



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“CODE-SWITCHING AS A TECHNIQUE FOR
ENHANCING ENGLISH VOCABULARY”**
RESEARCH PROJECT

As a prerequisite to obtain a:
**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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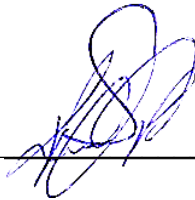
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Advisor's Approval

In my role as Advisor of the research paper under the title Advantages **“Code-switching as a Technique for Enhancing English Vocabulary”** prepared by **Gonzabay Flores Karen Valeria** and **Medina Chanalata Roselyn Nohelia**, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

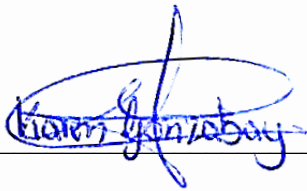


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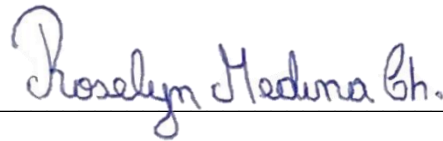
Statement of Authorship

We, Gonzabay Flores Karen Valeria, with ID number 2450303215, and Medina Chanalata Roselyn Nohelia, with ID number 0928236124, undergraduate students from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in our role as authors of the research project "CODE-SWITCHING AS A TECHNIQUE FOR ENHANCING ENGLISH VOCABULARY" certify that this study work is our authorship, except for quotes, statements, and reflections in the research paper.



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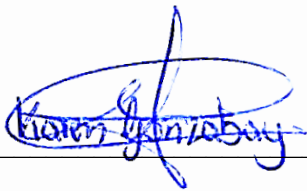


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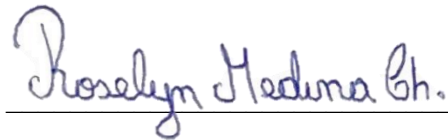
Declaration

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Dedication

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Ultimately, I dedicate this achievement to myself for being a resilient woman, for having the courage to keep trying every day and never giving up in the face of difficulties. Although only my name appears on the cover, this achievement is not just mine; it belongs to all of you, because behind every step I have taken there has always been your love, effort and unconditional support. Without you, none of this would have been possible.

-With love, Karen Gonzabay.

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-With love, Roselyn Medina.

Abstract

Vocabulary acquisition has been identified as a fundamental component of English language learning due to its contribution to the development of communicative competence. However, in English as a Foreign Language (EFL) teaching context, teachers often face difficulties in helping students understand, retain, and use new vocabulary effectively. In this regard, code-switching, defined as the alternation between the first language (L1) and the target language (L2), has generated interest as a pedagogical technique capable of facilitating vocabulary instruction and promoting learning. Therefore, the objective of this research was to analyze how English teachers from the major of Pedagogy of National and Foreign Languages at the Universidad Estatal Península de Santa Elena (UPSE) perceive the use of code-switching as a technique for teaching vocabulary in EFL classrooms. The methodology employed in this study followed a qualitative approach with a phenomenological design. Semi-structured interviews were conducted as the data collection technique with five English teachers who usually use code-switching in their teaching practice. The data revealed that teachers perceive code-switching as a useful technique that facilitates vocabulary comprehension and retention, reduces anxiety, and fosters student participation and confidence. However, they also emphasized the need to use it strategically to prevent students from becoming dependent on translation and to ensure sufficient exposure to English.

KEY WORDS: Code-switching, Vocabulary Learning, English as a Foreign Language (EFL), Teaching Technique, Linguistic Scaffolding.

Resumen

El aprendizaje del vocabulario constituye un componente esencial en la adquisición del idioma inglés y desempeña un papel crucial en el desarrollo de la competencia comunicativa. No obstante, en la enseñanza de inglés como Lengua Extranjera (EFL), usualmente los docentes encuentran dificultades para lograr que los estudiantes comprendan, retengan y usen nuevo vocabulario de manera efectiva. En ese sentido, el code-switching, entendido como la alternancia entre la lengua materna (L1) y la lengua meta (L2), ha despertado interés como una técnica pedagógica capaz de facilitar la enseñanza del vocabulario y favorecer el aprendizaje. Por lo tanto, el objetivo de esta investigación fue analizar cómo los docentes de inglés de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Estatal Península de Santa Elena (UPSE) perciben el uso del code-switching como técnica para la enseñanza del vocabulario en aulas EFL. En cuanto a la metodología, este estudio tiene un enfoque cualitativo con diseño fenomenológico. Como técnica de recolección de datos se aplicaron entrevistas semiestructuradas a cinco docentes de inglés, quienes utilizan regularmente el code-switching en su práctica pedagógica. Los resultados muestran que los docentes consideran el code-switching como una técnica útil: agiliza la comprensión y retención de léxico nuevo, disminuye la ansiedad y fomenta la participación y confianza de los estudiantes. No obstante, se señaló la necesidad de usarlo de forma estratégica para evitar que los alumnos generen dependencia de la traducción y se garantice la exposición al inglés.

PALABRAS CLAVES: Cambio de código, Aprendizaje de vocabulario, Inglés como lengua extranjera (EFL), Técnica de enseñanza, Andamiaje lingüístico.

INDEX

Advisor's Approval.....	2
Statement of Authorship	3
Declaration.....	4
BOARD OF EXAMINERS	5
Acknowledgment	6
Acknowledgment	7
Dedication	8
Dedication	9
Abstract.....	10
Resumen.....	11
Introduction.....	16
Chapter I.....	18
The Problem.....	18
Research Topic	18
Title	18
Problem Statement	18
Problem Question.....	20
General Question.....	20

Specific Questions.....	20
General Objective.....	20
Specific Objectives.....	21
Justification	21
Chapter II	23
Theoretical Framework.....	23
Background	23
International Background	23
Latin American Background.....	25
National Background.....	26
Pedagogical Basis.....	27
Sociocultural Theory	27
Cognitive Load Theory.....	28
Translanguaging Pedagogy.....	29
Communicative Language Teaching	29
Theoretical Basis.....	30
Code-switching.....	30
English as a Foreign Language (EFL).....	31
Scaffolding.....	32
Legal Basis	32

Chapter III	35
Methodological Framework.....	35
Qualitative Method.....	35
Type of Research	35
Phenomenological Study	35
Data Collection Techniques.....	36
Population and Sample.....	38
Chapter IV	40
Analysis of Findings	40
Brief Explanation of the Findings.	40
Chapter V	52
Conclusions and Recommendations	52
Conclusion.....	52
Recommendations	54
References.....	56
Annexes.....	62
Annex A. Certified Anti-Plagiarism.....	62
Annexes B. Interview guide for teachers.....	64
Annex C. Interview of Teachers via Zoom	65

Table 1 Data Collection Processing	38
Table 2 Analysis of the Interviewees' Perceptions (PINE English teachers at UPSE) regarding to the use of code-switching in vocabulary teaching.....	46
Table 3 Analysis of the Interviewees' Perceptions (PINE English teachers at UPSE) regarding to the use of code-switching in vocabulary teaching.....	48
Table 4 Analysis of the Interviewees' Perceptions (PINE English teachers at UPSE) regarding to the use of code-switching in vocabulary teaching.....	50

Introduction

Vocabulary is an essential element in language acquisition, as it plays a fundamental role in communication. However, in Ecuador today, the process of teaching and learning English vocabulary remains a challenge due to teachers' reliance on traditional methods, as well as limited exposure to the language. This is reflected in the difficulties students face in understanding, retaining, and using words in real-life communication contexts.

In this context, code-switching is defined as the alternating use of the mother tongue (L1) and the target language (L2) during the teaching and learning process, is presented as a useful technique that can facilitate vocabulary comprehension, reduce anxiety and improve student participation in EFL classrooms.

Globally, various studies have analyzed code-switching in English language teaching, finding that it improves vocabulary comprehension and participation while reducing student anxiety. However, they also caution that its excessive use may limit exposure to English and affect the development of communicative competence. These studies, presented within the theoretical framework, provide academic support for the present study.

This study employs a qualitative approach with a phenomenological design, which seeks to analyze the perceptions of English teachers from the major of Pedagogy of National and Foreign Languages at UPSE regarding the use of code-switching in the teaching of vocabulary in English as a Foreign Language (EFL). Semi-structured interviews were used as the data collection technique, as they allow for a deeper understanding of the role of code-switching.

