

Section B: Code-Switching Theories

Macaro, 2001, has classified theories on **code-switching** (altering between the foreign language and the first language) into three categories:

1. The Virtual Position. The classroom is like the target country. Therefore we should aim at total exclusion of the L1. There is no pedagogical value in L1 use. The L1 can be excluded from the FL classroom as long as the teacher is skilled enough.
2. The Maximal Position. There is no pedagogical value in L1 use. However, perfect teaching and learning conditions do not exist and therefore teachers have to resort to the L1.
3. The Optimal Position. There is some pedagogical value in L1 use. Some aspects of learning may actually be enhanced by use of the L1. There should therefore be a constant exploration of pedagogical principles regarding whether and in what ways L1 use is justified.
(pg. 535)

Directions: Consider each of these views. Then, answer the questions below.

B1. Which of these theories do you agree with most? [Dropdown menu]

Virtual Position

Maximal Position

Optimal Position

B2. Please explain your response to B1.

B3. Which of these theories do you disagree with most? [Dropdown menu]

Virtual Position

Maximal Position

Optimal Position

B4. Please explain your response to B3.

B5. Which theory is most similar to your current teaching style? [Dropdown menu]

Virtual Position

Maximal Position

Optimal Position

B6. Please explain your response to B5.

Directions: Read each dialogue below, and then answer the questions following each.

(Level 2 Spanish Class)

Teacher: Hola clase. Tenemos mucho que hacer hoy. Empezamos. José, el chicle en la basura, por favor.

José: ¿Qué?

Teacher: Tu chicle. Ponlo en la basura. (Points at mouth)

José: ¿Mi chicle?

Teacher: Your gum. Put it in the garbage, please.

C1. Do you think this was an acceptable time to use the L1?

Yes or No

C2. Please explain your response.

(Level 4 Spanish class)

Teacher: Hay dos tipos de verbos: verbos transitivos y verbos intransitivos. Cuando usa un verbo transitivo, puede usar un objeto directo. ¿Todos recuerdan qué es un verbo transitivo? ¿Qué es?

(Class is silent)

Teacher: Pues, es...es un verbo that does something directly to something else. Por ejemplo...to eat. You eat a sandwich, correct? Comes un sandwich. The sandwich is a direct object, objeto directo.

C3. Do you think that this was an acceptable time to use the L1?

Yes or No

C4. Please explain your response.

(Level 1 Spanish class)

Teacher: Verbos en el indicativo que cambian como “tener” se llaman “verbos de bota.”

¿Comprenden? Las formas que cambian forman una bota.

Student: ¿Maestro? ¿En ingles, por favor?

Teacher: Sí.

Student: How do you know if a verb is a “boot verb?”

Teacher: Um...well...it takes some memorization. You just have to learn the forms of the verb. Verbs like tener are a root verb for other words, like contener, and verbs and their roots all work the same.

Student: Okay.

C5. Do you think this was an acceptable time to use the L1?

Yes or No

C6. Please explain your response.

(Level 3 Spanish)

Teacher: Entonces, yo quiero hablar de su examen final. ¿Sí? Your final exam. Vale veinte porcentaje de su nota. Twenty percent, guys. Es muchísimo. You can't just wing this. Necesitan estudiar.

C7. Do you think this was an acceptable time to use the L1?

Yes or No

C8. Please explain your response.

Section D: Background Information

Directions: Please answer the following questions.

D1. What is your current school? [Dropdown menu]

D2. How many total years have you been teaching at your current school?

[Dropdown menu listing years 1 - 15 or more]

D3. How many total years have you been teaching? [Dropdown menu listing years 1 - 15 or more]

D4. What is the typical class size that you teach?

15 or less 16-20 20-25 25-30 30 or more

D5. What level(s) of Spanish do you teach? (Select all that apply)

1st year 2nd year 3rd year 4th year 5th year or more

D6. How many Spanish teachers are currently in your school building?

One Two Three to five Six to eight Nine or more

D7. How would you describe the location of your school?

Urban Suburban Rural

D8. What is the highest degree you have in Spanish?

None BA/BS minor BA/BS major Master's Degree Doctoral Degree

D9. What is your level of certification to teach?

Alternative certification Certification in my state National Board Certified None

D10. What is your native language (If you have more than one, choose the one that you speak most proficiently)?

English Spanish Other: _____

D11. Does your district/department have a philosophy on L1 usage in the classroom? Please explain.

D12. Have you taken classes pertaining to foreign language teaching/pedagogy? If so, explain what philosophies on L1 usage in the classroom you have learned from them.

D13. Please give an estimate:

I speak in the **L2** about % during class time.

D14. Would you be willing to be contacted for a follow-up interview and classroom observation on this topic?

Yes No

If **YES** to **D14**, please provide your email address:

