1989 until today confirmed that Poplack's code-switching types (1980) are still a suitable and reliable division of the types of code-switching used nowadays. It is inferred based on qualitative research at a Slovak lower secondary school. The findings of the work were summarized individually, according to the types of research (qualitative, quantitative) in the previous chapters.

In qualitative research, we identified all Poplack types and their functions in individual ELT lessons of selected lower secondary school. The most frequently used type of code-switching during our observations was the Inter-sentential type of CS. The findings from the CS functions showed that the most frequent functions of switching between languages were the part of "Explanations," "Correcting mistakes," and "Instructions." The teacher was dominant practically in all lessons, and we can consider these ELT lessons instead teacher-centred. Other identified functions of CS from L2 to L1 and vice versa were connected with "Maintaining discipline," "Talking about grammar rules," "Emphasizing essential things," "Making sure Ls understand," "Questions of learners to the teacher," "Questions of the teacher to learners," "Apology of learners," "L2 avoidance," "Reiteration," "Equivalence," and "Metalanguage" (See Table, p. 44).

Researching the quantitative part has yielded many enlightening findings about code-switching from the teachers' perspective. We described using code-switching in ELT and discussed L1 and L2 languages. According to the questionnaire results (Appendix 6, Graph 6), we can conclude that the English language in ELT classes is dominant among language teachers. Nevertheless, this was not confirmed by Graph 15, which shows that English teachers use the English language most often in their teaching at 40% to 50%, which is an undesirable and sad result for us.

The purpose of the communication and its justification can influence the code-switching of the teacher and students. Concretely identified factors for which teachers' code-switching occurs most often were: "Supplementing important

information and facts," "Making sure the students understand," and "Reporting on error." On the other hand, teachers use "only English" most often in the case of "Examinations" and "Testing" and during "Warm-up activities."

It was found that what influences code-switching the most is connected mainly with the teachers' attitudes and satisfaction with their teaching style. More than half of the respondents are satisfied with how often they use English in their lessons (*Graph 6*). Since the results are not favorable, we feel a significant limitation of pupils on the part of the teacher. We suggest looking at the situation from the pupils' point of view to understand the context.

## **Resumé**

This diploma thesis deals with code-switching and its use in Slovak lower secondary schools. The thesis aims to identify the types and functions of code-switching and describe factors that influence code-switching in ELT from the teacher's point of view. The theoretical part of the work focused on a brief literature review of the changes in ELT at Slovak lower secondary schools from 1989 until today. It continuously brought information about code-switching types, CS of teachers and learners, possible functions, limits, and benefits.

Furthermore, the practical part continued with identifying the types and functions of code-switching through a qualitative research design focused on data collection and analysis of audiotaped recordings from short-term pedagogical observation of an ELT lesson. The obtained results should help us better to understand the use of code-switching in authentic ELT teaching. The quantitative research is aimed to describe the use of code-switching in practice. It focuses on what factors influence the communication of teacher and learner based on code-switching in ELT classrooms within Slovak schools. It was realized through a quantitative research design with a questionnaire as a research tool intended for English language teachers. The research provides insight into the current situation in ELT. It is intended to create a view of teacher-pupil communication based on code-switching from the teachers' point of view. The research results show that teacher attitudes are one factor that significantly influences the use of code-switching in ELT classes.

## Annotations

Jméno a příjmení:	Bc. Dominika Valaská
Název katedry a fakulty:	Ústav cizích jazyků, Pedagogická fakulta
Název diplomové práce:	Jazyková alternace ve výuce anglického jazyka na druhém stupni ZŠ na Slovensku
Název diplomové práce v angličtině:	Code-switching in ELT at Slovak lower secondary school
Jméno vedoucího diplomové práce:	Mgr. Ondřej Duda
Rok obhajoby:	2023
Počet znaků:	110 919
Jazyk práce:	Angličtina
Počet titulů použité literatury:	60
Klíčová slova:	jazyková alternace, výuka anglického jazyka, slovenský jazyk, anglický jazyk, druhý stupeň ZŠ
Klíčová slova v angličtině:	Code-switching (CS), ELT, Slovak language (L1), English language (L2), lower secondary school
Anotace diplomové práce:	Tato diplomová práce se zabývá přepínáním kódů ve výuce anglického jazyka. Cílem práce je vypracovat stručný přehled literatury o změnách, které se udály ve výuce Anglického jazyka na



	<p>druhém stupni slovenských ZŠ po roce 1989. Dále popsat typy jazykové alternace, jejich funkce, limity a výhody v ELT. Jednotlivé typy přepínání kódů jsou dále identifikovány v učebnách ELT na druhém stupni vybrané slovenské ZŠ. Práce se dále zaměřuje na funkce code-switchingu a faktory, ovlivňující komunikaci učitele a žáka, založenou na přepínání kódů ve výuce Anglického jazyka v rámci slovenských škol.</p>
<p>Anotace diplomové práce v angličtině:</p>	<p>This diploma thesis deals with code-switching in English language teaching. The thesis aims to develop a brief overview of the literature on the changes in teaching the English language at the second level of Slovak elementary schools after 1989. It also describes the types of language alternation, functions, limits, and advantages in ELT classrooms. Individual types of code-switching are further identified in ELT classrooms at the second level of selected Slovak elementary schools. The work also focuses on possible functions and factors affecting teacher-pupil communication based on code-switching in ELT classrooms within Slovak schools.</p>

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# APPENDIX 1

## STRUCTURE OF THE 9<sup>th</sup> GRADE ELT LESSON

### INTRO:

(The teacher started the lesson without any notes about missing learners)

### WARM UP:

T: "*Hello, class!*... ideme si dnes zopakovať *direct and indirect speech!*" (Teacher is writing a scheme on the board to make it visually easier for pupils)

"Čo sme sa už učili minule?" (T asks and does not require an answer)

"Takže, aby sme si to aj tak vizuálne dali do pamäte ako to bude?" (T asks and does not require an answer)

"Bavili sme sa, že keď tvoríte priamu reč a dávate ju do nepriamej reči, tak čo je tam dôležité?" (T asks questions and expects an answer from learners)

L: "...že ideme o jeden čas dozadu."

T: "*Yes, perfect!*" "Pamätáš si ale ako sa mení budúci čas?" (T asks questions and expects an answer from learners)

L: "Keď máme *will*, zmení sa na *would*."

T: "Presne tak!" "Dobre, takže táto časť je iná." (T is pointing at the whiteboard) (T is pointing at the whiteboard)

"*Perfect!*" "*So, look, present sa zmení na ..?*" (T expects an answer from learners)

Ls: "*..past.*"

T: "*Exactly!*" (The end of the idea) "Aké poznáme *present tenses?*"

Ls: "*..simple a continuous.*"

T: "Super!" (T is pointing at the whiteboard)

"Pozri, preto som toto dala tak mimo, pretože aj obyčajný *past*, ktorý tiež máme ako *simple a continuous*, sa mení na *perfect*." "*Okay?*"

T: "Takže je dôležité vedieť, že *future* sa mení na *would, okay?*" "*Present na past!*"

"Takže *present simple* sa mení na *past simple*, *present continuous* sa mení na *past continuous* a ešte *present perfect* sa zmení na *past perfect*."

T: "Paťo, čo sa ti nepáči, keď sa tak mračíš?"

L: "Neviem."

## THE MAIN PART:

T: "Tak, dáme si vetu v priamej reči." (T is writing on the whiteboard)

"Takže, *I will help you, said mother.*"

L: "Toto je tá *Direct speech*?"

T: "Áno, výborne!" "Toto je veta v priamej reči, pretože tam máme úvodzovky." "Takže ideme teraz povedať presne to, čo človek povedal." "V našom prípade mama." "Nepriama je keď to chceš niekomu zreprodukovať." "Napríklad ja niečo poviem a ty to chceš potom doma reprodukovat' mame, že...mama pani učiteľka povedala že.." "Ano?" "Tak toto bude potom nepriama reč." "Je to tá istá informácia ale už zreprodukovaná." "Takže, *mother said...* mama povedala, že ona...takže *you* sa musí zmeniť na *mne*." "Ona povedala, že ona pomôže mne, takže ja ti pomôžem." "Lebo mama povedala, že mi pomôže." "*Do you agree?*" "*So far so good?*"

Ls: "Yes!"

T: "Takže ako bude vyzerat' veta?" (T expects an answer from learners)

L: "Veta bude... *She said...*"

T: "Noo, ďalej!"

L: "...*she was...*"

T: "No!" "Kto vie?"

L: "*She said, she would help me.*"

T: "Right!" "Teraz tu máme *present simple*." "*For example, I help you all the time, she says.*" "Takže, keď ideme prepisovať ako to bude vyzerat'?" "Takže, ona povedala, *she said...*"

L: "...*That.*"

T: "To *-that-* to tam môže byť, ale nemusí". "Ona povedala *-že-...to that* znamená *-že-* a to môžeme odtiaľ vyhodit', pretože nám to dáva zmysel aj bez toho *that*" "*Okay?*" "Takže ako?" "*She said...*"

L: "*I help you.*"

T: "Ale nie!" "Vieš aký je to čas?"

L: "*Present simple.*"

T: "Áno, takže ten sa predsa musí zmeniť na *-past simple*."

L: "...hm."

T: "Nooo..*she said, she helped me.*" "Tak to sme mali *simple*." "Tak teraz *continuous*." "Píšem sem, na vedľajšiu tabuľu- *for example- I am helping you, she says.*" "Ako začneme?"

L: "*She was saying...?*"

T: "Prečo?" "No, nie tak!"

Learner 1: "*She said....*"

Learner 2: "*...she was helping me.*"

T: "*Yes!*"

Learner 3: "*Easy!*"

T: "To som rada." "Teraz...písali sme písomky." "Rozdáme si ich, ty si písomku prezrieš a vrátiš mi ju na stôl!" (T is giving tests to Ls, and they are quietly viewing the results of their work)

approx. 5minutes

T: "*Now, everybody open your books page 69.*" "69, okay?" "*Exercise 3, alright?*" "*Look at the sentence number 1.*"

Ls: (opening their books)

T: "Takže, čo sa nám nepáči, keď porovnáme to, čo máme tu a to, čo je na tabuli?"

