

**CODE-SWITCHING AS A COMMUNICATION STRATEGY IN
SECONDARY SCHOOLS: A CASE STUDY OF ST.FRANCIS GIRLS' HIGH
SCHOOL, MANG'U**

BY

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DECLARATION

CANDIDATE'S DECLARATION

This project is my original work and has not been presented for a degree in any university.

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DEDICATION

To my beloved parents, Agnes Ngonyo and James Ngugi for their foresightedness and support, brothers Samuel, Julius and sister Julia for their encouragement.

To my fiancée, David Ndegwa and daughter Michele Waithira. Thank you for standing by me. You give me strength to go on.

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TABLE OF CONTENTS

| | |
|---|------------|
| DECLARATION | ii |
| DEDICATION | iii |
| ACKNOWLEDGEMENT | iv |
| TABLE OF CONTENTS | v |
| LIST OF ABBREVIATIONS AND ACRONYMS | vii |
| ABSTRACT | xi |
| CHAPTER ONE | 1 |
| INTRODUCTION AND BACKGROUND | 1 |
| 1.0 Introduction | 1 |
| 1.1 Background to the research problem..... | 4 |
| 1.2 Justification of the research problem | 8 |
| 1.3 Statement of the problem | 9 |
| 1.4 Purpose of the study | 11 |
| 1.5 Objectives..... | 11 |
| 1.6 Research questions | 11 |
| 1.7 Scope and limitations of the research..... | 12 |
| CHAPTER TWO | 14 |
| LITERATURE REVIEW | 14 |
| 2.1 Introduction | 14 |
| 2.2 Review of Theoretical Literature | 14 |
| 2.3 Review of Empirical Literature..... | 20 |
| 2.4 Theoretical framework | 30 |
| CHAPTER THREE | 37 |
| METHODOLOGY | 37 |
| 3.1 Introduction | 37 |
| 3.2 Research design..... | 37 |
| 3.3 Location of the study..... | 38 |
| 3.4 Target population | 38 |
| 3.5 Study sample and sampling procedure..... | 39 |
| 3.6 Data collection methods | 40 |

| | |
|---|-----------|
| 3.7 Research instruments..... | 43 |
| 3.8 Ethical considerations | 43 |
| 3.9 Data analysis | 44 |
| CHAPTER FOUR..... | 45 |
| DATA ANALYSIS, INTERPRETATION AND PRESENTATION | 45 |
| 4.1 Introduction | 45 |
| 4.2 Findings from the Focus Group Discussions. | 45 |
| 4.3 Findings from observations..... | 52 |
| 4.4 Findings from the questionnaires | 66 |
| CHAPTER FIVE | 87 |
| SUMMARY OF THE FINDINGS, CONCLUSIONS AND | |
| RECOMMENDATIONS | 87 |
| 5.1 Introduction | 87 |
| 5.2 Summary of the Findings | 87 |
| 5.3 Conclusion..... | 92 |
| 5.4 Recommendations for further research | 93 |
| REFERENCES | 94 |
| APPENDICES | |
| Appendix 1: Student questionnaire | |
| Appendix 2: Teacher questionnaire | |
| Appendix 3: Certificate of field work | |
| Appendix 4: Certificate of corrections | |

LIST OF ABBREVIATIONS AND ACRONYMS

| | | |
|-------|---|---------------------------------------|
| CS | - | Code Switching |
| CAT | - | Communication Accommodation Theory |
| EOC | - | Ethnography of Communication |
| K.I.E | - | Kenya Institute of Education |
| HIV | - | Human- Immunodeficiency Virus |
| AIDS | - | Acquired Immunity Deficiency Syndrome |
| FGD | - | Focus Group Discussion |
| FG | - | Focus Group |

LIST OF TABLES

| | |
|--|----|
| Table 1. Selection of participants..... | 39 |
| Table 2: Language of communication | 68 |
| Table 3: Reasons for using Kiswahili words while speaking English..... | 71 |
| Table 4: Situations when using Kiswahili is more effective than teaching purely in English | 78 |
| Table 5: Reasons for using Kiswahili words even while speaking English. | 81 |
| Table 6: Circumstances of switching from English to Kiswahili in class | 86 |

LIST OF FIGURES

| | |
|--|----|
| Figure 1: Response Rate | 66 |
| Figure 2: Student Class level | 67 |
| Figure 3: Topics of code switching between English and Kiswahili | 69 |
| Figure 4: Frequency of switching from English to Kiswahili..... | 72 |
| Figure 5: Frequency of switching from English to Kiswahili with the teacher of English in class. | 75 |
| Figure 6: Effectiveness of teachers of English using Kiswahili. | 77 |
| Figure 7: Topics most likely to switch English and Kiswahili. | 80 |
| Figure 8: Frequency of switching from English to Kiswahili with students in class .. | 82 |
| Figure 9: Effectiveness of using Kiswahili than teaching purely in English..... | 83 |

DEFINITION OF TERMS

Code

Wardhaugh (2002:100) defines it as a system used for communication between two or more parties.

Switch

Martin-Jones(1995) describes a switch as spontaneous, natural and unintentional, and works in the same way as fillers, hesitations, pauses, repetition of words, and speech marks as ‘er’, ‘uhm’, ‘ahm’, that people resort to, to keep a turn and avoid breakdowns in communication.

Code switching (CS)

Alternation between two or more languages in the speech of bilinguals or multilinguals.

Operational Definition of Code Switching

Code switching is the co-existence of different language varieties within a single context or discourse to better communicate with interlocutors and to serve different communicative purposes in listening and speaking.

Multilingual

This is a person who is proficient in more than two languages.

Bilingual

This is a person who is proficient in two languages.

Communicative competence

This is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

ABSTRACT

The study investigated the effectiveness of code switching as a communication strategy, whether code switching facilitates interpersonal communication, how it is used it is used to overcome communication difficulties and finally how it is a pedagogically useful communicative resource in schools. The study was conducted in St. Francis Girls' Mang'u and used convenience sampling to get the participants. Data was collected using both qualitative and quantitative methods through audio recordings, Focus Group Discussions, observations and questionnaires. Statistical analysis was conducted for the collected data. Both Ethnography of Communication and Communication Accommodation Theories were used to analyse the data. In this study, it was found out that code switching is an effective communication strategy for both students and teachers since it aids in addressing their various needs, it facilitates interpersonal communication for both students and teachers, it was used as a communication strategy by both students and teachers to overcome communication difficulties therefore a pedagogically useful communicative resource. This means that code switching is an effective tool to ease communication between teachers and students thus make learning much easier and enjoyable enabling both the teachers and learners express themselves freely in class.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Introduction

According to Mubia et al (2014), majority of the Kenyans are multilingual with the country having over forty mother tongues in its linguistic context. Since language plays a key role in the teaching and learning process, there is need for the right medium of instruction which is understood by both the students and the teachers. Both English and Kiswahili are Kenya's two official languages. When Kenya attained her independence in 1963, English was declared the official language which was to be used in education and all important government sectors.