Based on teachers' experiences and perceptions, this study aim is to identify how this technique contributes to the learning process, as well as its possible limitations in the development of communicative competence. In this way, the analysis will enable reflection on

the appropriateness of its use in the classroom and how it may support vocabulary instruction and vocabulary learning in EFL classrooms, considering both the pedagogical benefits and the challenges involved in its application to the teaching of English as a Foreign Language.

Chapter I

The Problem

Research Topic

Teaching strategy and vocabulary learning

Title

Code-switching as a Technique for Enhancing English Vocabulary

Problem Statement

Teaching English vocabulary effectively in EFL classrooms presents significant challenges for teachers, as vocabulary acquisition is a fundamental component of language learning that contributes to students' linguistic competence and confidence. Nation (2001) noted that learning and understanding new words is not limited solely to memorization but involves knowing their forms, their meanings, and how to use them in different contexts (Paredes et al., 2024). However, teachers usually have difficulty helping students reach this level of vocabulary proficiency.

In the Ecuadorian context, teaching English has presented several challenges. Although English proficiency is increasingly regarded as an important academic and professional competency in globalized contexts, the situation in Ecuador is a cause for concern, as the country has one of the lowest levels of English proficiency in the world (Sempertegui, 2022). Among the challenges faced by teachers is the prevalence of traditional methods, which focus on rote learning rather than meaningful interaction. As a result, students often struggle to use vocabulary in real-life communicative situations, and teachers find it difficult to foster communicative competence.

Furthermore, the constant use of traditional teaching methods can negatively affect classroom dynamics. When vocabulary teaching lacks meaningful context and opportunities for real interaction, teachers often notice a decline in students' interest and motivation, as they tend to perceive learning as monotonous, complex, and irrelevant (Valencia & Dominguez, 2025). Therefore, educators face the need to explore alternative instructional techniques.

Due to these pedagogical challenges, it is important to explore teachers' perspectives on innovative techniques that can support vocabulary instruction. One useful technique that supports vocabulary teaching is code-switching, which refers to alternating between two or more languages or dialects within a single conversation, especially within educational contexts. This is a valuable pedagogical resource; as teachers in bilingual or multilingual classrooms usually use it to facilitate understanding and engagement among students. This practice enables them to overcome linguistic gaps and make learning more accessible (Kipchoge, 2024).

Although the traditional EFL teaching paradigm has long advocated for a monolingual approach, minimizing or prohibiting the use of the learners' first language (L1) based on the belief that it interferes with target language development (Cook, 2001), contemporary perspectives argue that, when used strategically, code-switching can facilitate understanding, manage classroom interactions, and scaffold complex concepts (Ferguson, 2003). For vocabulary acquisition, it can help bridge the gap between familiar concepts in the L1 and unfamiliar equivalents in the L2, thereby reducing the cognitive load and facilitating comprehension (Murtianda et al., 2025).

However, little is known about how English teachers perceive the use of code-switching as a pedagogical tool for vocabulary instruction. Understanding these perceptions is essential, as teachers' beliefs and attitudes directly influence their classroom practices. Therefore, the overall

aim of this study is to analyze how English teachers from the major of Pedagogy of National and Foreign Languages at UPSE perceive the use of code-switching as a technique for teaching English vocabulary in EFL classrooms. Specifically, this research seeks to explore teachers' perceptions regarding the advantages and limitations of using code-switching and to identify how they use it during lessons to introduce and explain new words. Understanding these perspectives may contribute to the development of more contextualized and meaningful vocabulary teaching practices from the standpoint of those who implement them daily: the teachers.

Problem Question

General Question

- How do PINE English teachers at UPSE perceive the use of code-switching as a technique for teaching English vocabulary in EFL classrooms?

Specific Questions

- What are EFL teachers' perceptions regarding the benefits of using code-switching to teach English vocabulary?
- How is code-switching used by teachers during English classes to present and explain new vocabulary?
- What are teachers' perceptions regarding the role of code-switching in students' understanding and retention of English vocabulary?

General Objective

- To analyze how PINE English teachers at UPSE perceive the use of code-switching as a technique for teaching English vocabulary in EFL classrooms.

Specific Objectives

- To explore EFL teachers' perceptions about the benefits of using code-switching as a technique to teach English vocabulary.
- To identify how teachers use code-switching during English classes to present and explain new vocabulary.
- To analyze teachers' perceptions regarding the role of code-switching in students' understanding and retention of English vocabulary.

Justification

This research arises from the increasing interest in understanding the teaching techniques used by English teachers in EFL classrooms, especially those that facilitate vocabulary instruction. Vocabulary teaching is a fundamental component of English as a foreign language learning, and teachers often face challenges when explaining new lexical items to learners, particularly when there is limited proficiency in English. In fact, in many EFL contexts, vocabulary instruction continues to depend on traditional approaches based on mechanical memorization and repetition, which may not always provide meaningful learning experiences.

In this regard, it is important to explore teaching techniques that teachers usually employ to make vocabulary instruction more accessible and effective. One of these techniques is code-switching, which teachers frequently use in classroom practices to enhance student understanding or when quoting something. Additionally, code-switching can also be a technique through which students can communicate and participate actively in classroom interactions. For instance, when students experience lexical gaps or they do not know a specific word in English, they may switch the code into the L1 and express their ideas accurately.

From the perspective of previous research, code-switching offers several advantages because students can reduce their fear of making mistakes or being criticized by teachers and classmates, thus encouraging greater participation in classroom activities. In other words, it can be said that code-switching can help to increase students' participation during classroom interaction and reduce their anxiety when speaking (Taufiq et al., 2022). Although the findings of this qualitative study do not aim to measure these effects directly, it seeks to analyze how PINE English teachers at UPSE perceive the use of code-switching as a technique for teaching vocabulary in EFL classrooms.

Finally, this research not only benefits teachers by introducing code-switching as a vocabulary teaching technique to consider and implement in EFL classrooms, but it also benefits students indirectly by contributing to teaching practices that can help them develop a more solid, comprehensible, and meaningful understanding of English vocabulary in real-life contexts. Consequently, this study may also contribute to discussions about classroom practices and pedagogical decision-making related to vocabulary instruction.

Chapter II

Theoretical Framework

Background

Vocabulary is an essential component of communicative competence and directly affects learners' ability to understand and produce language. However, many learners struggle to learn and retain new words because traditional methods do not always stimulate memory, let alone motivation to learn a new language. In fact, many researchers and educators have been led to rethink common assumptions about how vocabulary really should be taught in English as a foreign language (EFL) classroom. In that sense, the use of the students' mother tongue (L1) during instruction is one of the most debated practices, because it is an approach that traditionally has been discouraged by monolingual perspectives for fear of interfering with the development of the target language.

Contrary to this assumption, current classroom observations reveal that both teachers and learners naturally switch between languages using a natural linguistic phenomenon known as code-switching, which is used while they guide the teaching and learning process. Consequently, it has gradually begun to be viewed not as a pedagogical weakness, but as a potential technique that facilitate comprehension, reduce cognitive load, and make vocabulary learning more meaningful (Afila et al., 2026)

International Background

In the international context, many researchers have explored the role of code-switching as a technique for supporting English vocabulary learning in EFL classrooms, showing proven results within the lessons, the findings of which reveal very promising expectations of its use. A study conducted in South Africa by Vilakazi et al. (2024), published in the *Journal of Baltic*

Science Education, showed that both teachers and students notice code-switching in Life Sciences lessons as a tool that facilitates the understanding of different words and concepts, as well as promotes active participation and increases the level of instruction within the classroom. However, it was emphasized that code-switching must be balanced, because its incorrect implementation could negatively affect the development of skills in the language of instruction.

On the other hand, Nrayan (2023) conducted a study about the use of code-switching in Fijian higher education classrooms, revealed that the most common reason for its use was just for clarification, followed by ease of expression, instruction, and translation, while linguistic proficiency was the least frequently cited reason. This indicated that academics use code-switching primarily to facilitate understanding then building rapport, perceiving it as an effective teaching technique that fosters a supportive classroom environment rather than an obstacle.

Similarly, a study by Wang and Rahman (2025) on the use of code-switching in university English classrooms in Yunnan Province, China, found that code-switching, in addition to being used primarily to clarify complex concepts, is also employed to manage the classroom and reduce students' anxiety. Teachers recognize its benefits for participation. However, they fear that its excessive use limits exposure to English and affects communicative competence, highlighting the importance of the strategic use of code-switching and the need for teacher training.