L: "Nie je tam ten istý čas?"

T: "*Yes, prečo tam nie je ten istý čas?*" "Pozri, vetu sme vždy začali s uvádzacím slovesom- *she said.*" "Prečo tuto je- *she says?*" "Hm?" "Čo sme si vraveli, keď sa nemení sloveso?" "Takže, keď tu mám *-says-* čo sa deje s tou vetou v úvodzovkách?"

L: "To zostáva tak, ako to bolo."

T: "To zostáva, ten istý čas." "Akonáhle tu máme sloveso v tvare prítomného času, tá veta zostáva rovnaká tam sa to nemení, tam nejdeme o krok dozadu, lebo je to niečo o čom sa bavíme všeobecne" "Ona hovorí, že stretáva zvyčajne Petra na ceste do školy." "Okay?" "Takže, skúsime spraviť tieto vety s tým, čo ona hovorí." "Začneme teda ako?"

Ls: "*...she says.*"

T: "Skvelé!" "Otváraj zošit a piš! (Ls are working alone)

approx. 10 minutes

T: "*Are you done?*"

Ls: "Nie!"

T: "*Be quiet and write!*" "Alex, choď si sadnúť dopredu, lebo vyrušuješ!" (T walks between the pupils and checks their work)

"Aha, tuto je chyba, oprav si to!" "Toto nemôžeš tak použiť!"

T: "Okay!" "So, hello!" "Can we start?" "Martin number 2."

L: "*She ss..*"

T: "*I am sorry...she?*"

L: "*She says...that she sometimes meets him when she goes home.*"

T: "*Very nice!*" "*Perfect!*"

L: "Prečo je tam *she*, keď v tej vete je *he*?"

T: "Pretože to je to, čo ona hovorí." "*Ruby je she.*"

L: "Aha, dobre."

T: "Next one, Samuel."

L: "*She says...she doesn't.*"

T: "*Can you speak up?*"

L: "*She says, that she doesn't normally say much to her.*"

T: "*Very nice, takže treba dávať pozor na -eská- na konci, okay?*"

T: "Ale teraz máme priamu reč a idem ju meniť na nepriamu, ale už s tým, že uvádzacie sloveso bude v minulom čase." "To jednoducho niekto povedal niekedy, včera/predvčerom, počas dňa a ty to reprodukuješ." "Takže, ideme písať!" "*Here are some things that Tim said Trudy outside.*" "Píšeme!"

(Ls are writing and asking questions to T)

approx. 5 minutes

T: "Takže, ako to bude?"

L: "*He said that...*"

T: "Hm?" "*Hey!*" "*Can you stop talking?*" "*It's your turn, come on!*"

L: "*He would tell all his friends...*"

T: "*Okay, very good!*" "*Next one!*"

L: "*She said, she would like to see her again.*"

T: "*Ema, next one!*"

L: "Hm..."

T: "*Future sa mení ako?*"

L: "*He would say...*"

T: "*Okay!*" "*Now, let's start working on your workbook. Please, exercise 3.*"

(Ls are writing)

### **THE END OF THE LESSON:**

T: "*Okay!*" "*It is the end of the lesson.*" "*Fine, ako homework dorob celé 6A!*" "*Okay?*" "*Goodbye!*"

Ls: "*Goodbye!*"

## APPENDIX 2

### STRUCTURE OF THE 8<sup>th</sup> GRADE ELT LESSON

#### INTRO:

(T started the lesson with notes about missing Ls.)

T: "Dobre." "So, guys, is anybody missing today?"

L: (responding to the teacher) "Nikola, Linda, Tereza, Kaja."

T: "Baby sú *on the toilet*?"

L: "Yes!"

T: "Okay!" "Ale bola veľká prestávka!" "Kde boli vtedy?"

Ls: (They are coming) "I am sorry!" "My sme boli na wc."

T: "Čo ste robili cez veľkú prestávku?" "Meškáte 4 minúty!"

Ls: ...(silence)

T: "Nech sa to už neopakuje na budúce, okay?"

#### WARM UP:

T: "Dobre." "Guys, open your books p. 78!" "So, we are going to revise for the class test."

L: "Pani učiteľka, ale potrebujeme ešte zošity od vás!"

T: "Ad'o!" "Be quiet!...aké zošity?"

L: "Normálne tie na *grammar*."

T: "Na *grammar* nie, ten zošit teraz nepotrebuješ!"

L: "Pani učiteľka, môžem ísť na wc?"

T: "No, Pauli v žiadnom prípade!" "Bola prestávka!"

"Okay, open your book p. 78!" " T: "Peťo, please!" "Stop that noise!" "Okay?"

"Začíname *phrasal verbs*." "Alex, please read the chart in exercise number 1."

L: (reading) "Walk away, go away, get back, pick up, sit down, look after....."

T: "Okay!" "Do you understand all the *phrasal verbs*?"

L: "Yea!"

T: "Takže všetko rozumieme, ano?" "Tak, čo je to frazálne sloveso, Peťo?"

L: "To je to s tými dvomi proste...slovami."

T: "S akými dvoma slovami?"

L: "...tie dve."

T: "*Okay*, myslíš tak, že je to sloveso plus nejaká časť alebo predložka, príslovka?"

L: "...hm, yes!"

L: "Pani učiteľka, čo je to *bend down*?"

T: "*Bend down* je...?" (T asks other learners)

L: "Zohnúť sa pre niečo."

### THE MAIN PART

T: "Áno!" "Takže ideme!" "*There are sentences and you should choose phrasal verb and use it in the past simple.*" "Takže, hľadáme frázové sloveso a dávame ho do vety v minulom čase." "Alex, *come on*, prvá veta!"

L: "*We went to the shop and we got back at half past two.*"

T: "Dobre, Saša, *next one!*"

L: "*I didn't want to argue, so I just walked away.*"

T: "*Right!*" "Takže, nechcela som sa hádať tak som odišla." "Ďalšie, Mima, *number three!*"

L: .....

T: "*Let's go!*" "Ako je minulý čas od *run*?"

L: "To je, *ran*." "*We ran out of petrol on the motorway yesterday.*"

T: "*Okay!*" "Maťko sa prestane hrať a pokračuje!" "*Number 4!*"

L: "*We got on the bus and set down.*"

T: "Takže nastúpili sme do autobusu a usadili sme sa." "Správne!" "*Peter, number 5.*"

L: "*We looked after our neighbours' cat when they went away for the weekend.*"

T: "*Good*, takže look after znamená...?"

Ls: "...postarať sa."

T: "A ako by si povedal -hľadať?"

L: "Tiež -*look after*?"

T: "Nie, look for, znamená hľadať!" "A pozrieť sa na niekoho?"

L: "*Look on?*"

T: "*Look at.*" "*Napríklad- look at me, áno?*" "*Eliška ideš, next one.!*"

L: "*I bent down and picked up a coin that was on the ground.*"

T: "*Well done!*" "*Takže guys, phrasal verbs budú na tom revision teste v piatok.*" "*Minule sme čítali článok, o čom bol?*" "*Peter, do you remember?*"

L: "*The story was about monkey and antelope.*"

T: "*Right!*" "*Takže, tie phrasal verbs, čo tam boli sú pre teba important!*" "*To si ešte pozri at home!*"

L: "*To ktoré?*"

T: "*Alex knows it!*" "*Tell us the page, Alex!*" "*Pozeraj do knihy!*"

L: "*sixty-eight*"

T: "*Yes!*" "*Takže, phrasal verbs budete vedieť aj from this article.*"

"*Dobre!*" "*Potom sme mali first conditional, teda prvú podmienku.*" "*Saša nám to vysvetlí v exercise number 4!*"

L: "*....hm...*"

T: "*Saša, if I have money I will buy a car.*" "*Takže Saša, present simple, okay?*"

L: "*Yes!*"

T: "*So, continue, cvičenie 3.*"

L: "*If you go to Las Vegas, you will have a great time.*"

T: "*Takže, if you go to Las Vegas, you will have a great time.*" (T is writing on the whiteboard) "*Okay?*"

Ls: "*Áno!*"

T: "*Ideme, exercise three.*" "*Najprv skúste nájsť obe časti tej vety v tom match cues from one to seven to a-g and make sentences starting with If- ak.*" "*Maťo začne- try!*"

L: "*If Lian leaves school, he won't get a good job.*"

T: "*Understand?*" "*Takže, Eliška pokračuje!*" "*Začíname pomocou if!*"

L: "*If you write to Melanie she will give you good advice.*"

T: "*Dobre!*" "*Alex, number 4.*"

L: "*If you don't protect your password, people will read your e-mails.*"

T: "*Prosím vás zatvorte to okno!*" "*Okay, thank you!*" "*Alex, repeat it please!*"

L: "*If you don't protect your passport, people will read your e-mails.*"

T: "*Good!*" "*Ešte raz to zopakujte Miša!*" "*Ako bola prvá časť vety?*"

L: "*If you doesn't protect ...*"

T: "Yes!" "A keby tam bolo *he....?*"

L: "Tak tam bude *doesn't*."

T: "*Well done!*" "*Glen, did you catch it?*" "Skús sedmičku!" "Keď budeš hovoriť klamstvá, ľudia ti nebudú veriť." "*If you tell lies, people won't trust you.*"

L: ....

T: "Takže *If* je *present simple*." "*If you tell lies people won't trust you.*" "Takže, v druhej časti vety musí byť *future*." "Jasné?" "Okay!" "A teraz sa vrátíme k dvojke." "Máme *if clause*, teda podmienkovú vetu." "Ale sme si povedali, že miesto *if* môžeme použiť aj aké *time clauses*...?"

L: "*As soon as, when, after, before, while.*"

T: "Takže, zostávame pri prvej podmienke." "Miesto *if* môžeš dať aj inú časovú príslovku." "A čo sa zmení v tej vete..?"

L: "Nothing."

T: "Takže, nič sa nemení." "Ako keby si mal *if* ale miesto toho tam dáš inú príslovku času". "Takže, za *as soon as, while, when*, bude aký tvar slovesa?"