Republic of Kenya (2010) under chapter two, section 7(2) declares Kiswahili an official language together with English. However, Kiswahili retains its previous status as a national language. According to Mazrui and Mazrui (1995), Kiswahili is the most international of all indigenous languages in Africa. Mukhwana and Jerono (2014) state that during the period before 1930, Kiswahili was found to be a lingua franca of high repute in East and Central Africa including Kenya. It is widely spoken and may be acquired formally in schools or on the basis of informal exposure as a result of interaction with its speakers. It has become the main language of communication hence most people in major towns in Kenya such as Nairobi learn Kiswahili from childhood and are able to express themselves in it by the time they get to school.

Momanyi (2009) describes Kiswahili as typically a Bantu language with 40% of its lexicon being Bantu. It borrows and continues to borrow words and terminologies from other languages to enrich its lexicon.

Sure and Webb (2000) state that although English is now considered to be a Kenyan language by some, to a large extent it has to be learnt formally. Amorim (2012) adds that in the 21st century, as English continues its spread around the world as the most internationally used language, code switching (CS) is becoming a natural universal consequence of globalization and multilingualism. In most countries, there is evidence of CS with English as one of the language pairs, in a wide variety of sociolinguistic settings as the internet, music, media, advertising, business and every day conversation.

Both the national and the official languages serve as unifying mediums of communication in Kenya since they are widely used by a majority of Kenyans. English is used in government institutions and some households. It is also used as a medium of instruction in institutions of learning whereas Kiswahili is the lingua franca spoken by all irrespective of educational or regional background. It is the most spoken language everywhere between people from different linguistic communities, at home and in public institutions such as schools.

The competency with which one is able to communicate depends on his or her ability to use the language or languages available to him. It is therefore important for the speaker to fulfil the need to communicate effectively by using the most natural facility of communication. This may require him to switch to a code that will give him a more comprehensive way of expressing what he knows.

Martin-Jones (1995: 99) describes discourse-related switching as a speaker-oriented resource used to accomplish different communicative acts at certain moments within the interaction, and participant-related switching as listener-oriented because the speaker takes account of the “hearer’s linguistic preferences or competences”. Milroy & Muysken (1995) adds that single-word switches are generally concerned with an

unknown word, and are predominantly intra sentential, as they happen inside a sentence. Phrase-switches and clause- switches depend on the purpose or function of the switch but are mostly inter sentential because they take place between sentences.

A person who is capable of using appropriately two languages or more is said to be multilingual. According to Baker (2014), two thirds of the people in the world are bilingual. Usually, bilinguals and multi-linguals tend to switch languages within the same utterance, a phenomenon known as CS. Therefore, CS results from bilingualism and multilingualism. This implies that any person who is capable of CS must be a competent bilingual or multi lingual.

Bilinguals and multi-linguals can code-switch and use their languages as resources to find better ways to convey meaning. Poplack (1980:588) suggests that CS constitutes the norm in many stable bilingual communities, and that satisfaction of this norm requires considerably more linguistic competence in two languages. Similarly, Muysken (1995:177) adds that CS is a quite normal and widespread form of bilingual interaction, requiring a great deal of bilingual competence.

Macaro (2005) argues that the fact that bilinguals can code switch is an asset and a valuable addition to their array of communication strategies. Secondly, a bilingual child may be more sensitive in communication. Since bilinguals have to know when to speak which language, they constantly monitor which language to use, with which person and in which situation. Thus they appear to be more sensitive to the needs of the listeners than monolinguals. The fact that bilinguals are more conscious about language makes them more efficient in emphatic communication. If the bilingual is aware of what is going on beneath, above and inside a language, he may be more in harmony with the needs of the listener in conveying meaning sympathetically.

Hudson and Bill (1980) believe that people decide when to use a particular language. Speakers that live in an environment where two or more languages co-exist, frequently switch from one language to another either between or within utterances so as to achieve complex communicative demands. This means that for a speaker to code switch, he must have a wider variety of lexical terms and phrases that enables him to shift codes freely in different circumstances and for different reasons.

Similarly, Gumperz (1982:59) refers to the term as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems. I will be using the term code-switching as an umbrella term in the remainder of this paper to cover the phenomena of alternating between two languages within the same conversation.

Setati, M. et al (2001) state that code-switching in a school classroom usually refers to bilingual or multilingual setting, and at its most general, entails switching by the teacher and or learners between the language of learning and teaching and the learners main language. Code-switching is a practice that enables learners to harness their main language as a learning resource. This is the reason as to why CS has recently attracted a lot of research especially in schools.

1.1 Background to the research problem

Milroy and Muysken (1995:7) define CS as the alternative use by bilinguals of two or more languages in the same conversation. They use code-switching as a cover term under which different forms of bilingual behaviour are subsumed. Muysken, P (1995)) stated that sometimes code-switching occurs between the turns of different speakers in the conversation, or sometimes between utterances within a single turn. It can even occur within a single utterance. Code switching in this particular study is the

alternating use of English and Kiswahili in English classes by the teachers and students.

The school under study is provincial and takes students from every county in Kenya. Therefore most students don't share a common mother-tongue unlike the surrounding local schools that admit students from the locality whereby the mother tongue is the Gikuyu language. The language policy of this school, states that students should either communicate in either English or Swahili while within the school in their performance of curriculum, co-curriculum and even non-curricular activities.

This is the reason as to why this study did not focus on Gikuyu-English CS or Gikuyu-Kiswahili CS despite the fact that Gikuyu is the dominant language in the locality. Similarly, the school also teaches other languages such as French and German which are electives and are only done by a group of students. This is also the reason as to why the study did not focus on CS with any of the two languages.

In English classrooms in Kenya, the students' aim is to learn English by demonstrating their listening, writing, speaking, and reading skills. Yet, students resort to Swahili in some contexts during the English language lessons. Due to the above reasons, the study aims at focusing on CS in regard to the use of English and Swahili which is very common among students in secondary schools.

In a classroom setting, the teacher and the student use the resource of language or languages available to them to engage in the teaching and learning process. Jones and Rubagumya (1998) identify three functions of language in the classroom: language for building relationships with each other; language for teaching and learning and language for developing communicative abilities. Language plays a very vital and critical role in education since the process of teaching and learning cannot take place

without it. It is through it that learners are able to read, comprehend and interact effectively during the process of teaching and learning. This interaction is facilitated through asking and responding to questions or when discussing issues pertaining to their subjects of interest.

Malekela (2004) argues that if learners and even teachers are disabled in the language that is used as a medium of instruction, then the learning process cannot take place effectively. Therefore language can be a factor in either providing or withholding access to education. It is therefore important that this particular resource be used so as to achieve effectiveness of communication in the classroom as well as facilitating the teaching and learning process.

According to Kyeyune (2003:173), the effectiveness or otherwise of the teaching-learning process at whatever level depends on whether or not effective communication has taken place between the teacher and the learner. Though the use of code switching may not be obviously evident to the teacher or the student, it may be a predominant part of the average communication process in the classroom.

There are some learners who spend much of their time in non-standard linguistic contexts whereas others have some measure of limited exposure to the standard. In a conversation, it is common for speakers who possess competence in two or more codes to make use of them when necessary. This leads to the reality that variability exists in the language used by learners. It is therefore necessary to address this variability through some form of accommodation as it relates to language use and teacher student interaction.