To conclude, the international research findings point out that code-switching can serve as a helpful teaching resource in EFL classrooms, as it enhances comprehension, fosters active participation, and significantly reduces student anxiety. However, excessive use of this technique may critically limit the expected exposure to the target language, consequently preventing students from the correct development of their communicative competence. Therefore, code-

switching should be used strategically and in a balanced way along with traditional instruction to contribute to a meaningful, supportive learning environment. Ultimately, teacher training remains essential to maximize its benefits without compromising language development.

Latin American Background

In Mexico, Monroy (2022) concluded that code-switching can be a useful tool within EFL classrooms only if it is applied properly because it enhances understanding, reduces anxiety, and creates a more comfortable learning environment. Although the positive benefits observed in this study about the code-switching technique, it is worth mentioning that excessive overuse may seriously compromise students' development in the target language, affecting their proficiency, thus its use should be moderate.

Moreover, a study conducted at the University of Panama stated that teachers view code-switching as a supportive technique which may facilitate understanding and communication in English classes, especially in those contexts where proficiency levels are really low. Indeed, when it is used in a planned and moderate manner, it helps to clarify content, reinforce explanations, and foster interaction. Nevertheless, they also expressed concerns about constant dependency of this technique because when it is used continuously, it can create uncertainty or interference in the target language, thereby it is important to use it strategically (Arona & Diaz, 2023).

To summarize, research conducted in both Mexico and Panama agree that code-switching can serve as a useful technique within EFL classrooms due to its ability to reduce students' anxiety and clarify complex content. However, its excessive use can lead to undesired results since it not only risks students' long-term proficiency but also creates a serious dependency on the mother tongue. Therefore, the code-switching technique should be used with moderation and

designed strategically with the purpose of complementing the teaching of the target language rather than replacing it.

National Background

In Ecuador, a study about Cognitive, Affective, and Ideological Responses to Code-Switching demonstrated that code-switching improves socio-emotional well-being and cognitive comprehension among students but does not influence their preference for exclusive English immersion, as beliefs about immersion are determined by ideologies such as native-speakerism and the prestige of English, which remain stable despite the emotional and cognitive benefits of bilingual pedagogies (Mendoza & Sanmartin, 2025). These findings are relevant for improving vocabulary learning because greater socio-emotional understanding and stability, such as reduced student anxiety, create favorable conditions for students to feel confident in expressing themselves participating during the classes, thereby enhancing the acquisition and retention of new lexical items in the EFL classroom.

Similarly, Maldonado (2023) found that code-switching serves as a scaffold technique for developing English speaking skill because it could support the learning process, notably at initial levels thus enabling learners to contrast their first language (L1) with the target language. In that sense, the incorporation of this technique not only facilitates vocabulary acquisition and comprehension but also fosters students' confidence and active participation. Despite the fact, the study is focused on speaking skills, the findings are relevant to the present research because the use of code-switching mainly supports students' learning and understanding of new English vocabulary, playing an essential role in their ability to communicate properly.

Additionally, Robles and Velastegui (2025) revealed that excessive use of code-switching limits students' participation and confidence, affecting their progress in developing English

communicative skills. However, they indicated that when it is used strategically, it can facilitate the understanding of difficult concepts and foster motivation, especially through digital activities. With this in mind, the findings are relevant and related to this study because vocabulary learning requires comprehension and active participation. Moreover, the authors also recommend strengthening teacher training and including technological resources to ensure the effective use of the code-switching technique in EFL classrooms.

In summary, the studies conducted in Ecuador indicate that code-switching can precisely facilitate important elements such as comprehension, anxiety reduction, and support the learning of new vocabulary, notably during early stages of the EFL learning process. Nevertheless, its excessive use may limit the development of communicative skills since it hinders the exposure to the target language which compromises the learner's ability to process English naturally without relying on constant translation. For this reason, it is essential to understand teachers' perceptions about code-switching with the intention of determining whether this technique can be applied effectively to support vocabulary learning without replacing meaningful exposure to English.

Pedagogical Basis

Sociocultural Theory

The sociocultural theory of Vygotsky (1978) emphasizes that learning and cognitive development occur through social interaction, language use, and cultural exchange. According to this perspective, knowledge is not passively acquired but actively constructed through collaboration and communication with others, especially in social settings where meaning is shared. The sociocultural theory considers language as the most important ability that plays an important role in the development of cognitive skills, as it enables people to participate in social interactions that promote their intellectual growth. In this theory, the teacher acts as a guide and

mediator, going beyond simply transferring knowledge. The teacher supports and gradually fosters the student's autonomy, in that way, students can take responsibility for their own learning in a process called the zone of proximal development (Tinapay et al., 2022).

In the context of this study, sociocultural theory supports the use of code-switching as a mediating tool that allows teachers to guide students from familiar linguistic knowledge in their L1 toward the acquisition of new vocabulary in English as an L2. Through this mediation, students can collaboratively construct meaning, reduce anxiety, and increase participation, which directly addresses the limited vocabulary retention.

Cognitive Load Theory

According to Sweller (1988), the Cognitive Load Theory emphasizes that the learning process is limited by the processing capacity of working memory. It also remarks that effective instruction should be designed considering the amount of cognitive load that tasks impose on students, aiming to reduce unnecessary load to facilitate the acquisition of new knowledge and schemas. This approach highlights the importance of organizing information and activities in a way that does not exceed the student's cognitive capacity, helping them learn, retain, and recall content more easily. It also promotes the use of teaching techniques that facilitate learning by optimizing information processing more efficiently, thus allowing students to focus on understanding and applying concepts without being limited by cognitive overload.

In relation to this theory, code-switching can reduce students' cognitive load by using the first language to clarify meanings and instructions, thereby facilitating the learning and retention of English vocabulary, as it enables them to process and store words more effectively without overloading their working memory.

Translanguaging Pedagogy

Translanguaging theory posits that speakers combine and use their linguistic resources in a flexible and dynamic manner within social interaction, transcending socially constructed language boundaries to create meaning and identity. These practices involve the multi-semiotic and multimodal use of linguistic and semiotic resources and enable individuals to adapt to different communicative contexts (Wei, 2018). Unlike code-switching, which involves switching between one language and another during a conversation, translanguaging involves the simultaneous and flexible use of all the linguistic resources of both languages. In other words, both languages work together as part of a single, integrated linguistic system to facilitate learning and comprehension.

In the vocabulary learning process, both approaches promote comprehension. However, translanguaging encourages the flexible use of all linguistic resources, enabling students to connect prior knowledge with new knowledge, thereby enhancing their learning. In that sense, translanguaging provides a theoretical basis for code-switching as a natural and dynamic practice that draws on students' entire linguistic repertoire, rather than viewing the use of L1 as an interference. This perspective recognizes that switching between L1 and L2 helps learners build stronger lexical connections, activate prior knowledge, and construct meaning more effectively.

Communicative Language Teaching

Communicative Language Teaching (CLT) is a method that focuses on developing communicative competence and the real use of language in context rather than memorizing structures. CLT strengthens students' ability to spontaneously produce and retain vocabulary, as they learn words through exposure and direct communication with a defined purpose and collaborative activities. In this approach, the teacher acts as a facilitator who guides, organizes

activities, and provides linguistic support, while the student takes on an active role by participating in real and collaborative exchanges. CLT continues to be widely used in modern classrooms because it promotes interaction, participation, and meaningful language production (Asrul & Dahlan, 2022).

From this perspective, CLT supports code-switching as a strategic tool to maintain meaningful communication and active participation while students are still developing their lexical repertoire. Rather than interrupting the communicative flow when learners cannot find a specific word in English, code-switching allows them to continue participating in interactions.

Theoretical Basis

Code-switching

Code-switching is a linguistic practice that involves alternating between different languages or dialects during a conversation, in which speakers switch between languages depending on the conversational context. This phenomenon was coined by the sociolinguist Einar Haugen & Uriel Weinreich (1954), frequently occurs among bilinguals or multilinguals speakers when a shared language proves insufficient due to differences in levels of linguistic competence (Benson, 2023).

In the field of education, the definitions or functions of code-switching in English as a Foreign Language (EFL), refers to teachers and students switching between their Native Language (L1) and English (L2) during instructional activities. This practice helps facilitate understanding, clarifying complex concepts, and creating a more supportive and engaging learning environment, especially for learners who have varying levels of proficiency in the target language (Hazaymeh, 2022).

Teaching Technique

Teaching technique refers to a specific or structured sequence and design of learning activities, serving as an essential model for creating effective learning experiences to achieve educational goals. A clear understanding of the characteristics of these techniques enables the selection of the most appropriate approaches for specific learning contexts and objectives (Müller, 2025, p. 53).