L: "*Present simple.*"

T: "A v druhej časti bude *future, will or won't*." "Takže ideme písať prvú vetu." "Alex nám povie prvú vetu."

(Ls are writing)

L: "I will phone you after Sarah arrives."

T: "Hej!" "Prvá časť vety, pamätám si- *I will phone*." "Maťo, skúsi ďalšiu vetu!" "Ideš!"

L: "*Before we have dinner, I will have a shower.*"

T: "Takže po *before* ide prítomný čas a v druhej časti vety využívam *future*." "Vidíš tam tú *time clause*?" "Next one, Peťo!"

L: "*We will wait while Tara gets the tickets.*"

T: "Správne!" "Posledné čo sme mali bolo čo?" "Pamätáš si *infinitive of purpose*?" "Teda, keď robím niečo za nejakým účelom tak používam to *-to-*." "*I went to the shop to buy something.*" "*Do you remember?*" "Skúste ceruzkou do knižky písať." "Najprv zistíme meno a čo bude robiť." "Tie frázy čo tam máme budeme dávať do minulého času a zistíme len ten dôvod prečo." "Takže idem robiť *listening*."

(Ls are listening)

*Listening: "Page 68 ex. 4a."* "One." "Can I help you?" "Yes!" "Can I have this pen please?"

T: "Okay?" "So, he went to the shops for what reason?"

Ls: "To buy a pen."



T: "Number two."

*Listening: "Can you let the dog out, please Mark?" "Okay!" "Hey, boy!"*

(T stops the recording)

T: "Vie niekto?" "Tak skús, Maťo celú vetu!"

L: "*He opened the door to let the dog out.*"

*Listening: "Hey, Zoe!" "Would you like to come to my party on Saturday?" "It's.... "*

T: "Eliška!"

L: "It's?"

L: "*She emailed Zoe to invite her to the party.*"

T: "Okay" "Number 4."

*Listening: "Hi, is there a sport centre?"*

T: "Čo myslíš, ako to bude?"

L: "*Does he pick up the phone?*"

T: "Yes, takže čo urobil?"

L: "*He picked up the phone to call to the sport centre.*"

T: "Stíhaš?" "Teraz ideš ty Filip!" "Listen carefully!"

*Listening: "Could we have the tickets to London, please?"*

T: "Takže, akú vetu robíme?" "Minulý čas." "Ona to už urobila takže *she...picked!*"

L: "*She went to the station to buy tickets to London.*"

T: "Okay, ideme ďalej!" "Number six, Max!"

*Listening: "Hm, I fancy to drink a lemonade."*

T: "Did you catch it?" "Počul si Peťo?"

L: "*Max opened the fridge to get a drink.*"

T: "Yeah, good!"

*Listening: "I'm tired. I think I'll have a rest."*

T: "I'm tired." "I think I'll have a rest." "Heder set down to have a rest." "Okay, now the last one."

*Listening: "Now, is time for my favourite programme."*

T: "*It's time for my favourite programme, Maťo.*"

L: "*He switched on the TV to watch his favourite programme.*"

T: "Dobre!" "Všetci chápu?" "Tak teraz otvorite si *workbooks page 62!*" "Takže, máme *phrasal verbs* a skúsime samostatne vypracovať *exercise 1!*" "Daj pozor v akom tvare bude to *phrasal verb!*"

(T controls Ls' work)

### **THE END OF THE LESSON:**

T: "*Guys, ešte si poznač!*" "*Homework, strana 62.*"

T: "*Goodbye!*"

Ls: "*Goodbye!*"

## **APPENDIX 3**

### **STRUCTURE OF THE 6<sup>th</sup> GRADE ELT LESSON**

#### **INTRO:**

(The lesson starts without notes about missing Ls. T is explaining the assignments for the test)

#### **THE MAIN PART:**

T: "*Prepare yourself for your test!*"

Ls: "*Počkajte prosím!*"

T: "*Okay!*"

T: "*Let's have a look...exercise 1.*" "*Okay?*" "*You are going to listen about a day in the life of a young actor.*" "*Answer the questions.*" "*Okay?*" "*Just answer the question.*" "*You do not need to write down the whole sentence.*" "*Okay?*" "*Just answer the question and that's it.*"

(T switches on the recording)

T: "*Can you hear it, Maty?*"

L: "*Yes, I can.*"

T: "*So, are you ready?*"

Ls: "*Yes!*"

T: "*Concentrate please!*"

(Ls are listening the recording twice in a row)

T: "Okay!" "Let's go through the test." "Exercise number 2." "You are going to answer the questions." "Okay?" "That's it." "Exercise 3, you are going to write down whole sentences." "Okay?" "Exercise 4, you are going to write down only adverbs, just adverbs and that's it." "5, whole sentences." "Okay?" "6, only words, 7, you are going to match types of films to the pictures, you are going to write down only, for example 1-C, 2-B, okay?" "And so on." "And exercise 9, you are going to write down only missing words." "Is it clear?" "Yes or No?"

Ls: "Yes!"

T: "Let's start!"

Learner 1: "Pani učiteľka, takže v druhom cvičení musím písať celé vety?"

T: "Just answer, Victor." "I mean, only one word." "Follow the example, please!"

L: "Okay!" "Thank you!"

Learner 2: "Pani učiteľka, a v tej trojke tam stačí doplniť iba to čo nám tam chýba?"

T: "V trojke treba whole sentence!"

L: "Okay!"

(Test for 30minutes)

T: "Are you finished, Martin?"

L: "Yes!"

T: "Guys, if you finished please prepare for your extensive reading, okay?"

T: "Who is still working?" "Peter and Ela?"

Ls: "Áno!"

T: "Okay!" "You can start to read your extensive reading, okay?" "We have 12 minutes for that."

(Approximately 12-15 minutes time of silence for reading part)

After that, almost all students returned the completed tests. One student is still writing.

### **THE END OF THE LESSON:**

T: "Ela, koľko máš ešte toho?" "Lebo budeme končiť!"

L: "Už končím, iba si kontrolujem."

T: "Okay, then!" "The rest of you have a break." "Thanks, see you on Monday."

Ls: "Bye!"

## APPENDIX 4

### STRUCTURE OF THE 7<sup>th</sup> GRADE ELT LESSON

#### INTRO:

(The lesson starts without notes about missing Ls)

T: "*How are you guys?*"

Learner A: "*Fine!*"

Learner B: "*Tired!*"

T: "*Today's conversation lesson will focus on giving advice.*" "*So, what are we going to do?*" (T does not require any answer). "*Budeme dávať rady našim spolužiakom, ktorí budú mať nejaký problém.*" "*Hneď si to vysvetlíme a ukážem vám examples.*"

#### THE MAIN PART:

Teacher: "*Let's make groups or pairs...it will be better.*" "*Who doesn't have a pair?*"

Ls: "*Aneta nemá.*"

T: "*Okay, Anetka, sit next to Matúš!*" "*You will be together, fine?*" "*Now, I'll give you the pictures!*" "*You each get one.*" "*You just look at it and you don't do anything.*" "*All right?*"

Ls: "*Okay!*"

(T distributes pictures to the learners.)

T: "*Now, you all have pictures with some...let say problems.*" "*Right?*" "*And my question is- What's wrong?*"

Learner 1: "*Je jej zima?*"

T: "*You mean number 3?*" "*Yes, you are right!*" "*She feels cold.*" "*What about next picture?*" "*Number 2, John, tell us!*"

L: "*Hm, neviem ako to mám povedať.*" "*She or he is full?*"

T: "*Right!*" "*For example -He feels sick.*" "*Okay!*" "*What about number 4 Lucy?*"

L: "*Thirsty?*"

Teacher: "*Right!*" "*He is thirsty.*" "*And the last one-can anyone tell?*"

L: "*Ja si myslím, že- he feels tired.*"

T: "*Okay, fine!*"

(Teacher is writing on the board -What's wrong?)

T: "Aké sú ďalšie spôsoby?" "Ako sa môžeme spýtať, keď chceme vedieť, aký je problém?" "Máme -*What's wrong?*- a ďalšie...?"

L: "What's up?"

T: "Yes!" "Or?"

L: "What's the matter?"

T: "Right!"

*(Teacher is writing on the board the other mentioned options)*

T: "Okay, so we asked...*What's up?*" "Takže očakávame odpoveď." "Ako to máme vo vzore?" "Anička, *read the example!*"

L: "My wrist hurts."

T: "Áno, takže už vieme -*what's the problem?*-"

T: "And now is time for giving advice." "Spomeňte si ako to budeme robiť!" "Aké modálne sloveso použijeme?"

L: "Should."

T: "Exactly!" "Použijeme *should* alebo *shouldn't*." "So, Peter *read the example!*"

L: "Well, you *shouldn't* play tennis today."

T: "Yes!" "She hurts her wrist, so the advice is that she should not play tennis today." "Right!" "Now, look at other pictures and in pairs create a dialogue." "Then write it into your exercise book."

*(15 minutes time for dialogues)*

T: "David and Oliver, *come to the blackboard!*" "Vyberte si dva obrázky a predved'te nám váš rozhovor!"

Learner A: "Hello, *What's up?*"

Learner B: "I've got *nothing to do.*"

Learner A: "Well, you should give one of your friends a ring."

T: "Fine!" "Now change!"

Learner B: "Hello, *What's the matter?*"

Learner A: "I'm *thirsty.*"

Learner B: "Well, you should have something to drink."

Learner A: "Have a drink!" "It is for you!"

Learner: "Thank you!"

T: "Well done!" "And now, Lili and Lenka" "Come on girls!"

Learner C: "Hi, What's wrong?"

Learner D: "I'm full and I feel sick."

Learner C: "Well, you should not eat so much."

Learner D: "I know."

T: "Okay!" "Fine girls!" "Was it difficult for you?"

Ls: "No!"

T: "Okay, so let's continue with board game in pairs for practicing sentences with should/should not."

(T hands out papers with dices and stick figures for the board game)

T: "You know, it plays like Ludo- teda Človeče nehnevaj sa."

L: "Yes, we know."

T: "Look!" "Instructions are there." "So, first, roll the dice and then go with your stick figure and read the problem shown in the square and give advice using should and should not. Does everyone understand?"

Ls: "Yes!"