Amorim (2012) suggests that students' interactions and their voices reveal that CS is a strategy that learners resort to, intentionally or unconsciously, to achieve their

communicative objectives. It also seems possible to establish a connection between the language level of the students and the functional character of their switches.

Kenya's language policy in education is contained in reports of various commissions. The Ominde Commission of 1964 recommended the use of English as a medium of instruction right from class one. Following the Mackay report of 1984, Kiswahili became a compulsory and examinable subject in primary and secondary schools throughout the country. This resulted in the launching of the 8-4-4 system of education in 1985. This boosted the image of Kiswahili in the country since the government had realized the vital role that Kiswahili plays in education, national integration and socio-economic development of the country.

Furthermore, the Mackay Report was also reinforced by Koech Report of 1999 which proposed that Kiswahili should be one of the five compulsory subjects to be examined at the end of primary education. The language was also to be one of the three core subjects to be examined at the end of secondary education. According to K.I.E. (2002), the objectives of secondary school, Kiswahili curriculum in Kenya are to enhance what was learnt at primary level; enable the learners achieve a lasting ability to listen, speak, read and write in Kiswahili. It also enables them to be creative, analytical, and be in a position to express them in Kiswahili.

In addition it helps them to identify and take part in seeking for solutions in emerging issues that affect the society such as health, HIV/AIDS, gender, technological development, children's rights and labour issues.

Since the recommendation in the Ominde Commission of 1964, English has remained the language of instruction in Kenya. Therefore, in Kenya's language policy in Education, English has held the supreme position followed by Kiswahili. In a

conversation, it is common for speakers who possess competence in two or more codes to make use of them when necessary. This leads to the reality that variability exists in the language used by the learners.

It is therefore necessary to address this variability through some form of accommodation in relation to language use and teacher student interaction. This is why this research is focusing on English-Kiswahili code switching in public secondary schools. In order for one to identify the reasons or functions of switching, the approaches taken by the experts in studying code-switching are very important.

1.2 Justification of the research problem

According to Baker (2014), language is a vehicle to help move along the road of information exchange and social communication. Freire (1993) emphasizes on dialogue which requires critical thinking He suggests that without dialogue there is no communication and without communication, there cannot be true education. He adds that such an approach enables the students to develop their own power, to perceive issues critically and make them increasingly challenged thereby obliged to respond to the challenges. He criticizes the banking model of education where teachers deposit knowledge into students who are viewed as passive recipients.

When the learners' knowledge is excluded the learners are silenced and powerless. Instead, participatory education should be the aim of classroom interaction where learners' knowledge and experiences are the center of pedagogical processes. This ensures that there is effective classroom discourse between the teachers and the students. He adds that this approach enables the students to develop their own power, perceive issues critically and make them increasingly challenged thus obliged to

respond to the challenges. Elbe (1988) argues that such approach helps in retention, application, problem-solving, attitude change and motivation for future learning.

It is hoped that a study of this nature will help sensitize teachers to the use of CS within the Kenyan Secondary Schools. Hopefully, teachers will become aware of their use of CS as it relates teacher pupil interaction and the teaching-process. This can also allow for the exploration of the usage of code switching in the classroom.

There is a great need to examine bilingual children's code switching behaviours in an educational setting so that a more comprehensive understanding of this phenomenon can be reached and be used to inform the instructional practices of the teachers of bilingual students in Kenyan secondary schools. This accommodation of language can work towards effecting change in the esteem of the students.

CS can be beneficial in the sense that it can assist educators re-evaluate their methodology for teaching using both English and Swahili. Through this research, I hope to make the benefits of code switching in academic settings more apparent so that bilingual students may be allowed to use this communication strategy as a learning aid.

1.3 Statement of the problem

Communicative competence in any given language or code is very important especially in a school context as learners are able to comprehend concepts when they are presented in a code that is more familiar to them.

Both English and Kiswahili languages are taught as compulsory and examinable subjects in secondary schools in Kenya. Unlike English, Kiswahili is not a medium of instruction in the learning institutions in Kenya except in Kiswahili lessons. The language of instruction in which education is conducted has far reaching

consequences in all education systems. The selected language may facilitate or impede the quality of education.

The language of instruction can be a problem if the content being taught is not in the learner's first language. For instance, learning certain subjects may be a problem, for learners whose first language is not English. Therefore, supplementing English with another language which the learner is acquainted with can lead to a better understanding of the content being taught.

Students enter into their classrooms with varying levels of mastery of the English language. Some have excellent command of English and Swahili in a way that allows them to produce well-formed code-switched expressions, whereas others are monolingual and have mastered just minimal repertoire of English vocabulary, so they end up creating ill-formed constructions of code switching. Some code-switched constructions are well-formed in cases where the bilingual is totally aware of the morpho syntactic aspects that govern code switching. However, some code-switched discourses are ill-formed as a result of lack of awareness and knowledge of such constraints which result in language deviation of the English language.

Many schools in Kenya function within the context of Standard English and Swahili. This is the case in St. Francis Girls' High School. Though the policy in English language institutions demands that teachers of English and students use only English in teaching, the actual classroom practice might be different. Teachers and students code switch to another language for various reasons and functions.

The issue of code switching between English and Kiswahili in the Kenyan classroom has not been extensively explored. This is even more so in St. Francis Girls' High School where there has been no research into the use of code switching in secondary

schools. This is the reason as to why this study seeks more insight on code switching within a school set up.

1.4 Purpose of the study

The purpose of the study was to find out the use of CS as a communication strategy in St. Francis Girls' Secondary School, Mang'u.

1.5 Objectives

The specific objectives of the study were:

- i) To establish whether code switching is an effective communication strategy for both students and teachers.
- ii) To establish whether code switching facilitates interpersonal communication for both students and teachers.
- iii) To find out whether code switching is used as a communication strategy by students to overcome communicative difficulties.
- iv) To find out whether classroom code switching is a pedagogically useful communicative resource.

1.6 Research questions

- i) Is code switching an effective communication strategy for both students and teachers?
- ii) Does code switching facilitate interpersonal communication for both students and teachers?
- iii) Do students use code switching as a communication strategy to overcome communication difficulties?
- iv) Is classroom code switching is a pedagogically useful communication resource?

1.7 Scope and limitations of the research

The study was carried out based on the background knowledge that in Kenya, English and Kiswahili are used in every day interactions. Research was carried out in St. Francis Girls' School, Mang'u and specifically in one form one class, one form two class and one form three class. In addition, students also learn French and German but this study will only focus on English-Swahili CS. Due to the small size of the population chosen in this research which comprises of four classes, the findings of this research cannot be generalised beyond the selected sample.

Leedy and Omrod (2005) state that every study has a set of limitations. Creswell (2005:198) suggests that explicitly stating the research limitations is vital in order to allow other researchers to replicate the study or expand on a study.

In addition, it helps other researchers to judge to what extent the findings can or cannot be generalized to other people and situations. Participants particularly the teachers may be apprehensive about disclosing their feelings about language usage in relation to and actual practice in the classroom. This may also limit what is revealed. This problem may be combated by observing them over an extensive period of time.

Another possible limitation of the observations is the awareness of the participant that he is being observed which is known as the observer's paradox. The observer's paradox which is the effect of the presence of the observer within the classroom may change the dynamics within the classroom. This is more so when one considers the area under study. This is a school and therefore the participants may think that the researcher may be a spy to the administration.

Therefore, the privacy and anonymity of the research participants was guaranteed in that their names were not written down and were assured that the data collected is not meant for the administration but for the researcher.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section constitutes two subsections; the first is a brief review of theoretical studies proposed by the scholars of this particular field, and the second section is a brief review of some related empirical studies that have been conducted.

2.2 Review of Theoretical Literature

Code switching is broadly used in linguistics and a number of related fields such as communication. Code switching can be discussed from different parameters or perspectives. Appel and Muysken (1987) identify approaches to code switching: psycholinguistic, linguistic or grammatical and sociolinguistic.

Psycholinguistic approaches examine aspects of language capacity that enable the speakers to alternate languages, for example, these approaches tackle the abilities that are required in order to use and understand two or more languages in succession or simultaneously. It also shows the role that fluency plays in multilingual language processing and production. The linguistic approaches identify the grammatical rules for language alternation. The third approach to code switching is sociolinguistic that describes the reasons for code switching.

The two authors also describe a functional model of code switching to explain why speakers alternate languages. They identify six functions of code switching: referential, directive, expressive, phatic, metalinguistic, and poetic. Referential switches occur due to lack of knowledge in one language on a certain subject. Directive code switching seeks to include or exclude specific addressee. Expressive switching serves to express the multilingual status of the speaker. Phatic switching,

which is a replica of Gumperz's (1982) metaphorical code switching where by language alternation is used to change the tone of conversations. Metalinguistic switching occurs when speakers are willing to comment on their own language use. Finally, poetic switching occurs when speakers want to switch languages for aesthetic purposes like, making puns, tell jokes, and generate poetry using language alternation. Weinreich (1968:73) describes the ideal bilingual as the one who "switches from one language to the other according to appropriate changes in the speech situation such as interlocutors, topics among others but not in an unchanged speech situation, and certainly not within a single sentence. He further adds that when students are unable to conceive an appropriate word within a limited amount of time, code-switching, in some cases, allows them to express themselves more fluidly. He also suggests that bilinguals possess two separate linguistic varieties which they employ on separate occasions.

Poplack (1980) identifies three types of code switching: inter-sentential switches, intra-sentential switches, and tag switches. Tag switches include small units that are attached to larger monolingual units in the other language; in other words, it requires only a minimal integration of the two languages. Intra-sentential switching occurs within clause boundaries and requires competency in both languages in order to integrate two or more linguistic systems; whereas inter-sentential code switching occurs within the sentence barriers. In his work, Jacobson and Faltis (1990) provides instances of intra sentential CS in his attempt to characterize language switches as motivated by social categories such as emotions, domain, culture, interpersonal relationships, topic, metaphor and preference.

Myers-Scotton (1993) also uses code-switching as a cover term and defines it as alternations of linguistic varieties within the same conversation. Other researchers such as Gardner-Chloros (1991) also emphasize that switching can occur not only between languages but also dialects of the same language. He states that the linguistic variety in code switching may be different languages, dialects or style of the same language.

In English language classrooms, both the English language and Swahili are present and used in different activities and to different extents, by both teachers and students. From a socio-constructionist point of view, an English language classroom is an institutional context where students and teachers construct their language use together and create practices for the use of the Swahili and the English language.

Students also use code-switching in the classroom. Linguists such as Eldridge (1996:303) feel that languages 'should be kept strictly demarcated, 'or separated inside a speaker's head, CS may also occur naturally, unconsciously and even go unnoticed indicating that there is involuntary mixing. CS can also be used consciously to show solidarity, to include or exclude, to mark one's roles and rights, and to express an idea quicker or more accurately.

He also states that although students may use code switching unconsciously, code switching serves functional perspectives such as: equivalence, floor holding, reiteration, and conflict control. In case of equivalence, the students make use of the native equivalent of a certain lexical item in the target language; therefore, he or she code switches to his or her mother tongue. This process is correlated with the deficiency in linguistic competence of the target language, which makes the student use the native lexical item when he or she does not have competence for using the target language explanation for a particular lexical item. As a result, equivalence

functions as a defensive mechanism for a student as it allows him or her to continue communication by bridging the gaps resulting from foreign language incompetence.

To avoid gaps in communication which result from the lack of fluency in the target language, the learners use code switching for floor holding. He points out that messages are reinforced, emphasized or clarified where the message has already been transmitted in one code, but not understood. In this respect, the message of the target language is reiterated by the student in his or her native language through which the learner tries to give the meaning by utilizing the repetition technique. Students reiterate to transfer the meaning exactly in the target language, or to show that the content is completely grasped. He further adds that code switching is a kind of negative transfer and as he states that students must try hard to minimize its use so as to maximize the exposure to and use of the target language in the classroom.

Brown (2006) also illuminates the role of code switching. One is when it serves a referential function by compensating for the speaker's lack of knowledge in one language. It can also be used to engage or detach a listener; it can state that the speaker has a multiple cultural identity by switching from one language to another. In some cases, code switching is situational and appears due to the status of the interlocutor, the setting of the conversation, or the topic of the conversation. He draws on research by Blom and Gumperz (1972) when saying that code switching is a complex, skilled linguistic strategy used by bilinguals to convey important social meanings above and beyond the referential content of an utterance.

Muysken (2000) distinguished two main code switching patterns: insertion and alternation. Insertion is characterized by insertion of lexical items or entire constituent from one language into morpho syntactic structure of the other language.

According to Trudgill (2000), speakers use code switching for manipulation or influential purposes. Also, interlocutors switch codes to define the situation as they wish and convey the intended meaning and personal intention.

According to Sert (2005), during a conversation in the target language, the students fill the stopgaps with the use of the native language. Nevertheless, the students performing code switching for floor holding face a problem in recalling the appropriate target language structure or lexicon. This mechanism affects negatively on learning a language because it leads to loss of fluency on the long run. He further suggests that CS is a strategy to render the intended meaning. In this case, code switching is used to avoid misunderstanding.

The tendency towards using this functional role of code switching may vary according to the students' needs, intention, and purposes. In addition, code switching can be used for self-expression and it is a way of modifying language for the sake of personal intentions. It is also used to establish a sort of intimacy among members of a bilingual community.

The dynamic and constantly changing nature of education and specifically in the delivery of material in the classroom may perhaps warrant re-evaluation of the manner in which the teacher and the learner interact. More important to this interaction is the language medium used to foster an environment in which both stakeholders are fully able to have a close approximate to effective communication so as to allow for the attaining of the general objectives and goals of the education system in Kenya.

Hymes (1962) gives four basic functions of code-switching. Firstly, expressive function suggests that students use code switching to express emotions. Secondly,

directive function is used in a situation where a speaker wants to direct someone. This function can get the listener's attention. In addition, metalinguistic function is utilized to include the definition of terms, paraphrasing other words, and some metaphors. The next function is poetic function which means that during the conversation, the speaker inserts some jokes, stories; some poetic quotations into English-based conversations to add a sense of humour. Code switching may also be used to create humour or to indicate that a derogatory comment is not to be taken seriously.