Vocabulary Learning

Vocabulary is a fundamental part of a language, and it is defined as all words and phrases existing in a language. According to Wilkins (1972), vocabulary is each word that is well-known and understood. That could be acquired through speaking, reading, listening, or daily life activities. Enhancing vocabulary learning is a crucial part of language acquisition that requires trying different techniques, tools, and activities and must be consistent in order to achieve results and attain language proficiency and, therefore, confidence. Vocabulary learning is not just about memorizing and gaining knowledge about words, but also about learning patterns or sequences of words; that is, understanding their forms, their meaning, and how to use them in various contexts (Tobar et al., 2024).

English as a Foreign Language (EFL)

EFL refers to English instruction delivered to learners who live in countries where English is not the primary language spoken. It is not just a geographic label; it describes a specific learning environment where students have little or no daily contact with English beyond the class. That is, that students depend on the classroom as the primary source of meaningful English input, which raises the stakes for every lesson. EFL teaching emphasizes engagement, speaking, and real-life tasks due to limited exposure to outside exposure. This context shapes

everything how a teacher plans lessons, which methods use and what qualifications employers expect (TEFL Institute, 2026).

Scaffolding

In 1976, researchers David Wood, Gail Ross, & Jerome Bruner coined the term “scaffolding” in a report titled *The Role of Tutoring in Problem Solving*, although this term has its roots in Lev Vygotsky’s Theory of the Zone of Proximal Development (Fernandez, 2024). Linguistic scaffolding is a teaching strategy that involves providing temporary support to pupils to facilitate their learning. The teacher’s role is to offer help, which is gradually withdrawn as the pupil becomes more independent. Its theoretical basis lies in Vygotsky’s Zone of Proximal Development, which distinguishes between what a student can do alone, what they can do with help, and what they cannot yet do. Scaffolding operates in that intermediate space: it supports the student so that they can carry out tasks they are not yet able to tackle independently, thereby developing new skills (Universidad Internacional de Andalucia, 2025).

Legal Basis

Considering the identified problem of limited English vocabulary acquisition among Ecuadorian EFL learners and the potential of code-switching as a pedagogical technique to address this issue, it is essential to ground this research within the national legal framework that guarantees the right to quality, inclusive, and effective education.

According to Article 26 of the Constitution of the Republic of Ecuador, establish that education is recognized as a fundamental right that every person exercises throughout their life and at the same time is a mandatory and unavoidable duty of the State. In addition, it is conceived as the primary tool for achieving equality and social inclusion, ensuring that vulnerable groups have the same opportunities. Moreover, it is defined as an indispensable

condition for good living because it seeks to achieve a fulfilling life in harmony with the community and nature (Constitución de la República del Ecuador, 2021, p. 17, art.26).

In this sense, the present research aligns with this constitutional principle by seeking to improve English vocabulary learning through the implementation of code-switching as an innovative pedagogical strategy in EFL classrooms.

Article 27 of the Constitution emphasizes that education should be person-centered and oriented towards holistic development; that is, comprehensive, encompassing emotional, physical, social, and cognitive aspects, not just academic ones. To achieve this, it states that education must be participatory, involving families and the community; compulsory; intercultural; democratic; inclusive; and diverse; and must combine academic quality with human warmth, meaning caring and compassionate treatment. Additionally, it states that education should stimulate critical thinking so that individual's question and analyze reality, as well as develop skills and abilities for both creating and working (Constitución de la República del Ecuador, 2021, p. 17, art. 27).

These principles are closely related to the use of code-switching because this strategy fosters an inclusive classroom environment where students' first language (L1) is considered a cognitive and pedagogical resource rather than a limitation. As a result, learners can participate more actively, reduce anxiety, and develop English vocabulary more effectively.

Moreover, Article 57, paragraph 14, highlights the State's obligation to develop, strengthen, and enhance the intercultural bilingual education system, which means not only creating it but also continuously improving. This must operate according to quality standards and has as its fundamental purpose the care and preservation of the identities of Indigenous peoples and nationalities, ensuring that their languages, customs, and worldviews are not lost.

Furthermore, all of this must be carried out in accordance with their teaching and learning methodologies, that is, respecting their traditional and unique ways of transmitting knowledge, rather than imposing external educational models (Constitución de la República del Ecuador, 2021, p. 29, art 57, para.14).

Although this article mainly refers to indigenous bilingual education, its principles can also be applied to EFL contexts. The use of code-switching respects students' linguistic background and supports the learning of a second language through the strategic use of the mother tongue as a bridge for comprehension and communication.

Therefore, the Ecuadorian legal framework supports educational practices that promote inclusion, interculturality, meaningful learning, and the recognition of students' linguistic identities. Consequently, code-switching can be considered a valid pedagogical technique for improving English vocabulary acquisition in Ecuadorian EFL classrooms.

Chapter III

Methodological Framework

This project consisted of qualitative research that focused on the teachers' experiences from the Pedagogy of National and Foreign Languages career at the Universidad Estatal Peninsula de Santa Elena (UPSE). The purpose of this study is to analyze how English teachers perceive the use of code-switching as a technique for teaching English vocabulary in EFL classrooms. The qualitative method was selected for this study to collect the necessary data, analyze, and interpret the results.

Qualitative Method

According to Tenny et al. (2022) qualitative research is the one that allows the researcher to gather opinions, experiences, and points of view of the participants; it answers questions like how or why instead of how much or how many. It is centered on personal criteria and not on numbers. Qualitative research was selected due to the fact that it is a methodological approach that will allow the researchers to explore and analyze experiences and opinions from the participants through non-numeric data and subjective answers about English teachers' perceptions regarding the benefits of using code-switching to teach English vocabulary, how it is used during classes to present and explain new vocabulary, and what role teachers perceive it plays in students' understanding and retention of vocabulary.

Type of Research

Phenomenological Study

Phenomenology is usually described as the study of phenomena as they manifest in our experience, the way we perceive and understand them, and the meaning phenomena have in our subjective world (Neubauer et al., 2019). In other words, phenomenology is the study of lived

experiences, and by studying them, new perspectives may emerge that help us to better understand an experience.

This study employs a phenomenological approach to understand and analyze the lived experiences of PINE English teachers at UPSE regarding the use of code-switching as a technique for enhancing vocabulary instruction in EFL classrooms. As Alhazmi and Kaufmann (2022) said phenomenological research is essential to examine the lived experience of the participants and to identify its essence. Therefore, this study requires a deep understanding of the audience's thoughts and perceptions about the phenomenon being studied.

Data Collection Techniques

One-on-one interview

Interviews are an essential tool in this project, as they allow teachers to express their ideas, perceptions and reflections in their own words, providing the flexibility needed to gather detailed information that is not usually obtained through other methods, adapting to the specific reality of each participant.

According to Stofer (2019), One-on-one interviews is a common technique in which a researcher engages directly with a single participant to explore their personal experiences in depth. This technique will be applied to five English teachers in order to obtain the necessary information, through a questionnaire with open-ended questions that will allow teachers to share their experiences.

Each interview will be conducted virtually through Zoom platform; they will last approximately between 10 and 15 minutes, and the process will be recorded to transcribe the data collected for an adequate analysis. Virtual interviews currently, are widely accepted and effective, studies have found that they reduce the cost rather than face to face interviews; they

also allow participants to be interviewed from a place where they feel comfortable, helping them feel more relaxed and making it easier for them to attend several interviews without spending time or money on traveling from one to another place (Steele et al., 2022).

Instruments

Semi-Structured Interview Guide

A semi-structured interview guide in qualitative research, unlike a survey with predefined answers, is a list of guiding questions to keep the interview focused on the research topic. According to Hamed (2022) as it is based on a set of questions to gather data from respondents. Questions are the translated form of what researchers' need for their study which can be addressed using the answers of the respondents. The use of this design in this study will enable us to collect data more efficiently, ensuring high-quality responses according to the context.

Type of Questions

The questionnaire is structured with eight open-ended questions, which will be used for an online interview through ZOOM's platform. Open-ended questions allow participants to provide detailed answers in their own words. These types of questions facilitate the gathering of deeper information about opinions, perceptions, and experiences, allowing for a better understanding of perspectives; they are widely used in the workplace, schools, and other settings (Bhat, 2025). The reason for using open-ended questions is that they will allow English teachers to express their perceptions about code-switching freely, without being limited by predefined options. These are directly aligned with the purpose of this study: to analyze how PINE English teachers at UPSE perceive the use of code-switching as a strategy for teaching English vocabulary in EFL classrooms.