L: "My tomu nerozumieme!"

T: "Girls, čomu nerozumiete?"

L: "Ako budeme tvoriť tie vety."

T: "Pozri!" "Máme tu rôzne vety a našou úlohou je postupne k nim vytvárať vhodné advice." "Např. I feel stressed." "Akú radu by si mi mohla dať, aby som sa necítila tak v strese?"

L: "Např. viacej cvičiť?"

T: "Môže byť." "Takže, for example- you should exercise more!" "Do you understand?"

L: "Ahá, dobre ďakujem!"

T: "You are welcome!" "Try to play the board game on your own."

(T monitors the 15 minutes work of learners)

### **THE END OF THE LESSON:**

T: "Please, note the homework, workbook page 52." "You will complete the words in the text according to the article in the textbook."

T: "Now it is time to finish." "Thank you, pupils, see you on Friday!" "Have a nice day!"

Ls: "Bye!"

## APENDIX 5

### Questionnaire

Dear teachers,

Thank you for participating in this research to reveal the factors that, from the teachers' point of view, most often influence teacher and learner communication based on code-switching in ELT classes at Slovak lower secondary schools. We assume from experience that the use of the Slovak language in ELT is permitted and commonly used in Slovak schools.

The questionnaire is intended for all English language teachers teaching at Slovak lower secondary schools.

This research will serve as a basis for my diploma thesis only.

\*Code-switching (CS) means switching between two different codes (languages) within a single utterance or conversation. This phenomenon is usually used in English language teaching (ELT) classrooms when we switch from our mother tongue (L1) to a foreign language (L2) and vice versa. Pupils and teachers should be allowed to use their mother tongue in some instances to help them communicate more fluently.

1. How many years of experience do you have in (ELT) English language teaching?

*Označte iba jednu elipsu.*

- 0-2 years  
 3-5 years  
 6 or more years

2. To what extent do you use the Slovak language in your ELT lessons?

*Označte iba jednu elipsu.*

- 1      2      3      4      5
- 
- almost never                  very often
-

3. To what extent do you use the English language in your ELT lessons?

*Označte iba jednu elipsu.*

	1	2	3	4	5	
almost never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very often

4. To what extent do your pupils use the Slovak language in your ELT lessons?

*Označte iba jednu elipsu.*

	1	2	3	4	5	
almost never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very often

5. To what extent do your pupils use the English language in your ELT lessons?

*Označte iba jednu elipsu.*

	1	2	3	4	5	
almost never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very often

6. Which language do you use more often in your ELT classes?

*Označte iba jednu elipsu.*

- Slovak language  
 English language

7. Which language do your learners use more often in your ELT lessons?

*Označte iba jednu elipsu.*

- Slovak language  
 English language



8. What is your level of communication in English?

*Označte iba jednu elipsu.*

- Beginner (A1)
- Pre-intermediate (A2)
- Intermediate (B1)
- Upper-intermediate (B2)
- Advanced (C1)
- Mastery (C2)
- other

9. What should be the level of communication in English, your learners should reached? (Think of some group of learners you teach regularly)

*Začiarknite všetky vyhovujúce možnosti.*

- Beginner (A1)
- Pre-intermediate (A2)
- Intermediate (B1)
- Upper-intermediate (B2)
- Advanced (C1)
- other

10. What is the actual level of communication in English of your learners? (Think of some group of learners you teach regularly)

*Začiarknite všetky vyhovujúce možnosti.*

- Beginner (A1)
- Pre-intermediate (A2)
- Intermediate (B1)
- Upper-intermediate (B2)
- Advanced (C1)
- other

11. I am satisfied with how often I use the English language in my ELT lessons

*Označte iba jednu elipsu.*

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absolutely agree

12. I am forced to switch to the Slovak language due to my learners. \*

*Označte iba jednu elipsu.*

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absolutely agree

13. If I could, I would use "only English language" for the whole time of my ELT lessons.

*Označte iba jednu elipsu.*

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absolutely agree

14. I think it is better for my learners, to allow them to switch to their mother tongue.

*Označte iba jednu elipsu.*

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absolutely agree

15. Mark as best suited to the overall switching ratio of the Slovak and English language in your ELT classes

*Označte iba jednu elipsu.*

- 20% (English) 80% (Slovak)
- 80% (English) 20% (Slovak)
- 10% (English) 90% (Slovak)
- 90% (English) 10% (Slovak)
- 30% (English) 70% (Slovak)
- 70% (English) 30% (Slovak)
- 40% (English) 60% (Slovak)
- 60% (English) 40% (Slovak)
- 50% (English) 50% (Slovak)

16. What do you think are the main reasons for your code-switching from the English to the Slovak language in your ELT lessons?

*Začiarknite všetky vyhovujúce možnosti.*

- insufficient English vocabulary
- explanation of grammar rules
- explanation of the tasks
- error reporting
- making sure pupils understand
- supplementing important information and facts
- motivating students
- empathy
- maintaining discipline
- Iné: \_\_\_\_\_

17. What do you think are the main reasons pupils use code-switching from the English to the Slovak language in your ELT classes?

*Začiarknite všetky vyhovujúce možnosti.*

- insufficient English vocabulary
- ignorance of certain English words in a sentence
- insufficient control of group work
- because it is allowed to use L1
- fear of mistakes
- Iné: \_\_\_\_\_

18. Choose the situations when you (as a teacher) or your learners use "only English language"

*Začiarknite všetky vyhovujúce možnosti.*

- Greetings
- Instructions
- Testing/Examinations
- Explaining the new vocabulary/grammar
- Chatting
- Motivating learners
- Repeating important points
- Maintaining discipline
- Warm up activities
- Explaining ideas
- Iné: \_\_\_\_\_

19. Choose the situations when you (as a teacher) or your learners use "only Slovak language"

*Začiarknite všetky vyhovujúce možnosti.*

- Greetings
- Instructions
- Testing/Examinations
- Explaining the new vocabulary/grammar
- Chatting
- Asking questions
- Repeating important points
- Maintaining discipline
- Warm up activities
- Explaining ideas
- Motivating learners
- Adding the emphasis
- Iné: \_\_\_\_\_

20. In terms of fluency, how disruptive is code-switching for you

	1	2	3	4	5	
not disruptive at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very disturbing

21. How useful is code-switching for you? \*

*Označte iba jednu elipsu.*

	1	2	3	4	5	
not useful at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very useful

22. How often do you realise that you are moving from one language to another during a conversation?

*Označte iba jednu elipsu.*

	1	2	3	4	5	
never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	always

23. When you (as a teacher) switch between languages, it is usually for...

*Začiarknite všetky vyhovujúce možnosti.*

- a whole sentence
- a clause
- a complete phrase
- just a few words
- Iné: \_\_\_\_\_

24. When your pupils switch between languages, it is usually for...

*Začiarknite všetky vyhovujúce možnosti.*

- a whole sentence
- a clause
- a complete phrase
- just a few words
- Iné: \_\_\_\_\_

25. Choose a code-switching example that is the most likely to occur in your ELT lessons.

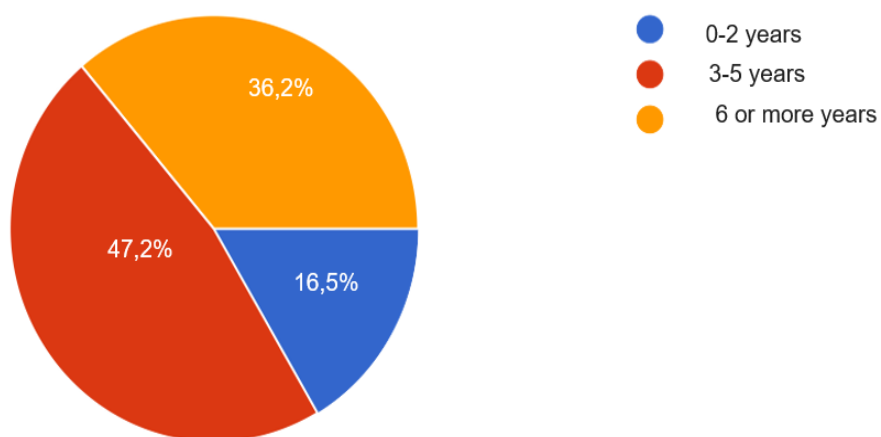
*Začiarknite všetky vyhovujúce možnosti.*

- "Postavíme sa!" "Good Morning pupils!..."
- "Miško, pozorne read the assignment..."
- "Make pairs, Hanka bude s Katkou..."
- "Open your book p. 64 exercise 4, Ján prečíta prvú vetu..."
- "Dobre, sit down..."
- "Nina, come here a pís na tabuľu..."
- "Daj si pozor, aby to bolo correct."
- none of them
- Iné: \_\_\_\_\_