Jacobson (1981) advocates for a principled functional distribution of languages in content courses taught bilingually in the U.S. In this approach, teachers must monitor their language use to ensure that code switching would serve different pedagogical purposes.

Gumperz (1982) focuses on the functions of code switching when he defines code switching as a discourse phenomenon that can generate conversational inferences. He sub-categorizes code switching into conversational code switching and situational switching. He defines conversational code switching as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems. Conversational code switching tends to occur subconsciously as the speakers are motivated by factors within the conversation itself when it takes place. Meanwhile, situational code switching can be considered as changes in language choice due to the situation where the speakers exist. Situational switching might take place at school, work, or public gathering where the situation demands for formality of language use.

According to Auer (1998), in order to understand the premises for learning a foreign language in a school context, one starting point is to study how the students use their languages in their interactions in institutional encounters. With language learning seen

as taking place during participation and as embedded in the structures of social activities, it is relevant to determine in which activities and with what methods the students construct practices for alternating between languages.

Practically, there are many functions that lead to shifting between language varieties in order to serve different communicative purposes such as the notion of bilinguals switching for convenience to better suit a certain topic, place or role-relationship which is basically associated with claiming group membership or solidarity.

In this respect, switches take place in response to specific educational, linguistic, and social prompts.

2.3 Review of Empirical Literature

Blom and Gumperz (1972) studied code switching between dialects in Hemnesberget, a small village in Northern Norway, to examine the verbal behaviour in this village and they came up with the conclusion that there are formal and informal functions of dialect switching played in various social settings and events, yet this code switching was chiefly concerned with the analysis of conversational events and the role of switching in composition of a speech situation. Two Hindi dialects were compared in Hemnesberget; Bokmal which is marked as standard, and Ranamal which is marked as local. The use of the local dialect appeared in frequent interaction with neighbours. In contrast, the use of the standard dialect was prominent in more formal communication like lectures. However, the verbal repertoire was identified in social and linguistic terms. The linguistic disaggregation of dialect and standard was conditioned by social factors.

There are several factors that contribute towards code switching such as solidarity, social status, topic, affection and persuasion. To start with, code switching can be used to show solidarity between persons of the same or different ethnic groups. According to Gathumbi & Masembe (2005) it is common for people to identify with those who speak the same language as themselves. Secondly, when a speaker wants to reflect his social status, he or she may use different languages to imply a certain social status or to distinguish him from other social classes.

Suleiman (1999) argues that the phenomenon of code switching is looked upon as something prestigious and as a sign of education and competence in more than one language. This is meant to show that he is a well-educated person who is competent in two languages or even more.

Shabt (2007) adds that by code switching, some people want to sound classy and elitist. In addition, people may code switch within a speech event to discuss a specific topic. In some situations, a bilingual speaker may tend to talk about one certain topic in a language rather than another. Similarly, a speaker may tend to use more than one language within one same utterance according to the topic.

Hanak (2009) states that in Tanzania, CS has been found to be a common practice in formal contexts such as teaching and learning. In secondary school classrooms, some teachers who lack adequate competence to explain subject matters in English switch to Swahili. This is viewed as a reasonable alternative to confronting students with inadequately understood ideas in an often incomprehensible variety of English. However, teachers who are proficient in both languages use code switching too. This strategy is used to present a topic in English and repeat every sentence in Swahili to make sure that students follow.

Mwinsheikhe (2003) found out that 89% of the teachers she interviewed admitted using Swahili in class primarily to explain key concepts. Utne (2002) adds that Swahili was also used in order to encourage participation of students who would not dare to contribute or ask questions in English.

Moreover, when speakers want to express feelings of happiness, excitement, anger, sadness and many others, they may code switch. Holmes (2000) continues to add that a language switch is often used to express disapproval therefore a person may code switch because they are angry.

Neil (1995) talks of Swahili-English code switching. This happens when the national language, Kiswahili, is the main language of communication. Kiswahili is the most dominantly spoken language in informal social situations by members of different ethnic backgrounds, amongst acquaintances, with neighbours and strangers. The code switching can also occur in conversations between people who know each other pretty well and who are in a position to move forth and back between Kiswahili and English without any problem and sometimes without being aware of the switch. Since Kiswahili is the dominant language in use, English words and expressions are often integrated in the course of the conversation.

He also talks of English and Kiswahili code switching which occurs when the main language in use is English. Since English is the official language, it is mainly spoken in the institutions of learning and other formal sectors. The code switching in this case often involves whole phrases, sentences and even several sentences. The feeling of helplessness expressed in the third sentence above is such that the speaker can only feel he has communicated it by using that language which breaks the barrier of all formalities - in this case Kiswahili. Using Kiswahili to express the situation the speaker finds him or herself in, gets the listener to 'feel' or 'experience' the

helplessness and breaks the distance in communication that could have been created if it were expressed in English. It thus also gives the connotation of sharing the same identity and hence a deeper understanding of the situation.

Code switching is used in speech and rhetoric in order to persuade an audience or attract their attention. Nerges (2011) argues that CS will draw the participant's attention and will enhance their motivation to carefully scrutinize the message presented. She adds that, when a speaker uses CS in persuasion and rhetoric, he will be more capable of reaching his goal and in persuading his audience since code switching grabs attention and reflects a certain socio-economic identity which can give the speaker more credibility and reliability.

In his study of German learners of English in a bilingual German school, Butzkamm (1988) found the students' native language works as a conversational lubricant which allows the conversation to flow smoothly and effortlessly. In the class he observed, German was not used for social purposes but for educational ones as students switched from German to English principally to ask for terms they needed in order to participate in a class discussion.

Polio and Duff (1994) examined recordings of the foreign language classes to determine why English was used in these classes in the U.S.A. The researchers identified eight categories of English use in the classroom: vocabulary, grammar, instructions, classroom management, maintaining consistency, translating the unfamiliar target language vocabulary, overcoming deficiencies in student comprehension and interaction. The function of code switching corresponds to one of the code switching types identified by Gumperz (1992) although the names are quite different. What Polio and Duff (1994) call solidarity, Gumperz refers to as

personalization; in both concepts, speakers change language in order to express empathy with their interlocutors.

Canagarajah (1995) described the languages used in Jaffna, the capital city of the Northern Province of Sri Lanka, for various functions, such as giving directions, managing discipline, giving commands, reviewing content and requesting assistance. He found different micro-functions that dealt with issues in the classroom and macro-functions which had connection to issues outside the classroom. These functions were further divided into two categories: classroom management and content transmission.

Under classroom management functions, the consideration of how code switching facilitates the teachers and students to control classroom interactions systematically and efficiently was under scrutiny and examination. Content transmission means the fact that code switching can aid in the effectiveness of the lesson content and language skills which have been specified in the curriculum. Classroom management functions were: opening the class, negotiating directions, requesting help, managing discipline, teacher encouragement, teacher compliments, teacher's commands, teacher admonitions or warnings, mitigation, pleading and unofficial interactions.