Data Collection Processing and Resources

Table 1

Data Collection Processing

Questions	Justification
What	Interviews
Where	Universidad Estatal Península de Santa Elena,
When	La Libertad - Santa Elena Province May,
How	2026
What for	Through virtual interviews (8 Open-ended questions)
	To analyze how PINE English teachers at
	UPSE perceive the use of code-switching as a
	technique for teaching English vocabulary in
	EFL classrooms.

Population and Sample

The population of this study consists of English teachers from the major of Pedagogy of National and Foreign Languages at Universidad Estatal Peninsula de Santa Elena (UPSE). The sample will be composed of five English teachers who actively use code-switching as a pedagogical technique during their English classes and who have extensive experience in teaching English as a foreign language.

The selection of five participants is considered appropriate because this study follows a qualitative research approach, which prioritizes obtaining relevant, detailed, and in-depth

information based on teachers' perspectives, rather than achieving statistical representation. The selected teachers possess specific knowledge and experience regarding the use of code-switching in English as a foreign language classroom, which allows to gather relevant information that contributes to answering the research questions.

This type of sampling has been chosen because it is necessary that the teachers not only use code-switching occasionally or intuitively, but that they employ it consciously and strategically as a pedagogical resource. As such, the selected participants are those who intentionally use code-switching to bridge the students' mother tongue (L1) and the target language (L2), in order to facilitate vocabulary learning and the development of communicative competencies in the EFL classroom.

Chapter IV

Analysis of Findings

Brief Explanation of the Findings.

This chapter presents the analysis and interpretation of the data collected through one-on-one interviews with five English teachers from the Pedagogy of National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena (UPSE). The purpose of the interviews was to analyze teachers' perceptions regarding the use of code-switching as a technique for teaching English vocabulary in EFL classrooms.

The data was collected through eight open-ended questions, specifically aligned with the research objectives. Furthermore, the responses were transcribed and meticulously analyzed using a thematic approach divided into three categories: general perceptions about the use of code-switching in vocabulary teaching, opinions about how code-switching is used in the classroom, and perspectives based on the effects of this technique on students and recommendations for its effective use. Through these categories, it is possible to identify common perceptions, experiences, and practices among the participants more accurately.

Lastly, the findings revealed important information about how teachers generally perceive code-switching, being this a useful pedagogical tool that not only supports vocabulary learning, but also facilitates areas such as comprehension and students' anxiety reduction. Nevertheless, participants also stressed the importance of using it moderately, following a strategic way to avoid excessive dependence on the first language (L1) and to maintain sufficient exposure to English (L2).

Interpretation of Data from the One-on-one Interviews

The results for the 8 open-ended questions for the 5 one-on-one interviews are condensed into a generalized interpretation as follows:

1. What is your general opinion about using code-switching as a technique for teaching English vocabulary in EFL classrooms?

Interviewees said they have a positive perception of code-switching, agreeing that its use facilitates the understanding of new vocabulary and complex topics, especially for lower-level students, because it helps bridge comprehension gaps and boosts their confidence. Provided it is used purposefully, in moderation, and as a temporary support to avoid gaps in understanding, without creating dependency or replacing consistent exposure to English.

Just as (Al Tale & Abdullrahman, 2022) mentioned that students perceive code-switching as a technique that facilitates the understanding of new vocabulary, as well as giving them greater confidence and helping them feel less stressed, which in turn fosters their motivation and satisfaction during classes, resulting in a more effective learning.

2. What benefits or disadvantages have you experienced when using code-switching to teach new English vocabulary?

The use of code-switching to teach new English vocabulary is consistently viewed as beneficial for promoting faster comprehension, reducing student anxiety, building confidence, and increasing classroom participation, but the principal disadvantage noted by all interviewees is the risk of student dependency and over-reliance on translation, which can limit critical thinking and reduce exposure to English, especially at higher proficiency levels.

According to Atkinson (1987), the mother tongue can serve as an effective tool to enhance students' understanding, reducing student anxiety, and facilitating learning. He

advocates for a judicious and balanced use of the mother tongue to support learning, preventing it from becoming an obstacle. However, Atkinson also acknowledges concerns about potential over-reliance on the mother tongue, which could limit exposure to and practice of the target language and hinder the development of critical second language skills.

3. Based on your teaching experience, do you think code-switching supports students' retention of English vocabulary? Why or why not?

According to teachers' experience, the use of code-switching supports English vocabulary retention in students, primarily because it facilitates a clear and meaningful connection between the new word L2 and its equivalent in their language L1. By relating it to a familiar concept, students build stronger and more lasting mental associations, making the vocabulary easier to memorize and recall. However, it is noted that this retention is strengthened when combined with repetitive practice, contextual use, and meaningful and emotionally positive learning experiences that foster confidence and self-assurance in students.

Bozorgian et al. (2025) in their study stated that the use of code-switching in vocabulary teaching significantly facilitates the acquisition, retention, and memorization of new words in young students because it creates strong and clear mental associations between L1 and L2, compared to those who only receive instruction in English. Furthermore, they emphasized that to strengthen this retention, learning should be accompanied by repetition, contextual use, and meaningful activities to generate student motivation.

4. How do you usually implement code-switching to introduce new vocabulary in your English classes?

For most of the interviewees, code-switching is implemented as a support strategy to introduce or clarify new vocabulary when students, especially at basic levels, have difficulty

understanding explanations in English. The teachers indicated they usually introduce the lesson by using resources such as images, body language, examples, and contextual clues, and only appeal to the use of students' native language, in the case Spanish only when it is necessary to ensure comprehension. It was also noted that code-switching is particularly useful for explaining abstract words or complex concepts. Once the meaning is clarified, the teachers switch once again to English. promoting practical activities to encourage the correct application and consolidation of the new vocabulary.

As Patowski (2009) examined, code-switching in dual language environments operates not as a linguistic deficit, but as a strategic tool utilized to facilitate comprehension and clarify complex concepts. This aligns with the notion that alternating languages serves an auxiliary pedagogical function to bridge comprehension gaps during vocabulary introduction, ensuring that semantic clarity is achieved before re-establishing instruction in the target language.

5. What classroom situations usually lead you to use code-switching while teaching English vocabulary, and why?

The interviewees agreed that they use code-switching mainly in three specific situations: first, when teaching complex or abstract vocabulary at the beginning of a unit; second, when explaining difficult grammatical structures (such as the passive voice or conditionals) especially when students show confusion after several explanations in English only; and third, when giving instructions for activities or assessments. It is most frequently used at beginner levels or in the early semesters to ensure understanding, avoid misunderstandings and anxiety, and thus guarantee effective learning. However, its use at higher levels is not ruled out when the difficulty of the content requires it.

Hazaymeh, (2022) indicate that teachers perceive code-switching to serve specific functions in the classroom, primarily in situations where comprehension may be compromised. Specifically, it is used to teach vocabulary and complex grammar,

particularly at the start of a unit when students still need support. It is also used when explaining instructions for tasks, activities, and assessments, with the aim of clarifying and reinforcing understanding. Furthermore, it is noted that its use helps to reduce uncertainty among students, promoting greater engagement in learning English.

6. Could you describe a specific example in which you have used code-switching to help students understand new words?

The responses in this question indicate that teachers mainly use code-switching in specific ways such as clarifying the meaning of difficult, confusing, or abstract vocabulary items that students may not fully understand through English alone. It was also mentioned that using brief translations into Spanish can help when explaining concepts that cannot be easily explained through visual aids, images, or context, particularly when dealing with false cognates and similar word forms. Additionally, they highlighted that code-switching helps ensure comprehension, reduce confusion, and provide linguistic support, essentially in lower-level learners. Overall, teachers realize code-switching as a strategic and contextual tool that facilitates vocabulary learning in comparison with other instructional resources that are insufficient.

Levine, (2012) argued that language classrooms should be viewed as multilingual environments where the use of more than one language can create learning opportunities. He maintained that a principled approach to code choice allows teachers and learners to use different linguistic resources to support understanding and classroom communication.

7. In your experience, how does code-switching affect students' participation, confidence, and engagement during vocabulary learning activities?

The teachers mentioned that the use of code-switching during English vocabulary learning activities has a positive effect on student participation, confidence, and engagement, as it acts as a linguistic bridge, reducing the fear of making mistakes and anxiety, and facilitating

the understanding of instructions and new vocabulary. This motivates them to interact and become more involved in the learning process because they can flow easily, especially at beginner or low levels, when used appropriately and with balance, according to the students.