## APENDIX 6

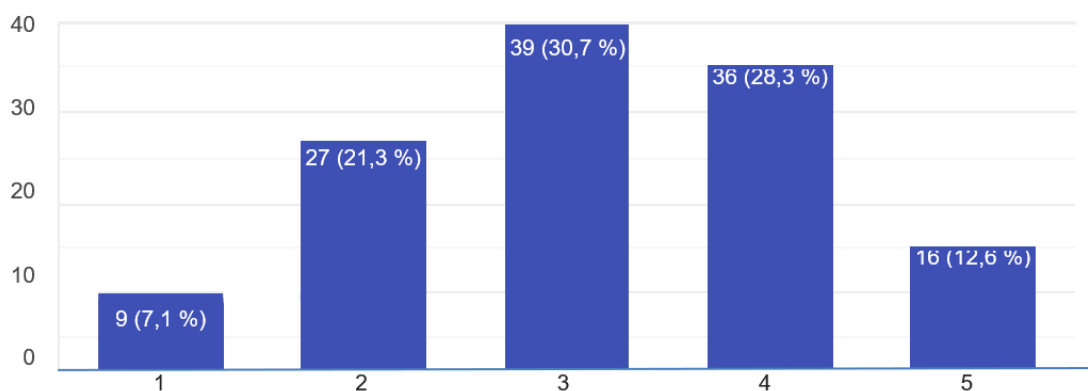
### Questionnaire results

1. How many years of experience in ELT (English language teaching) do you have?



Graph 1 Years of teachers' experience in ELT

2. To what extent do you use the Slovak language in your ELT lessons?

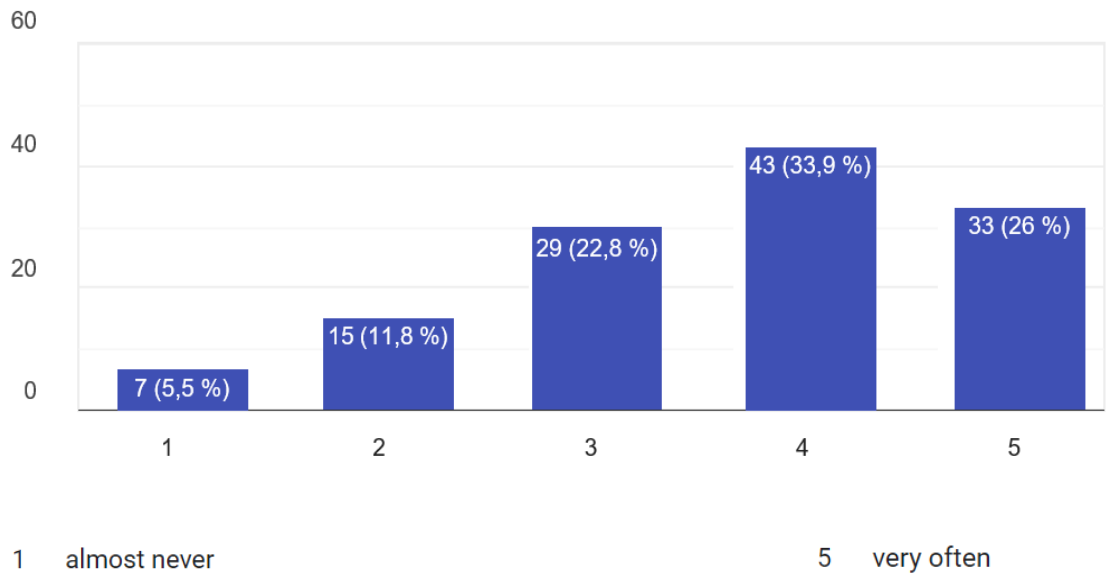


Graph 2 Teacher and Slovak language in ELT

1 almost never

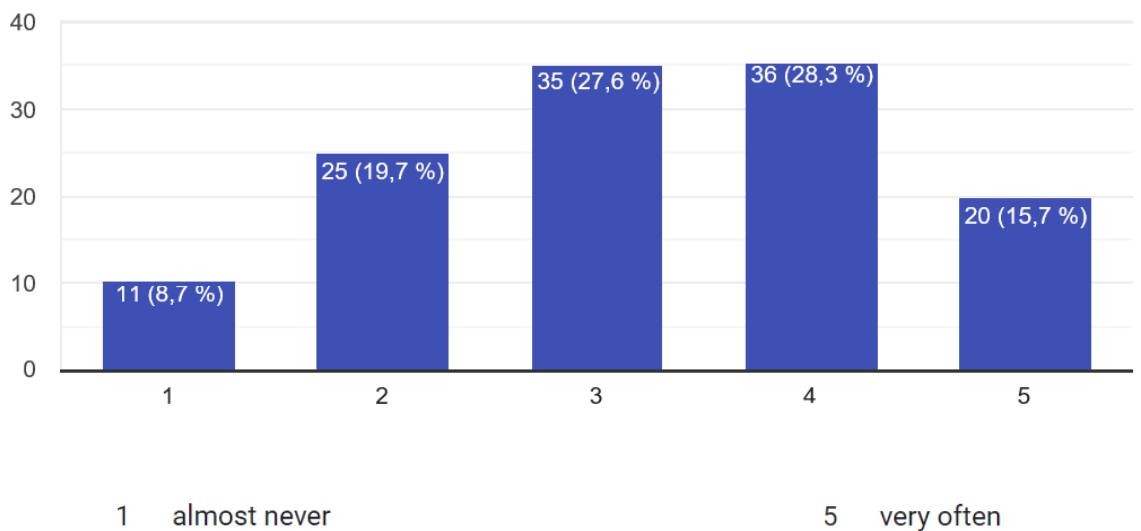
5 very often

3. To what extent do you use the English language in your ELT lessons?



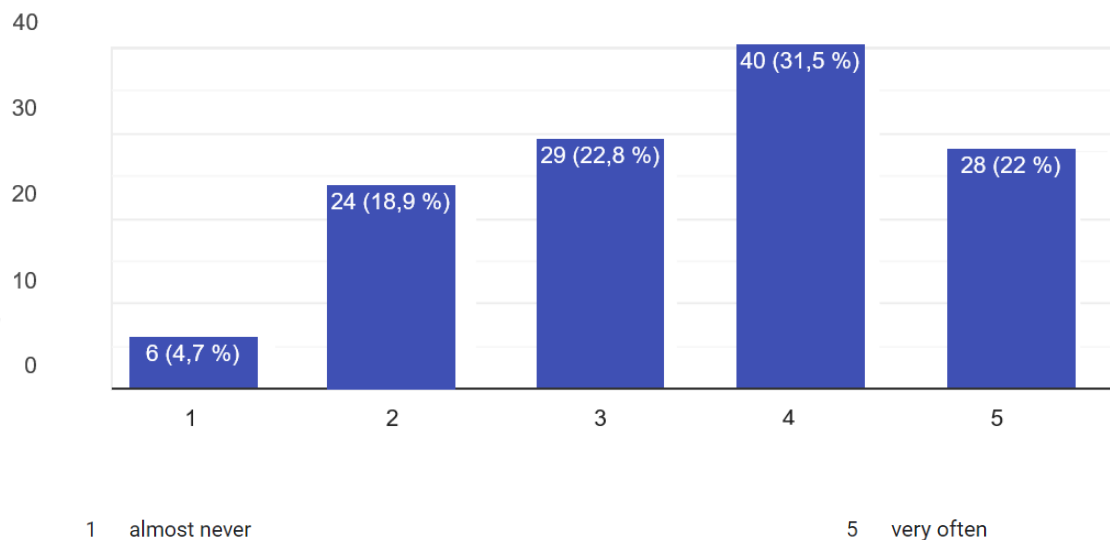
Graph 3 Teacher and English language in ELT

4. To what extent do your pupils use the Slovak language in your ELT lessons?



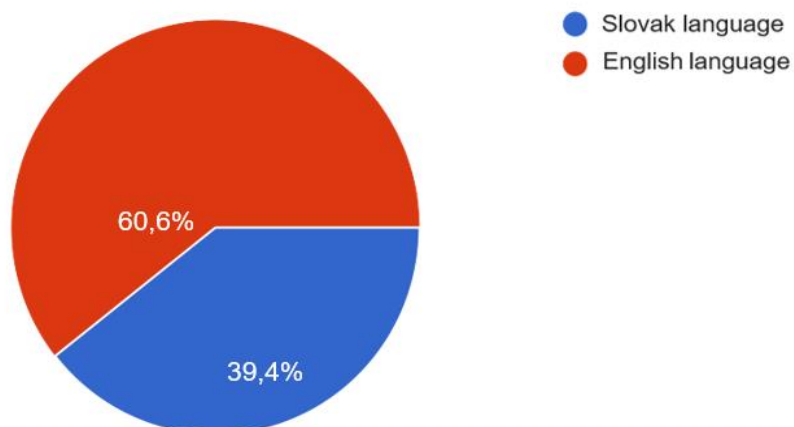
Graph 4 Pupils and Slovak language in ELT

5. To what extent do your pupils use the English language in your ELT lessons?



Graph 5 Pupils and English language in ELT

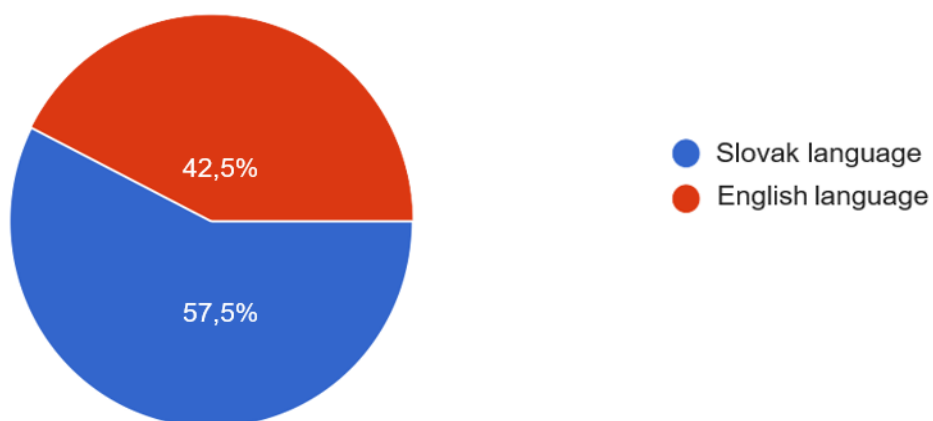
6. Which language do you use more often in your ELT lesson?