Content transmission functional categories were: review, definition, explanation, negotiating cultural relevance, parallel translation and unofficial student collaboration. Macro- functions tackled socio-educational situations where students were trained for the social and communicative life outside school, since bilingualism persists through code switching in Jaffna. The use of English in the classroom was used for formal and official implications, which means that Tamil is used for extra-pedagogical purposes, for example, for discussing personal matters. Similarly, Hanak (2009) states that teachers often used Swahili when handing out assignments, admonishing students or engaging in other aspects of classroom management.

Utne (2002) argues that in a school setting, language is used not only to impart knowledge but also for classroom management. He states that “sitting in the back of many secondary school classrooms in Tanzania over many years, I often noticed that even though they tried to use English throughout their lessons, they would probably without noticing switch into Kiswahili when they felt the need to discipline a student, have him be quiet, stand up or fetch something. In his doctoral thesis, Rubagumya (1993) shows how Kiswahili is frequently used in classrooms in secondary schools in Tanzania for class management.

Teacher: Yes...good trial in English...they took out raw materials...what else?

Yes...Rehema unasinzia? (Rehema are you falling asleep?)

In addition, Mwinsheike(2001) said that one of the secondary school teachers she interviewed said that, “I sometimes use Kiswahili to make students smile or laugh once in a while, which is good for learning.”

Cook (2001) discusses the relationship between code-switching and language teaching. She states that for many students the ability to go from one language to another is highly desirable; there is not much point in being multi- competent if you are restricted by the demands of a single language. Bilingual teachers use two languages to teach the academic content. Within the context of lessons, they switch between the languages in at least three ways: spontaneously, for direct translation, or intentionally. Teachers may decide on the spot when to use which language in order to enable comprehension and meaningful involvement of students. As Cook (2001: 106) clearly states, teachers should remember:

- i) The classroom is often a natural code-switching situation.
- ii) There is nothing wrong or peculiar about code-switching.
- iii) Principles exist for code-switching in the classroom.

Academic success is not dependent on a child being a bilingual. However it may be used to greater success. Skiba et al (1997) is one of the proponents for using the code switching in the classroom as it works as a supporting element in situations where code switching is used due to an incapability of expression whether it is informational or social interaction. When it comes to the choice of language instruction in African Schools especially in Kenya, socio-cultural politics and education are so closely interrelated that it is challenging to sort out the arguments. It is an area with strong influence from the former colonialists who want to retain and strengthen their own language.

In his study, Adendorff (1993) studied English-Zulu code switching among Zulu-speaking teachers and their learners by investigating the functions of code switching in three high school classrooms, as well as, during school assembly. He reported that code switching from English to Zulu during an English lesson was used by the teachers not only for academic reasons but also in order to maintain solidarity in the classroom.

Regarding code switching for academic reasons, the first function of such switching, identified by Adendorff (1993), was that of helping learners to understand the subject matter. In this case, an English teacher may switch between English and Zulu in order to explain a poem to his learners. The other was to aid learners explain the subject matter. Furthermore, code switching was used by English teachers in order to provoke learners in an attempt to involve them in the discussion of the poem. He stated that code switching to Zulu met academic purposes.

Also, code switching was also used for social reasons like, gaining credibility from the learners. He suggests that code switching from English to Zulu was also used as a means of exercising classroom management. On the whole, Adendorff (1996) found

that teachers and students used code switching for communicative reasons which enabled them to achieve both educational and social targets. He came up with the conclusion that English was the official language of instruction, but Zulu, the teachers, and students' first language, was used to serve social functions like expressing solidarity with students, managing the classroom as well as encouraging students through expressions of praises.

Probyn, M (2009) suggest that there is ample empirical evidence that code-switching is employed strategically by lecturers and students as a resource in many contexts such as constructing and transmitting knowledge, for classroom management and for interpersonal relations. Cook (1991) asserts that different codes can be used deliberately and consciously, for example when a lecturer begins the lesson in the first language and then moves into the second and back. This is done to make the lesson as communicative as possible. The approach suggests that lecturers balance the use of languages within each lesson, allowing them to switch languages at certain key points, such as when explaining important concepts, when students are becoming distracted, during revision, or when students are praised or chided.

Hussein (1999) conducted a study on Jordanian university students' attitudes towards code switching to find out when and why they code-switch and the most frequent English expressions that they use in Arabic utterances. The questionnaire he used displayed that the students had negative and positive attitudes towards code switching with English in Arabic utterances. The results indicated that students used code switching with English for many of reasons. The most important reason was the lack of Arabic equivalents for English terms or expressions. Finally, there was a frequent use of a variety of English expressions.

Lin (2013) suggested that both teachers and students code-switched to a larger extent in informal situations whereas the target language dominated in formal ones. Students find classroom interaction more natural and easy when code switching is taking place. This conducive atmosphere that code-switching can contribute to is important in the teacher-student relationship since it gives them an opportunity to communicate in a more informal way where the risk of misunderstandings can be avoided. In formal situations, code-switching can be used to make the teaching more effective. This can be made possible when a teacher finds it important to explain what is in the curriculum or another academic text in a language or languages that a student can understand.

Cook (2001) asserts that teachers' code switching is an important tool for explanations and instructions. Group speaking activities are excellent opportunities for utilizing and maximizing speaking time and acquiring fluency. In Tanzanian classrooms, it has been proven that code switching is the teacher's main classroom strategy for coping with their own unfamiliarity and unfamiliarity of their students with the language of instruction. According to a teacher who was interviewed by Mwinsheikhe (2001) on the issue of language, he stated that, 'If I insist to use English throughout, it is like teaching dead stones.'

Rubagumya, Kathryn and Mwansoko (1999:17) illustrate how a science teacher changes language completely when he sees that his students do not understand how his own English is not easy to understand. This teacher expresses himself much more clearly and effectively in Kiswahili. For him, the important thing is to get the subject matter across. He is teaching science not English.

T: When you go home put some water in a jar, leave it direct on sunrays and observe the decrease of the amount of water. Have you understood?

SS :(Silence)

T: Nasema, chukua chombo, uweke maji na kiache kwenye jua, maji yatakuaje? (I say take a container with water and leave it out in the sun, what will happen to the water?)

SS: Yatapungua. (It will decrease)

The teacher is not able to get his question across in English, but has no trouble when he switches to Kiswahili. Similarly, Osaki (1991) also observes that students talk very little in class and copy textual information from the chalkboard, or attempt a discussion in a mixed language that is English and Kiswahili and then copy notes on the chalkboard in English. Teachers who insist on using English only end up talking to themselves with very little student input.

According to Baker (2014), bilingual children usually have enough vocabulary to express themselves easily and fluently in either language. They also have sufficient proficiency within specific contexts to operate successfully. He adds that research evidence from Canadian, Basque, Catalan and Welsh bilingual education reveals that many children who can operate in two languages in the curriculum tend to show superior performance.

The presence of two languages in an operating brain system is likely to produce a more creative and critical thinker. A bilingual child is less centred on the sound and form of a word. He tends to be more aware of the arbitrary nature of language. For example, the concept of the star is not the same as the word 'star'. Having two languages seems to free the child from the constraints of a single language, enabling the child to see that ideas, concepts, meanings and thoughts are separate from language itself. The 'star' will have different "word labels" in different languages.