This corresponds with the study of Abdulkarim & Ahmed (2025) which indicated that code-switching has a positive impact on student participation, confidence, and engagement during vocabulary learning activities. It also highlighted that both teachers and students consider it as a useful technique for reducing language barriers and decreasing anxiety, especially at beginner levels or among students with lower proficiency, and that its appropriate use can be an effective pedagogical tool for motivating and promoting greater student involvement in the language learning process.

8. What recommendations would you give to other EFL teachers regarding the use of code-switching to support vocabulary learning?

The findings indicate that teachers recommend using code-switching in a balanced and strategic manner to support vocabulary learning. Participants agreed that this technique should be applied only, when necessary, particularly to clarify difficult words, reduce misunderstandings, and address students' learning needs. They also emphasized the importance of maintaining English exposure by returning to the target language after clarification. Furthermore, teachers highlighted that code-switching could enhance students' confidence and comfort in the learning process when used appropriately and according to the classroom context.

Schweers, (1999) found that both teachers and students viewed the occasional use of the mother tongue as a valuable pedagogical resource. He suggested that L1 should be used selectively to explain difficult concepts, clarify vocabulary, and reduce learners' anxiety while maintaining English as the primary language of instruction. His findings indicate that strategic

and limited use of code-switching can foster comprehension, confidence, and a more supportive learning environment.

Table 2

Analysis of the Interviewees' Perceptions (PINE English teachers at UPSE) regarding to the use of code-switching in vocabulary teaching.

Questions	Answers	Authors
What is your general opinion about using code-switching as a technique for teaching English vocabulary in EFL classrooms?	Teachers found that code-switching is a positive tool, as it facilitates the understanding of new vocabulary and complex topics, especially for lower-level students, and improves their confidence. They further emphasized that it should be viewed as temporary support and used purposefully and in moderation.	Al Tale & Abdullrahman, (2022) emphasized that code-switching is a technique that facilitates the understanding of new vocabulary, improves students' confidence, and fosters greater motivation during classes, resulting in more effective learning.
What benefits or disadvantages have you experienced when using code-switching to teach new English vocabulary?	Code-switching is viewed as an effective strategy for teaching new English vocabulary because it improves comprehension, confidence, and participation. However, excessive use may lead to dependency on translation and reduce students' exposure to English, especially at higher proficiency levels.	According to Atkinson (1987) the mother tongue can support comprehension, reduce anxiety, and facilitate learning when used appropriately. However, excessive reliance on it may limit exposure to the target language and hinder the development of second-language skills
Based on your teaching experience, do you think code-switching supports students' retention of	Interviewees agreed that the use of code-switching supports vocabulary retention because it facilitates a meaningful connection	Bozorgian et al, (2025) showed that the use of codeswitching in vocabulary teaching significantly facilitates the acquisition,

English vocabulary? Why or why not?	between the new word L2 and its equivalent in the native language L1. Relating it to a familiar concept allows for the construction of stronger and more lasting mental associations, thus facilitating memorization. However, it is emphasized that to strengthen retention, this technique must be combined with repetition, contextual use, and emotionally positive learning experiences.	retention, and recall of new words because it creates strong and clear mental associations between L1 and L2, unlike those who only receive instruction in English. Furthermore, it is emphasized that to strengthen retention, learning must be accompanied by repetition, context, and meaningful activities.
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In this table reveals that PINE English teachers at UPSE perceive the use of code-switching as a useful and positive teaching tool, provided it is used strategically, especially at lower levels because it facilitates vocabulary comprehension, reduces anxiety and increases students' confidence and participation. However, it is emphasized that excessive use can lead to a reliance on translation and thus limit exposure to English, which could hinder the development of skills in the target language. Furthermore, it is mentioned that code-switching supports memorization because it creates meaningful mental connections between L1 and L2, although it should be complemented with repetition, contextual use, and emotionally positive experiences.

Table 3

Analysis of the Interviewees' Perceptions (PINE English teachers at UPSE) regarding to the use of code-switching in vocabulary teaching.

Questions	Answers	Authors
How do you usually implement code-switching to introduce new vocabulary in your English classes?	Most interviewees use code-switching as a support strategy to introduce or clarify new vocabulary when students, particularly at basic levels, struggle to understand English explanations. They first rely on images, gestures, examples, and context, using the native language only, when necessary, especially for abstract or complex concepts. After clarifying meaning, they return to English and encourage practice activities to reinforce vocabulary practice activities to reinforce vocabulary.	As Patowski (2009) explains, code-switching functions as a strategic tool that facilitates comprehension and clarifies complex concepts. This supports its use in vocabulary instruction to ensure understanding before returning to the target language.
What classroom situations usually lead you to use code-switching while teaching English vocabulary, and why?	Teachers agreed that code-switching is mainly used in three specific situations: when teaching complex or abstract vocabulary, explaining difficult grammatical structures such as the passive voice and conditionals, and when giving instructions for activities or assessments in order to ensure comprehension, avoid misunderstandings, and guarantee efficient learning.	Hazaymeh, (2022) in their study highlighted that code-switching has specific functions, particularly in situations where comprehension is compromised, such as when teaching complex vocabulary and grammar, and when explaining instructions for tasks and exams. It was also pointed out that its use significantly reduces students' uncertainty, encouraging greater

Could you describe a specific example in which you have used code-switching to help students understand new words?	The responses show that teachers mainly use code-switching to explain difficult or abstract vocabulary, in which cases some students cannot understand English easily. For this reason, they often use brief translations into Spanish to clarify some meanings, avoid confusion, and support comprehension. To summarize, teachers perceive code-switching as a practical strategy that facilitates vocabulary learning while other resources are limited in covering most areas.	engagement within the learning process. Levine, (2012) argued that language classrooms are multilingual environments where the use of more than one language can support understanding and classroom communication through a principled use of linguistic resources.
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The finding indicates that code-switching plays a key role as a linguistic mediation technique in the teaching of English vocabulary. Its frequent use in situations involving abstract concepts, complex grammatical structures and academic instructions suggests that teachers consider it as an effective technique for overcoming comprehension barriers and facilitating access to meaning, functioning more as a temporary support. This demonstrates that the strategic use of L1 promotes comprehension, reduces anxiety, and fosters more active participation in the learning process. Consequently, the findings support the idea that code-switching is a valuable pedagogical tool for optimizing vocabulary teaching and acquisition in contexts where English is taught as a foreign language.

Table 4

Analysis of the Interviewees' Perceptions (PINE English teachers at UPSE) regarding to the use of code-switching in vocabulary teaching.

Questions	Answers	Authors
In your experience, how does code-switching affect students' participation, confidence, and engagement during vocabulary learning activities?	Code-switching has a positive effect on student participation, confidence and engagement, as it acts as a linguistic bridge, reducing the fear of making mistakes and anxiety, which directly encourages them to interact more and become more involved in the learning process.	As Abdulkarim & Ahmed, (2025) indicated that the use of code-switching has a positive impact on student participation, confidence and engagement during vocabulary-learning activities. In addition to being a useful technique for reducing language barriers, it helps to alleviate anxiety and encourage greater student involvement in the language-learning process.
What recommendations would you give to other EFL teachers regarding the use of code-switching to support vocabulary learning?	The teachers interviewed recommend using code-switching strategically and only when necessary to clarify difficult vocabulary, reduce misunderstandings, and meet students' learning needs. They also emphasized the importance of returning to English after clarifying a topic and noted that the appropriate use of code-switching can increase students' confidence and comfort in the learning process.	According to Schweer, (1999) both teachers and students consider the occasional use of the native language a valuable pedagogical resource. He states that L1 can be used selectively to explain difficult concepts and clarify vocabulary. His findings show that strategic code-switching reduces learners' anxiety and improves comprehension. At the same time, English should remain the primary language of instruction.

The data illustrates that code-switching not only contributes to vocabulary comprehension but also has a positive impact on the affective dimensions of the learning process, such as increased student participation, confidence and engagement during activities. Similarly, reduced anxiety and fear of making mistakes foster more confident and fluid interaction in the classroom. Furthermore, it is recommended that this technique be used in a planned manner and only when necessary, emphasizing the need to return to English after the explanation, to maintain constant exposure to the target language. Consequently, the findings suggest that the strategic use of code-switching fosters a more inclusive, motivating and effective learning environment for vocabulary development in English as a foreign language.