Graph 6 Teachers and languages in ELT

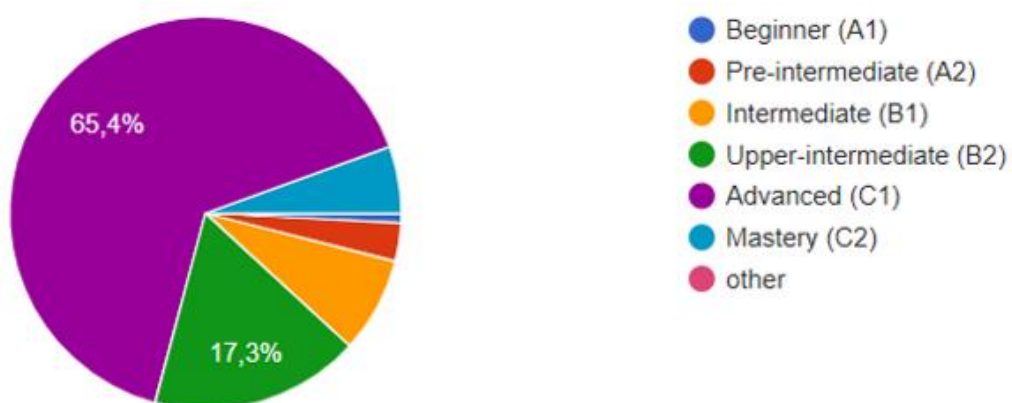


7. Which language do your Ls use more often in your ELT lessons?



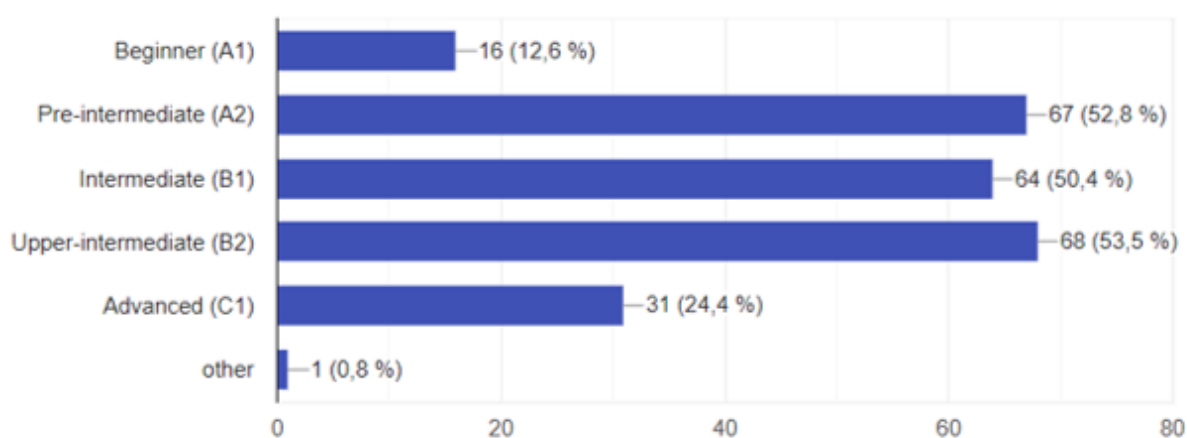
Graph 7 Pupils and languages in ELT

8. What is your level of communication in English?



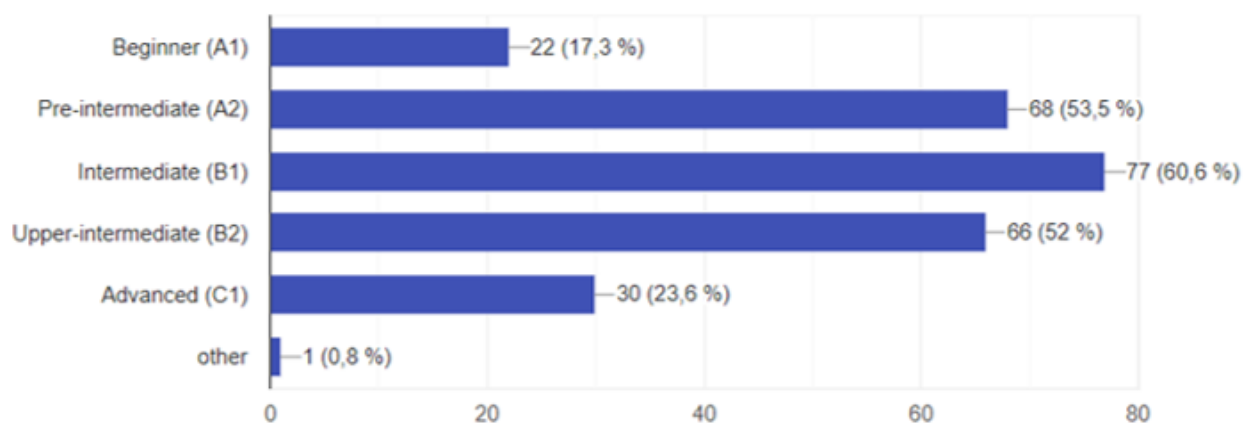
Graph 8 Teachers and their level of communication

9. What should be the level of communication in EN, your Ls should reach?



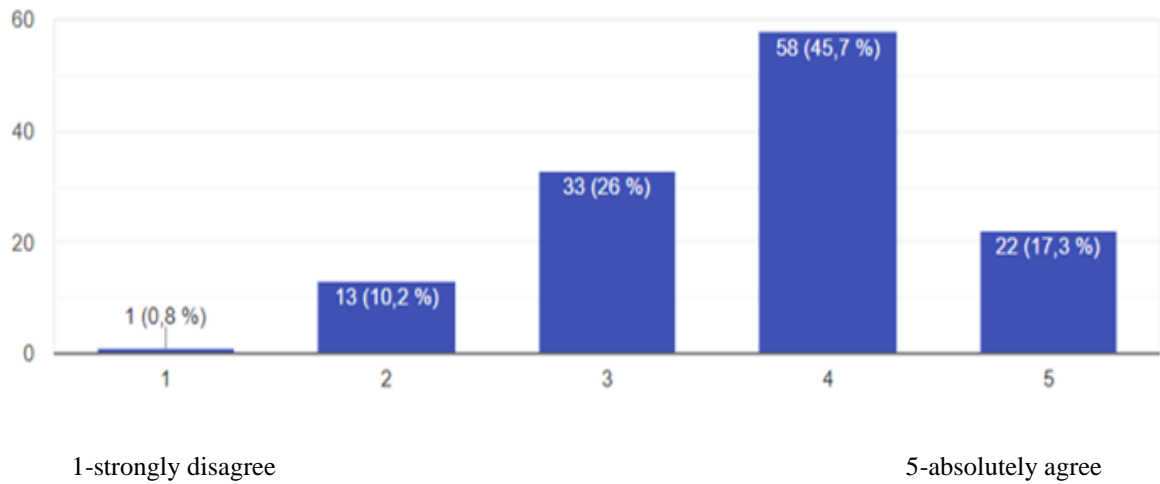
Graph 9 Learners and their expected level of communication

10. What is the actual level of communication in English of your Ls? (Think of some group of Ls you teach regularly)



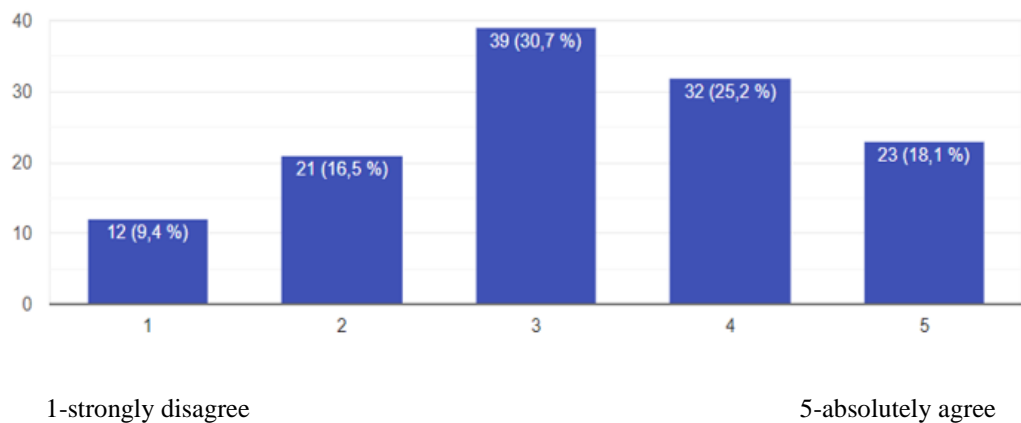
Graph 10 Learners and their actual level of communication

11. I am satisfied with how often I use the English language in my ELT lessons. (Do you agree with this statement?)



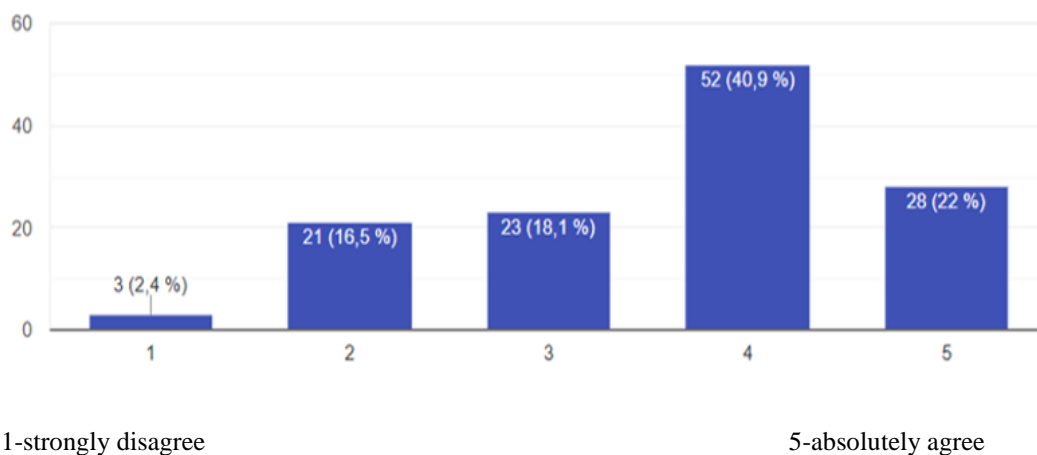
Graph 11 Teachers and their satisfaction with using English in ELT lesson