2.4 Theoretical framework

2.4.1 Communication Accommodation Theory.

Originally, it was conceived as Speech Accommodation Theory by Giles, et al (1987) and later refined as Communication Accommodation Theory (CAT) by Giles and Coupland (1991). CAT explains many of the changes in our speech and language use. CAT explains some of the cognitive reasons for code-switching and other changes in communication as individuals seek to emphasize or minimize the social differences between themselves and their interlocutors. Originally, the theory was based on speech, but it has since been expanded to cover verbal and nonverbal behaviours as well. Essentially, CAT suggests that when interacting with others, individuals will accommodate their speech and language patterns either by matching their patterns' speech or by differentiating their speech and language use.

This theory explains the notion of accommodation through both convergence and divergence. Giles and Coupland (1991:35) define convergence as a strategy whereby individuals adapt to each other's communicative behaviours in terms of a wide range of linguistic ,prosodic, non- vocal features including speech rate, pausal phenomena and utterance length, phonological variants, smiling, gaze, and soon. They also define divergence as the way in which speakers accentuate speech and nonverbal differences between themselves and others.

Depending on how we relate the other person's speech and behaviours to our own determines our behaviours during the conversation. This means that a person will alter his speech and behaviour so that it matches that of the conversational partner .Speech includes language, word choice, pronunciation, pitch and even gestures. When individuals match their speech, they convey acceptance and understanding.

Interpersonal attraction also leads to convergence. This implies that the more a person is likeable, charismatic and socially skilled, the more likely you are to try and match his or her communication patterns. For instance, school teachers may convert their speech using more expressive registers to accommodate the weak students, to offer guidance and counselling among other activities. Therefore this theory may be of importance in finding out whether code switching through convergence is meant to overcome communication difficulties by students or whether it facilitates interpersonal communication for both students and teachers. It can also aid in finding out whether convergence can render classroom code switching a pedagogically useful communicative resource. Giles & Coupland (1991) posits that when speakers seek approval in a social situation, they are likely to convert their communication to that of their interlocutor. This can include, but is not limited to the language of choice, accent, dialect and paralinguistic features used in the interaction.

In contrast to convergence, speakers may also engage in divergent communication. In divergent communication, individuals emphasize the social distance between themselves and their interlocutors by using linguistic features characteristic of their own group. This is when one wants to differentiate him or herself from a particular crowd. This implies that rather than match your partner's communication patterns, you will seek to make your speech different. For instance, a teacher may code switch when disciplining a class for misbehaviour.

People try to adjust their style of communication to others in order to gain approval, increase communication efficiency, and maintain positive social identity with their interlocutor(s). The two first goals can be considered convergent since they seek an effective communication. Both speaker and listener share a cooperative behaviour which leads them to convergence in their communication. For instance, in a classroom

situation, the teacher may code switch to a language that will lead the learners to understand a given concept. Maintaining a positive social identity is seen as divergent because the speaker wants to keep an identity with a reference group. In this situation the interlocutors behave competitively diverging from each other by emphasizing the differences in their communication. For instance, if a teacher code switches in order to discipline or to show authority. Convergence is seen as expressing a desire for social integration; divergence, as serving the function of promoting social distance.

The third approach to the communication accommodation is over accommodation, where one attempts to overdo efforts in regulating, modifying or responding to others. One of the ways of over accommodating is through sensory where people tend to over adapt to others who are perceived as limited in their abilities. For instance, a teacher is explaining a question or a concept to a weak student may be forced to over accommodate to enhance understanding.

The second is dependency, where the person who is talking, speaks to others as if they're in a lower status than them.

Overall, this theory tries to accommodate for differences within situations. Therefore, we find that we don't communicate the same way virtually to every person we encounter since we adjust our language patterns to our conversational partners. This is done consciously and deliberately but at times, it emerges automatically and unconsciously. This is why this study considers CAT in explaining code switching as a communication strategy.

2.4.2 Ethnography of Communication

Ethnography of Communication (EOC) theory formerly known as Ethnography of Speaking is the analysis of communication within the wider context of the social, cultural practices and beliefs of the members of a particular culture or a speech community.

It was propounded by Hymes, D. (1962) towards analysing patterns of language use within speech communities in order to provide support for his idea of communicative competence.

According to him, EOC must investigate directly the use of language in contexts of situations so as to discern patterns appropriate to speech activity. It must also take a community as a context, investigating its communicative habits as a whole. This means that other than divorcing linguistic form from its function, the analysis of a community's communication, linguistic or otherwise, must occur with respect to the social cultural context of its use and the functions of the meaning conveyed. It also takes into account both the communicative form, which may include but is not limited to spoken language, and its function within the given culture.

Communication scholars, Thomas and Bryan (2002), state that EOC conceptualizes communication as a continuous flow of information, rather than as a segmented exchange of messages. They further add that EOC studies produce highly detailed analysis of communication codes and their moment-to-moment functions in various contexts. According to Deborah (2001), EOC can be thought of as, 'the application of ethnographic methods to the communication patterns of a group.' In addition, Littlejohn et al (2011) assert that Hymes, D.(1962) suggests that, 'cultures communicate in different ways, but all forms of communication require a shared code,

communicators who know and use the code, a channel, a setting, a message form, a topic, and an event created by transmission of the message.’

Haralambos & Holborn (2004) argue that language is one of the ways in which one can communicate ideas to present one’s knowing in a personal and real way. It is the means by which one’s reality is understood. The ease with which one is able to express these ideas is dependent upon one’s competency in the language being used; hence, it may become necessary to switch to a code that gives the speaker a more comprehensive way of expressing his knowledge. This competence is invariably present in the school context as learners are usually more able to understand concepts when they are presented in a code that is more familiar to them, with the gradual and eventual return to the target language. This interaction of two languages whereby English is regarded as the main language of instruction and communication in schools whereas Kiswahili is mainly used when the subject is being taught has allowed for an inadequacy in oral communication in the school.

Saville-Troike (2003:18) proposed that the concept of communicative competence must be embedded in the total set of knowledge and skills which speakers bring into a situation. These skills or the total set of knowledge within the context of the classroom is underscored by the language of the students and their ability to navigate between their native language and the language prescribed for the classroom. Saville (2003) continued by describing aspects of culture that are relevant to communication. One aspect of this being - the values and attitudes held about language and ways of speaking, this is transmitted to students by teachers. Therefore, code-switching within the context of the classroom can be viewed as a valid attempt to meet the needs of both teachers and students within the classroom as it relates to understanding during the teaching and learning process. This is of particular interest in the tradition of

ethnography and even more so in the specific area of the Ethnography of Communication.

Several reasons for code-switching were presented by Saville-Troike (2003) .These include; for official business situations, for the effect of humour, to exclude others, to avoid the making of social distinctions and even to assert one's heritage or cultural background.

Switching may occur because of real lexical need, sometimes because formulaic expressions in one language cannot be satisfactorily translated into the second, sometimes because the speaker knows the desired expression only in one language, and sometimes because access to one of the languages is diminished or probably in the process of language attrition.