Chapter V

Conclusions and Recommendations

This chapter presents the conclusions and recommendations derived from the analysis of the analysis of PINE English teachers' perceptions at UPSE regarding the use of code-switching as a technique for teaching English vocabulary in EFL classrooms to contribute to the development of more contextualized and meaningful vocabulary teaching practices. Interviews were conducted with teachers who have experience in this field, and it is remarkable how their answers were aligned with what renowned authors have said about the use of code-switching in teaching English vocabulary. Based on these findings, it is possible to present conclusions and recommendations that contribute to a better understanding of the role of code-switching in English vocabulary teaching and learning.

Conclusion

This research project aimed to analyze how PINE English teachers at UPSE perceive the use of code-switching as a technique for teaching vocabulary in English as a foreign language. Within this research project is it possible to observe that teacher generally perceive the use of code-switching as a valuable and efficient pedagogical technique that facilitates the learning of vocabulary and supports comprehension when it is strategically used and in a balanced way, serving as a linguistic bridge between L1 and L2, thus supporting students to overcome important linguistic difficulties in the learning process.

The findings also revealed crucial information, in which teachers commonly use code-switching in a strategic manner during lessons, specifically when difficult or unfamiliar vocabulary is introduced, when explaining complex grammatical structures, and lastly when providing instructions for activities or assessments in the classroom. Additionally, it was

highlighted by the participants that they initially begin trying to explain new vocabulary or concepts using English, visual aids, images, examples, and contextualization for indications before turning to students' native language, demonstrating that code-switching is used as a temporary support to clarify any doubt among students, rather than substituting the English instruction entirely.

Finally, teachers notice that code-switching plays an important role in vocabulary learning because it enables students to understand and retain English vocabulary more effectively. According to their experience, relating new English words to familiar concepts using the student's native language facilitates memorization, supports recalling and promotes long-term retention. Furthermore, participants indicated that code-switching cultivates a comfortable learning environment by significantly reducing anxiety and encouraging active participation during vocabulary learning activities.

Overall, this study concludes that PINE English teachers at Universidad Estatal Peninsula de Santa Elena (UPSE) have a positive perception about code-switching as a technique for teaching English vocabulary in EFL classrooms. However, it is important to notice that teachers highlight the effectiveness of code-switching depends on a balanced and strategic use, since excessive reliance or dependence of the first language may limit students' exposure to English, creating an undesired result of absolute dependency. Therefore, code-switching should be viewed as a pedagogical supporting technique that complements the learning process, rather than replaces, thereby ensuring meaningful exposure to the target language.

Recommendations

After analyzing the topic in depth, it is recommended to implement code-switching as a teaching technique for English vocabulary instruction according to the English level and needs of the students, and as a complementary technique to facilitate the learning of new vocabulary, comprehension and to promote retention, particularly when introducing complex, or unfamiliar terms that students may find difficult to understand through English alone. However, it is highlighted that English teachers emphasize the use of contextualized teaching resources such as images, gestures, examples, and real-life situations before resorting to code-switching, ensuring that students remain exposed to English as much as possible.

In addition, it is recommended that code-switching be used to reduce students' anxiety, increase participation, and strengthen self-confidence during vocabulary learning activities, especially among beginner-level learners, because it serves as an effective linguistic bridge between the first language (L1) and the target language (L2), thereby increasing their motivation, engagement, and grab students' interest in learning the lessons actively.

Moreover, it is suggested that codeswitching should be implemented strategically and in moderation in the instruction, using it as a provisional or temporary linguistic bridge instead of replacing the English instruction with the purpose of preventing students from becoming overly dependent on translation. For that reason, the use of code-switching should be gradually reduced as learners' English proficiency increases, consequently promoting autonomy and communicative competence.

To conclude, it is recommended that future research should explore students' perceptions about code-switching and examine its real impact on vocabulary acquisition and retention at

different proficiency levels. These studies may provide a deeper understanding of how code-switching influences the teaching-learning process and contributes to the development of more effective vocabulary instruction practices in EFL classrooms.

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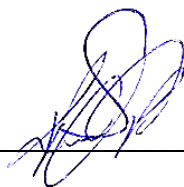
Annexes

Annex A. Certified Anti-Plagiarism

Certificado Sistema Anti-Plagio

En calidad de tutor/a del Trabajo de Integración Curricular denominado **“CODE-SWITCHING AS A TECHNIQUE FOR ENHANCING ENGLISH VOCABULARY”** elaborado por las estudiantes **GONZABAY FLORES KAREN VALERIA** y **MEDINA CHANALATA ROSELYN NOHELIA** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6% de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,



Parraga Solorzano Rudy Jonathan, MSc.

TUTOR

**Analysis attestation**

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Suspicious texts

File name : PROYECTO DE TITULACION. GONZABAY-MEDINA.txt**Original file size :** 158.05 KB**Number of words :** 10,744**Submitter :** RUDY JONATHAN PARRAGA SOLORZANO**Submission date :** July 3, 2026**Upload type :** interface**analysis end date :** July 3, 2026**Summary** (section 1/2)

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Annexes B. Interview guide for teachers

Topic: Code-switching as a technique for enhancing English vocabulary

1. What is your general opinion about using code-switching as a strategy for teaching English vocabulary in EFL classrooms?
2. What benefits or disadvantages have you experienced when using code-switching to teach new English vocabulary?
3. In your experience, how does code-switching affect students' participation, confidence, and engagement during vocabulary learning activities?
4. How do you usually implement code-switching to introduce or explain new vocabulary in your English classes?
5. What classroom situations usually lead you to use code-switching while teaching English vocabulary, and why?
6. Could you describe a specific example in which you have used code-switching to help students understand new words?
7. Based on your teaching experience, do you think code-switching supports students' retention of English vocabulary? Why or why not?
8. What recommendations would you give to other EFL teachers regarding the use of code-switching to support vocabulary learning?

Annex C. Interview of Teachers via Zoom

1. What is your general opinion about using code-switching as a strategy for teaching English vocabulary in EFL classrooms?

1.- As an English teacher, I consider that code-switching is useful, and necessary strategy, especially at the college level. It helps teachers verify that students truly understand the topics and prevents gaps in comprehension when explaining only in English. It also helps students connect new vocabulary with their native language, facilitating the learning of English as a foreign language.

2.- I think that code-switching can be a good strategy when it is used with purpose and moderation. However, students can sometimes develop a kind of dependence on it, which may limit their exposure to English outside the classroom. The idea is for students to be exposed to the English language all the time, but code-switching can still be necessary to understand words that are not familiar to them.

3.- I consider that using code switching is a very valuable instructional strategy for EFL classrooms because it helps students, especially at lower levels, to get the necessary confidence, especially when they have limited vocabulary.

4.- I think that this strategy is very useful when teachers use it properly. It can help students understand new vocabulary, reduce confusion, and save time, especially when they do not have a high level of English. However, it should be used as a support tool to help them learn vocabulary, rather than replacing English when students need to express their own ideas.

5.- Basically, I have used code-switching for years, and I could say that it is a very effective strategy when teachers use it with some limitations. It can make information clearer for students, especially because they are part of two languages and sometimes it is difficult for them to adapt

to a foreign language. Code-switching helps them understand better, so in my opinion, it is a great strategy to use in any class and at any level.

2. What benefits or disadvantages have you experienced when using co-switching to teach new English vocabulary?

1.- Well, the only disadvantage I can see is that teachers cannot use too much code-switching, because it can be useful at the beginning, but as the semesters move on, teachers should gradually switch to English. However, I think there are more advantages, such as faster comprehension of new vocabulary, reduced student anxiety, improved classroom efficiency, better vocabulary memorization, and increased student participation.

2.- The main benefit is that students can quickly understand words that are unfamiliar because they already know the meaning in Spanish. I do not need to use gestures or explain the word through a sentence in context. This is especially useful when students are dealing with abstract words, because can be difficult for them to understand their meaning only in English. However, a disadvantage is that students can become dependent on translation, and that is not the idea.

3.- Some benefits are that code-switching facilitates students' comprehension of new words, builds confidence, and encourages participation because they can connect new learning with prior knowledge. However, students may become dependent on translation and have limited exposure to English. For this reason, it may be more useful for lower-level students than for upper-level students.

4.- I consider that code-switching helps students understand difficult words, increases the acquisition of new vocabulary, and reduces students' frustration. However, excessive use may make students depend on Spanish and avoid thinking critically or analyzing words, so this technique must be used in a balanced way.

