

Planning, implementing and evaluating a small-scale change in EFL classroom practice

The strategic use of codeswitching to support comprehension and participation in a bilingual classroom

Module: English Language Teacher
Education
Assignment 2 · Proposal Presentation

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Proposal topic selected and structured around the assignment brief.



Focus, aims and research questions

Aims

- Plan a small, realistic classroom change through the strategic use of codeswitching.
- Explore whether limited first-language support can improve understanding and participation.
- Evaluate what this change may mean for future EFL practice in a bilingual setting.

Research questions

- How can strategic codeswitching be planned as a small-scale change in EFL classroom practice?
- How do teachers perceive codeswitching as support for comprehension and participation?
- What are the likely implications of this classroom change for future EFL practice?

Teacher cognition links beliefs to classroom decisions (Borg, 2003).

Rationale and conceptual frame

Why this topic matters

- Bilingual classrooms often involve movement between English and learners' first language.
- Older English-only assumptions have been challenged by research on own-language use and translanguaging.
- A focused intervention is more realistic than debating the whole English-only issue.

Key ideas shaping the proposal

Teacher cognition

Teachers' beliefs shape classroom choices and language use.

(Borg, 2003)

Own-language use

The first language can be a purposeful pedagogic resource rather than a weakness.

(Cook, 2001; Hall and Cook, 2012)

Translanguaging

Bilingual learners draw on an integrated repertoire to make meaning.

(García and Lin, 2017; Wei, 2018; Cenoz and Gorter, 2021)

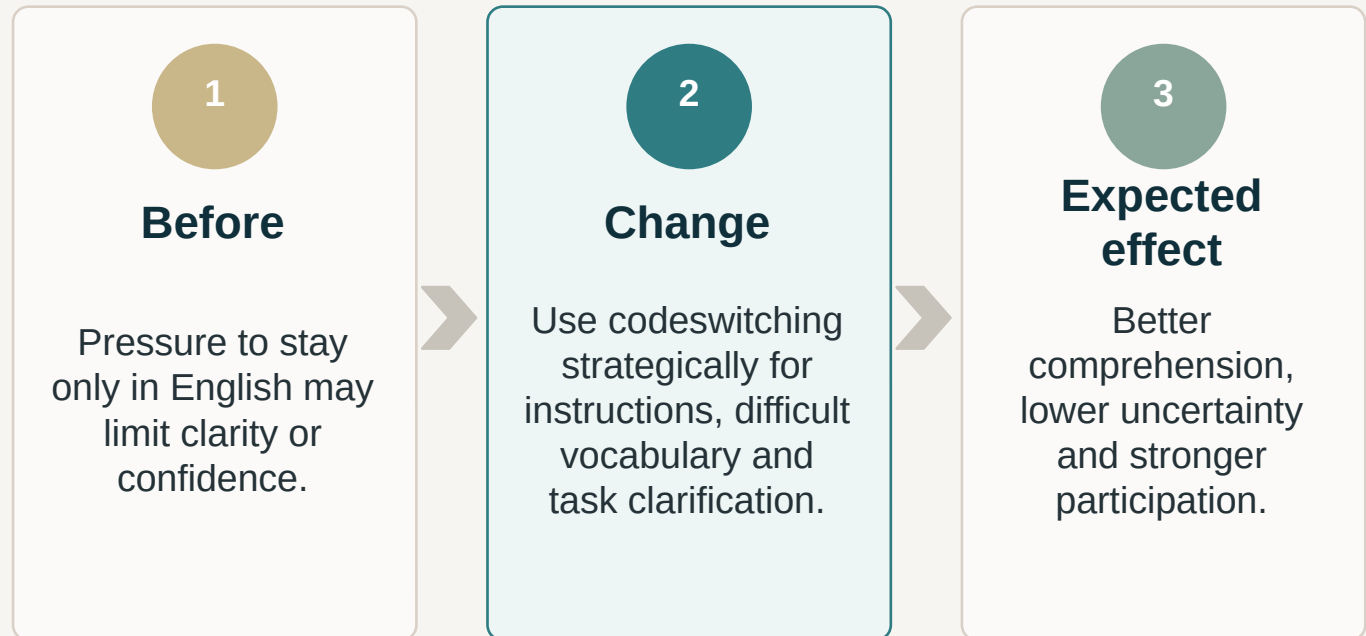
Core theoretical framing: Borg (2003); Cook (2001); Hall and Cook (2012); García and Lin (2017); Wei (2018).