12. I am forced to switch to the Slovak language due to my Ls. (Do you agree with this statement?)



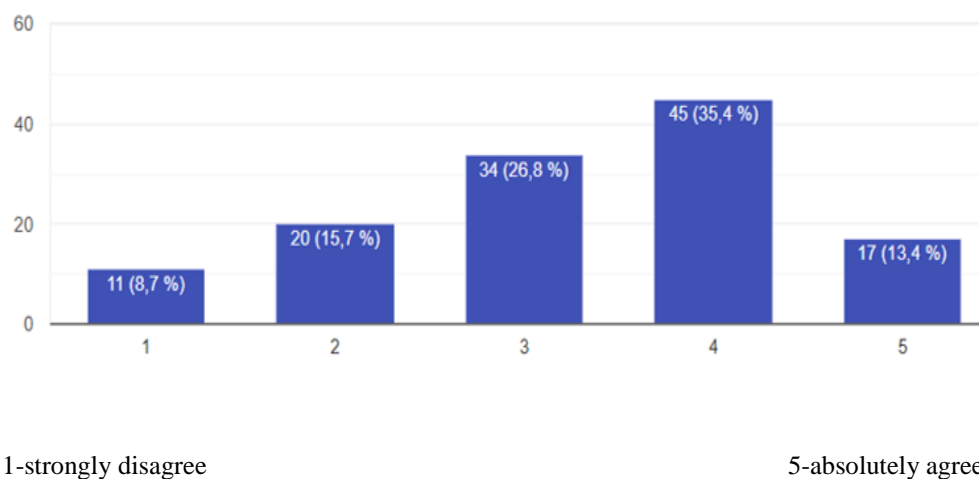
Graph 12 Teachers and their view of pupils in using language

13. *If I could, I would use “only EN lang.” for the whole time of my ELT lessons.  
(Do you agree with this statement?)*



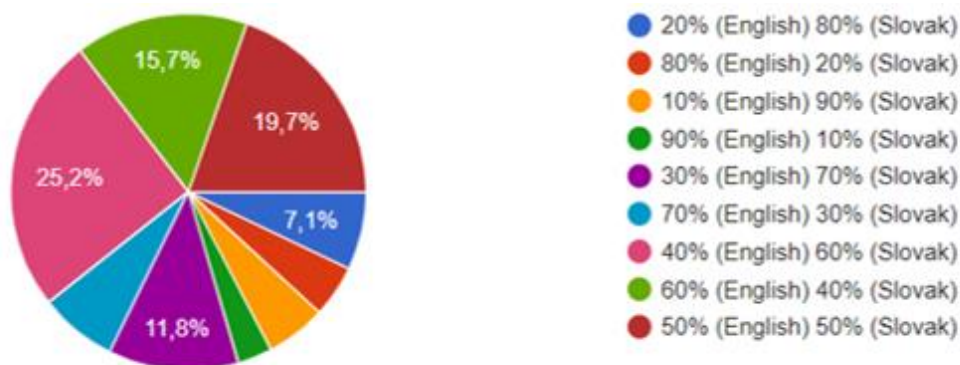
*Graph 13 Teachers and their view on using English language for the whole time of the lesson*

14. *I think it is better for my Ls, to allow them to switch to their mother tongue.  
(Do you agree with this statement?)*



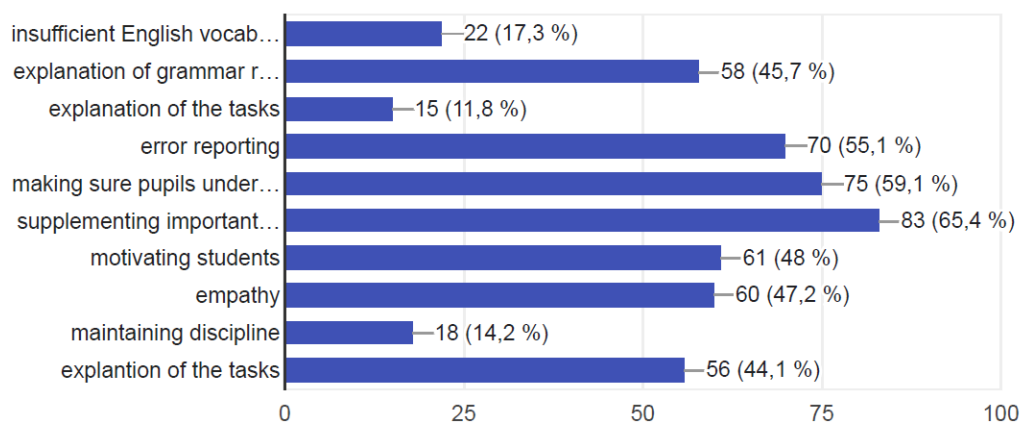
*Graph 14 Teachers and their view of pupils in using mother tongue*

15. Mark as the best suited to the overall switching ratio of the Slovak and English lang. in your ELT classes.



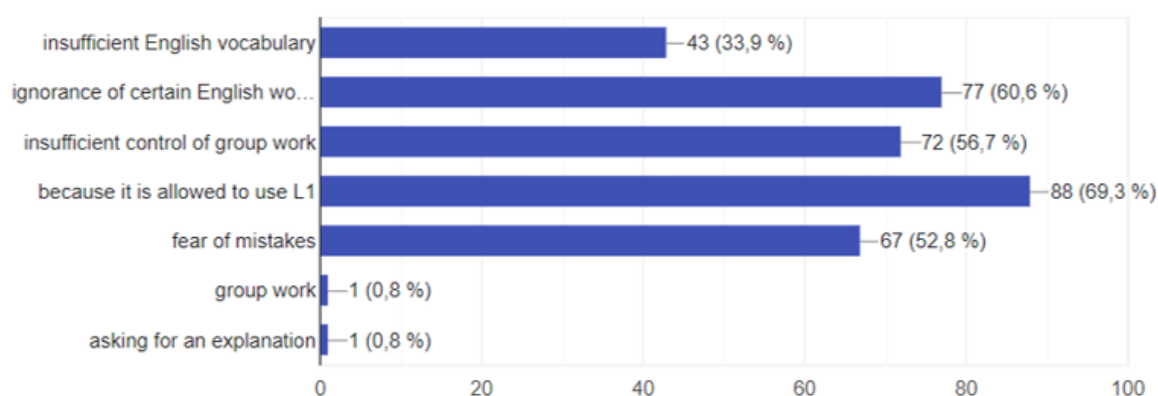
Graph 15 Switching ratio of Slovak and English language

16. What do you think are the main reasons for your CS from the English to the Slovak language in your ELT lessons?



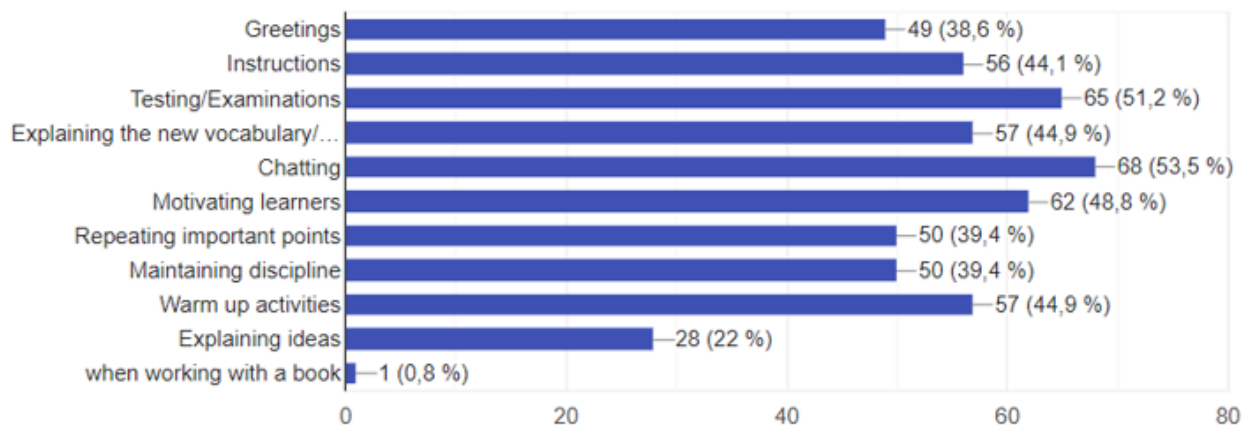
Graph 16 Teachers and reasons for their code-switching from English to the Slovak language

17. What do you think are the main reasons pupils use CS from the EN to the Slovak?



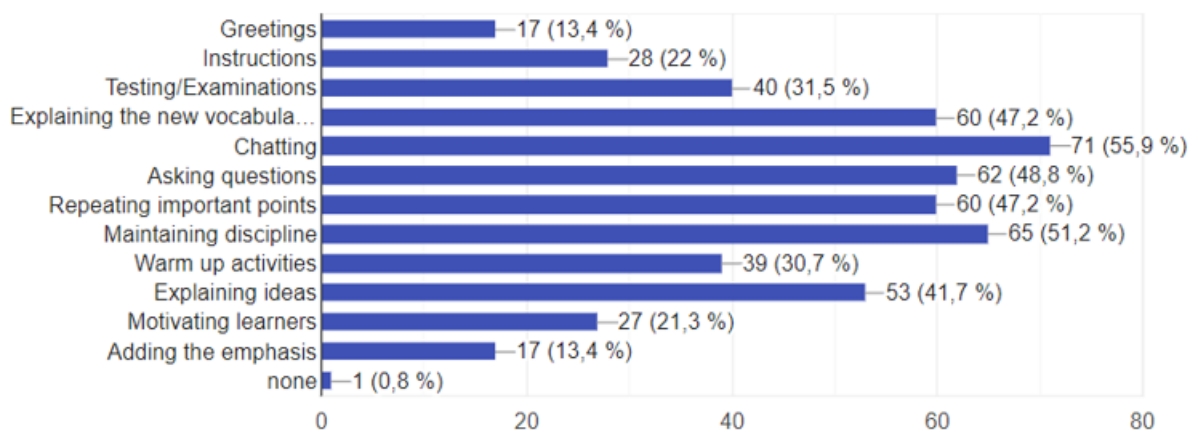
Graph 17 Pupils and reasons for their CS from L2 to L1

18. Choose the situations when you (as a teacher) or your Ls use "only EN lang."



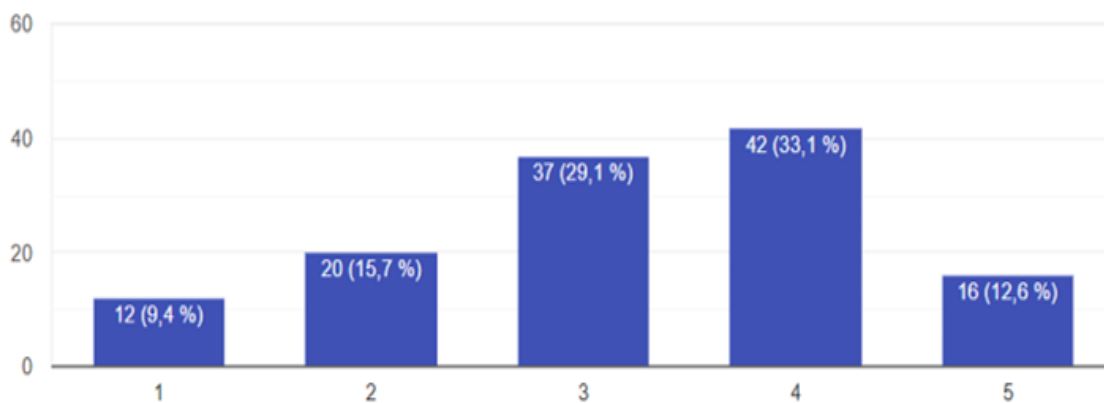
Graph 18 Teachers and pupils in situations using "only EN lang."