5. I think code-switching can be positive because it helps teachers explain better and makes students feel more comfortable when they listen to both languages. When teaching vocabulary, it can be a great technique because students often like learning words in both languages. However, students may avoid thinking in English, because they know the teacher will always translate.

3. In your experience, how does code-switching affect students' participation, confidence, and engagement during vocabulary learning activities?

1.- As I mentioned before, code-switching motivates students' participation and has a positive effect, especially in vocabulary activities, because it reduces their fear of making mistakes and helps them understand that mistakes are part of the learning process. Therefore, I think that code-switching improves students' confidence and participation.

2.- Well, it increases participation and confidence, particularly among lower-level students. They are more willing to answer questions, participate in discussions, and complete tasks, which helps them stay engaged and feel less frustrated. Therefore, I consider it useful when it is used with moderation and balance.

3.- I think that this strategy improves students' comprehension of new words and makes them feel more confident. It also helps teachers save time because students can understand more easily when a translation is given. In addition, it is a useful support for beginner learners, who have limited vocabulary and may find it difficult to understand definitions only in English.

4.- Well, when students understand this kind of information, they may participate more actively in class activities. If code-switching is used properly, they feel more confident, their anxiety decreases, and they can understand better the vocabulary, instructions, and what they must do. Therefore, when it is used in a balanced way, it can support students' language acquisition.

5.- This is something positive because students gain confidence, participate more, exchange ideas, and become more engaged in class activities. They may also feel supported when teachers use both languages, as this can help break language barriers and allow communication to flow more easily. I think it is a tool that should be used depending on the students' needs.

4. How do you usually implement code switching to introduce or explain new vocabulary in your English classes?

1.- Okay, as an English teacher for many years, I use different strategies to introduce new topics. I usually use code-switching as a supporting strategy, not as my primary one, to explain a new topic, grammar point, or vocabulary. Particularly, when lower-level students do not understand certain words, I switch to Spanish to provide an explanation and make sure they understand the new vocabulary.

2.- I usually use examples, images, gestures, and meanings in context, but sometimes it is necessary to use code-switching. For example, when I teach grammar to someone who does not know any English, I need to switch to Spanish to make the grammar tense clear. Explaining it only in English may be frustrating for lower-level learners, so using the mother tongue can be necessary.

3.- Especially with lower levels, I use this strategy when students have difficulty understanding definitions in English. I may first give a short explanation and an example, and if they still do not understand, I provide the translation directly. In this way, I can make sure they understand and are able to apply the new word.

4.- I usually use this strategy with the most important vocabulary from any unit, depending on the level and the content. I also accompany them with pictures and gestures, and if it is still

difficult to understand, I provide a brief explanation or translation. After that, I encourage students to use the word in speaking or writing activities so they can assimilate better.

5.- I usually use selective code-switching when teaching at a medium level. I first try to explain using resources like pictures or gestures, but for abstract words I use code-switching to clarify meaning. Then I quickly return to English so students can practice activities. I also use it as a scaffold to help students learn and contextualize vocabulary in both languages.

5. What classroom situations usually let you to use code switching while teaching English vocabulary and why?

1.- I can recall many situations where I use code-switching. I use it when introducing complex grammar points or vocabulary, if I notice students are confused. It is also useful in low-level classes to ensure students understand the topic. In addition, I consider it beneficial when giving important instructions for activities.

2.- I usually use code-switching when is difficult to understand a grammar tense or when the vocabulary is abstract or complex. Even with upper levels, I sometimes use code-switching, for example when teaching reported speech or passive voice, which is often complicated. In these cases, I switch to Spanish to ensure students clearly understand the explanation.

3.- I use it at the beginning of each unit, especially to introduce new vocabulary. This is the moment to check students' understanding. I also use it when a word is difficult to explain in English, I translate it to ensure students understand it and can use it in a sentence or in practice activities.

4. I tend to use this strategy when introducing abstract vocabulary, explaining complex concepts, or working with beginner-level students. I also apply it when students are confused and, after

several explanations in English, they still do not understand. In this way, I can use it as an effective support strategy during the lesson.

5. The most common situations in which I use code-switching are those where students have difficulties understanding complex grammar structures, such as the third conditional; the first language helps clarify meaning. It is also common when giving instructions for classroom activities or assessments; if students do not understand the instructions, they may fail tasks or tests. In these cases, switching to a first language helps ensure comprehension, improves learning efficiency, and reduces negative emotions such as anxiety and stress.

6. Could you describe a specific example in which you have used code switching to help the students understand new words?

1.- I can recall a situation when students struggle with a word like “achievement.” In these cases, they often have difficulties with pronunciation and spelling. I first explain the meaning in English and then give a translation in Spanish, such as “un logro,” and quickly return to English to ensure understanding. In summary, I use code-switching when the vocabulary is difficult or too long for students to grasp easily.

2.- I think that code-switching can be used only with complicated words when necessary. For example, words like *sensitive* and *sensible* can cause confusion because their meanings differ in English and Spanish. The same happens with words like *embarrassed* or *actually*, which do not translate directly. In these cases, I consider it necessary to use Spanish to avoid misunderstandings.

3.- I use it for example, when talking about fitness activities, I usually show a picture, I give a definition and an example, to make sure students understand and I also provide the translation in Spanish, ensuring that everyone is clear about the meaning of the new word.

4. For example, students often get confused with words like *responsibility* and *responsible*, even at higher levels, because of similarities with Spanish. In these cases, I briefly translate into Spanish or use context, pictures, and examples to help them understand the meaning and use the word correctly.

5. Yes, when I have words that cannot be easily represented with pictures, I use the first language to clarify their meaning. I also switch to Spanish when students feel nervous or frustrated in order to understand and support them. This is more common at lower levels, as it helps students understand better.

7. Based on your teaching experience, do you think code-switching supports student retention of English vocabulary? Why or why not?

1.- Yes, code-switching supports students' retention of new vocabulary because it helps establish a clear connection between new English words and their meanings, making vocabulary more meaningful and easier to remember.

2.- Of course, because code-switching improves comprehension of the meaning of words, and retention is influenced by practice, as it helps develop memorization, which is important in language learning. When students want to speak fluently, they need to remember the words they have learned. Therefore, both comprehension and memorization are key.

3.- Yes, I think it helps students retain words because they can compare and relate both languages, making it easier to switch between Spanish and English. It also reinforces new vocabulary through practice, helping students know how and when to use the words in sentences. In addition, code-switching facilitates understanding and increases students' confidence and sense of support, especially when introducing difficult words.

4. I consider that code-switching can support vocabulary retention when used properly, because connecting a new English word with a familiar concept in the first language helps create a meaningful association between L1 and L2. However, retention is stronger when students also practice vocabulary repeatedly in communicative activities.

5.- Definitely yes, when teachers use both languages, students often feel supported, which creates a positive learning experience. Connecting the first language with English helps students retain vocabulary more easily because they associate words with meaningful and memorable experiences. In this way, retention is strengthened through comfort, context, and meaningful exposure to new words.

8. What recommendations would you give to other EFL teachers regarding to the use of code switching to support vocabulary learning?

1.- It is difficult to give general recommendations because each English teacher has their own methodology and strategies. However, teachers often share ideas among themselves. One common suggestion is to avoid excessive use of code-switching and use it mainly when students are not comprehending the topic. Another recommendation is to return to English immediately after clarifying meaning and ensuring students understand.

2.- My recommendation is to use code-switching with balance and not all the time, because it may reduce students' exposure to English. Students should always be exposed to the English language, but the mother tongue can be used when necessary. Therefore, moderation and balance are essential.

3.- The recommendation I can give is to use code-switching especially for difficult words, and only when it is necessary to provide a brief translation. As students become more proficient and fluent in English, it is important to reduce the use of this strategy. Therefore, I recommend using

code-switching mainly with lower levels, and decreasing its use as students gain more vocabulary knowledge.

4.- I recommend using code-switching strategically and only, when necessary, especially for difficult or key vocabulary. It should be combined with context, visual examples, and interaction in English, since it could serve as a bridge for understanding rather than the main instructional technique. In this way, code-switching can support comprehension and help students use new words more effectively in English.

5.- Well, I agree that teachers can use the first language in the classroom, even with higher-level students. Code-switching can make students feel more comfortable and support learning when it is used appropriately. My recommendation is that teachers consider students' emotions and learning experiences to create a positive environment that helps them learn better. It is also important to avoid the idea that using both languages slows learning, since this is not necessarily true. I strongly recommend using code-switching based on students' needs, not only their level, and considering how they feel in the learning process.