Planned change and study setting

Setting

- One bilingual or multilingual EFL class in a school or language-centre setting.
- A small group of English teachers with regular access to the same learner first language.
- Learners are present during observations, but the main focus remains teacher practice.

Planned classroom change



The intervention keeps L1 use selective, purposeful and tied to bilingual pedagogy.

Evidence and methods

Evidence	What it shows	Why it fits the proposal
Semi-structured interviews (3–5 teachers)	Teacher perceptions, reasons for switching, perceived benefits and concerns.	Best method for exploring beliefs and classroom decision-making.
Classroom observation (1–2 lessons)	When codeswitching appears and what function it seems to serve in real time.	Allows comparison between what teachers say and what they actually do.
Field notes	Lesson stage, context, learner response, and the apparent purpose of the switch.	Adds detail and supports basic triangulation across the small dataset.

Classroom-based codeswitching research commonly combines interviews and observation (Cahyani et al., 2018).

Ethics and data analysis

Ethics

- Informed consent from all teacher participants.
- Voluntary participation and the right to withdraw at any stage.
- Pseudonyms and confidential handling of data.
- Observation focused on teacher language use, not on judging learners.

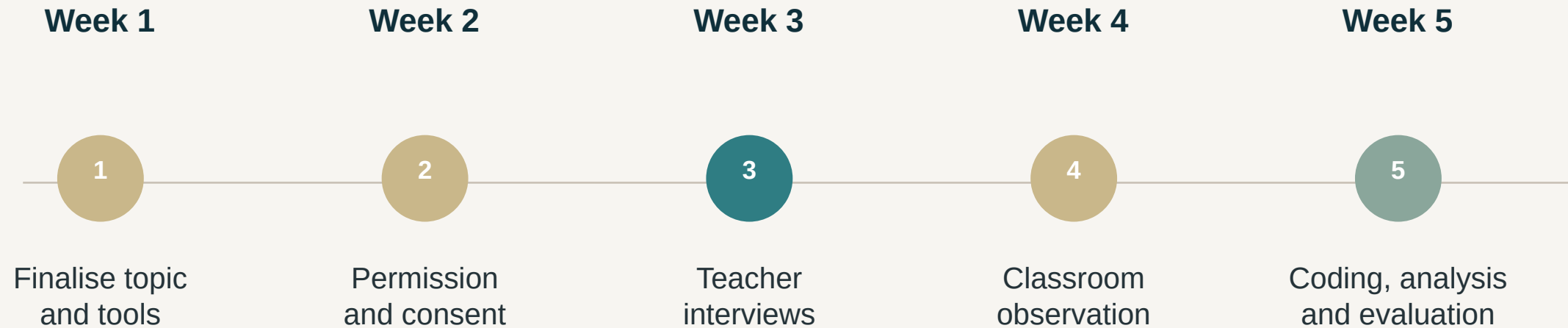
Analysis

- 1 Read interview and observation data closely.
- 2 Code repeated ideas and classroom functions.
- 3 Group codes into broader themes.
- 4 Compare teacher perceptions with observed practice.

Likely themes: explanation, instruction, task support, confidence, participation and classroom management.

Ethics follow BERA (2024); thematic analysis follows Braun and Clarke (2006).

Timetable



This schedule is realistic because the project uses a small sample, simple qualitative tools and one teaching context.

The timetable is designed to stay manageable within a small-scale proposal.

Expected value and implications

What this proposal could contribute

Pedagogy

Show when limited first-language use may support explanation, task clarity and learner confidence.

Participation

Highlight whether strategic switching helps learners understand more quickly and join in more willingly.

Professional reflection

Offer a practical basis for discussing classroom language policy and teacher development in bilingual settings.

Overall, the study is focused, theory-linked and realistic for a small-scale TEFL investigation.

Linked literature: teacher cognition, own-language use and pedagogical translanguaging.

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