19. Choose the situations when you and your Ls use "only Slovak lang."



Graph 19 Teachers and pupils in situations when using "only Slovak lang."

20. In terms of fluency, how disruptive is CS for you?

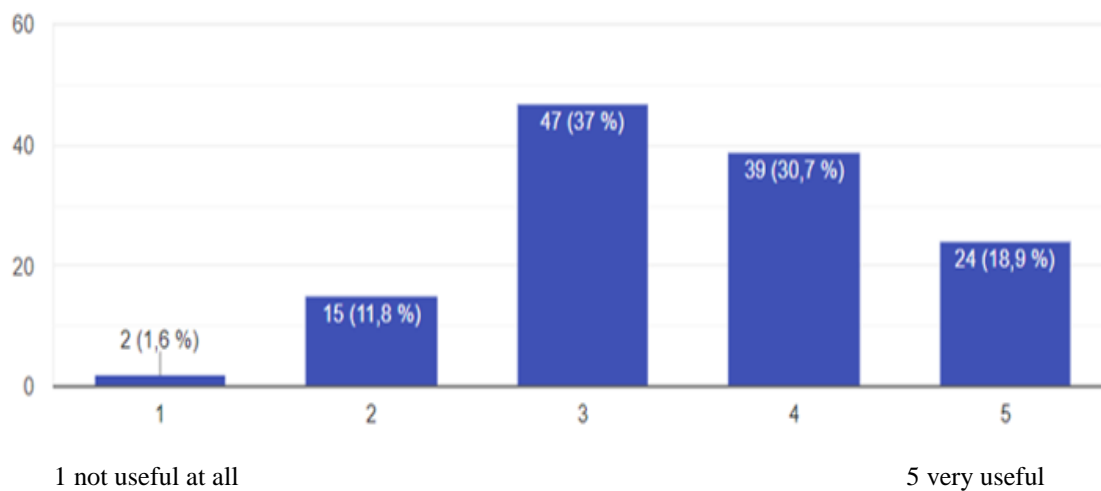


1-not disruptive at all

5-very disruptive

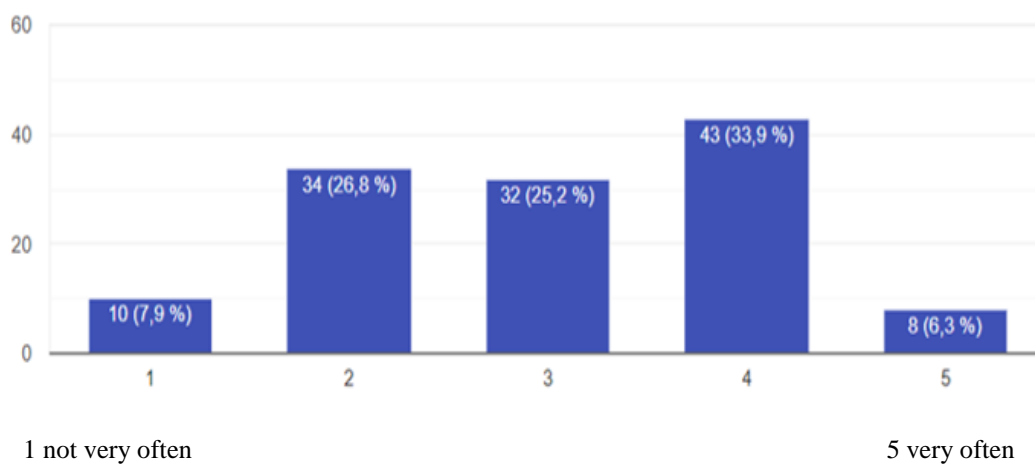
Graph 20 Disruption and CS

21. How useful is CS for you?



Graph 21 Usefulness of CS

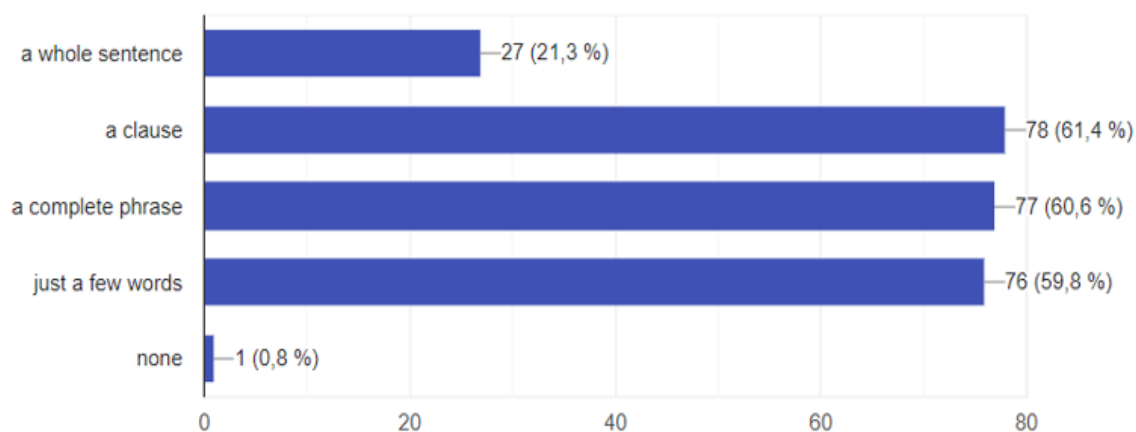
22. How often do you realise that you are moving from one language to another during a conversation?



Graph 22 Awareness of CS

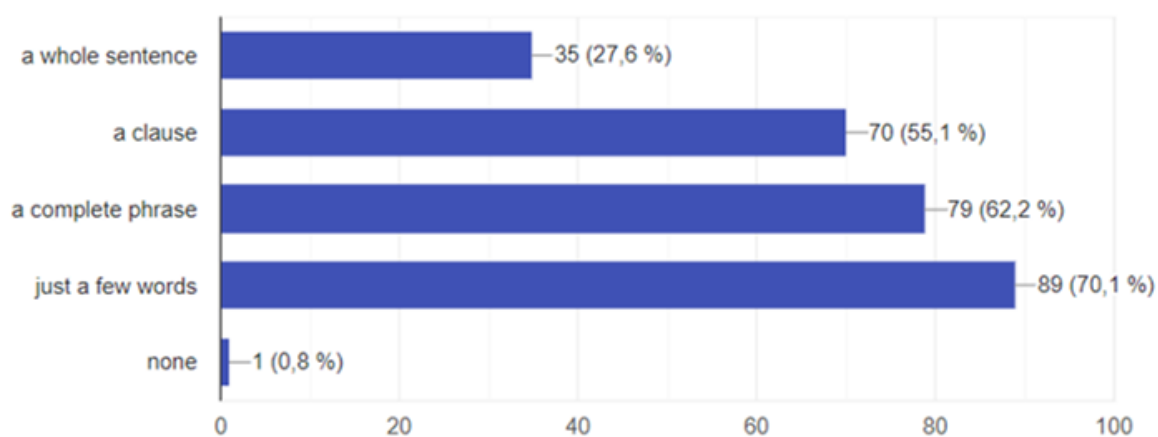


23. When you (as a teacher) switch between languages, it is usually for...



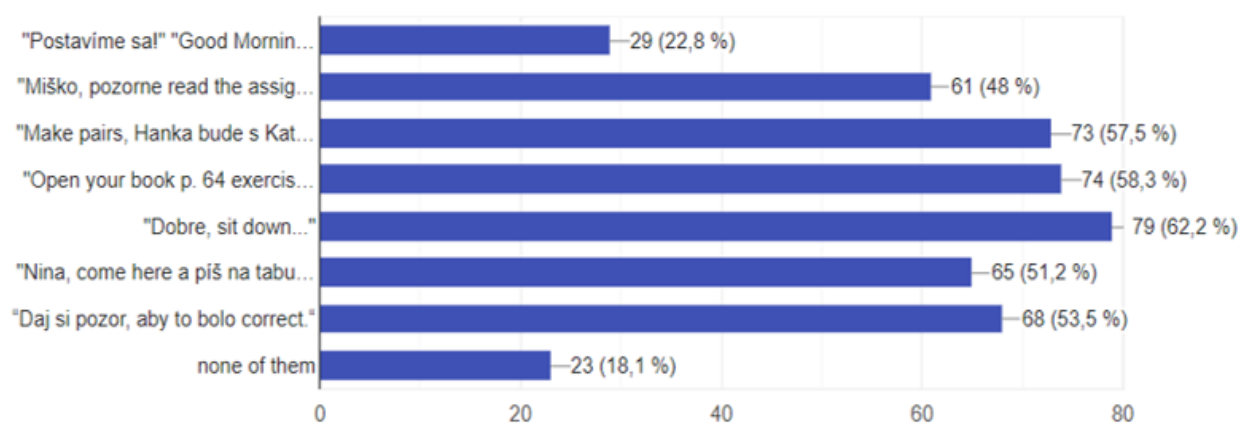
Graph 23 Teachers and the purpose of CS

24. When your pupils switch between languages, it is usually for...



Graph 24 Pupils and the purpose of CS

25. Choose CS example that is the most likely to occur in your ELT lessons.



Graph 25 Occurrence of CS