It is here that the issue of comprehension or facilitating comprehension through code-switching can be identified as one of the reasons for code-switching. The ethnographer within his cultural context while carrying out his investigation among members of a specific language community by observation and self- knowledge can plumb the depths and explore the subtle interconnections of meaning in ways that the outsider could only attain with some difficulty.

Hence, Hymes (1962) as cited in Flood et al (2003) states that the researcher through the use of EOC is guided to consider the perspective from which he is considering any study, whether it is a social life issue or a language issue? In this instance it is the important for the researcher to consider both as paramount to the development of the learning process as it relates to language development in the classroom and beyond.

Erickson (1977),for example, argued that ethnographic work is holistic, not because of the size of the social unit, but because of the units of analysis analytically as

wholes ,whether that whole is a community, a school system ...or the beginning of one lesson in a single classroom (as cited in Flood 2005,p.167).

Hence the exploration of code switching as a communication strategy in schools can mostly be placed within the tradition of ethnography and more specifically EOC.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This study explores and examines the practice of code switching among teachers and students at St. Francis Girls' High School, Mang'u. This chapter describes the context of the study and its participants followed by a discussion of the research design, population, sample and selection of participants, the data collection procedures and data analyses techniques.

3.2 Research design

Kothari (2004) defines a research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy to procedure.

In this study, both quantitative and qualitative approaches were employed. Matthews and Ross,(2010:141-142) argue that qualitative research methods are primarily concerned with stories and accounts including subjective understandings, feelings, opinions and beliefs while qualitative data is typically gathered when an interpretive epistemological approach is taken.

The qualitative data includes words and expressions of the research participants themselves. In this study, quantitative and qualitative methods were used alongside each other, with each type of data contributing to answering the same or different research questions. The data for this study was obtained through Focus Group Discussions (FGDs), observations and the administration of questionnaires .This helped to obtain a better understanding of the code switching practices while teaching English in classrooms.

3.3 Location of the study

This study was conducted at St. Francis Girls' High School in Kiambu County where both English and Kiswahili are compulsory subjects. The researcher chose this school because of the ease of access to the research participants since she is a teacher there.

The study took place between July and September 2015.

3.4 Target population

According to Hatch (2002), the participants determine whether and to what extent the researcher will have access to the information desired. This research is a case study of students and teachers of English at St. Francis Girls' High School.

They were all selected using convenience sampling because of their accessibility, they were easy to contact, and well known to the researcher.

3.4.1 Teacher participants

The teacher participants who participated in this study were teachers who hold education degrees and some have master degree from Kenyan universities. All of the teachers were teachers of English with over five years teaching experience. Six teachers were approached to participate in the study. The researchers then spoke to the teachers individually to explain the project in details and to answer any queries that they had about the procedures to be involved. All teachers are bilinguals, who can converse in English and Swahili.

3.4.2 Student participants

The study recruited 128 students who participated as respondents. The class sizes in this school range from 40 and 48 students.

3.5 Study sample and sampling procedure

The sample is a convenience one and the participants were chosen on the basis of availability. This is because of the fact that the researcher chose the students' sample from the classes that she teaches English.

The involvement of the researcher who is a teacher in the school under study added value to this study as she was able to clarify and disambiguate some features that may be overlooked in classrooms that needed to be observed.

3.5.1 Selection of participants

Convenience sampling was employed in determining the students' sample that consisted of 128 participants. From these participants, 20 students were selected to participate in Focus Group Discussions. They were divided into two groups, each having 10 participants. All the 128 students were asked to respond to the questionnaires that were distributed to them by the researcher. Table 1 shows how the sampling was done in each form.

Table 1. Selection of participants

| CLASS | NO.OF STUDENTS | PERCENTAGE |
|--------|----------------|------------|
| FORM 1 | 45 | 35.9% |
| FORM 2 | 43 | 33.6% |
| FORM 3 | 40 | 30.5% |

Only four teachers of English in this school participated in the study.

3.6 Data collection methods

Researchers employ a variety of methods depending on the research topic, theoretical approaches and the types of data they wish to work with. The choice of data collection method is contingent on the research questions and aspects of the research which are of interest to the researcher. Matthews & Ross (2010) argue that the method of data collection is determined by the types of data that need to be collected in order to answer the research questions. Blom and Gumperz (1972) state that the examination of instances of CS requires the collection of data in spontaneous and natural surroundings. This study used FGD, observations and questionnaires as methods of data collection. During observations, CS was not explained in order to reduce the influence that may arise from understanding CS. In this case the learners were relaxed and spontaneous in their conversations.

3.6.1 Focus Group Discussions

Powel & Single (1996) define a focus group as a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research. Focus group interviewing is particularly suited for obtaining several perspectives about the same topic or issue. According to Morgan & Kreuger (1993) focus groups are particularly useful when...the everyday use of language and culture of particular groups is of interest....Similarly, Kitzinger (1994,1995) argues that interaction is a crucial feature of focus groups because the interaction between participants highlights ...the language they use about an issue....

3.6.2 Questionnaires

Questionnaires are perhaps the most common and popular way of gathering data in research. They are used to obtain the opinions, beliefs and experiences of research participants. Matthews & Ross (2010:201) define them as ‘a set of questions which can be answered by the research participants in a set of ways, which are designed to gather already structured data and may include closed and open questions’. There are some advantages of using quantitative questionnaires as an instrument for data collection.

Firstly, they can be administered effectively to large groups of participants within a short period of time. The researcher also predetermines the questions and range of answers which allow the researcher to gather data in a standardised format therefore making it easy for analysis.

However, there are some limitations to the nature of the data that is gathered. Therefore, it was not feasible to use questionnaires as the only instruments for such a study that will adopt the principles of a grounded theory.

Both sets of questionnaires include general statements that were constructed to establish the function and effectiveness of code switching in a school and more so in a class. Both questionnaires were prepared in English language.

Data from the questionnaire was used to cross check and triangulate quantitative findings obtained through recordings and classroom observations.

Prior to the actual research, a pilot study was conducted for both groups of participants to determine the validity of the questions and also to identify wordings or definitions that might require to be amended.

3.6.3 Observations

3.6.3.1 Classroom observations

Matthews & Ross (2010:255) defines observation as the act of watching social phenomena in the real world and recording events as they happen. The basic focus of classroom observations is to gain access to the social practices of teachers and students in the classroom. In the context of this study, the 'social practices' refer to the teachers' and students' use of code switching when interacting with one another during lessons and out of class. The phrase 'focused participant observer' as put across by Tracy & Way (2012:112) is used to describe an observer who enters the scene with an explicit researcher status and a clear agenda of what data to gather from the scene. During classroom observations, the researcher assumed the role of the focused participant observer since he was mainly interested in observing and documenting how code switching was used by both teachers and students in the classrooms by recording or note taking.

Prior to the formal data collection period, all the teachers of English were informed about the purpose of the observations. All of the teachers were observed except for two. Students' interactions with both peer and teachers within the classroom were documented in a journal through the use of note-taking and recording. These observations included students' expressions, their speech and exact conversation.

3.6.4 Audio recordings

In addition to observations, audio recordings were used in the classroom to record interactions between peers and between the students and the teachers. Similarly, when the focus group discussions were on going, the conversations were recorded. When recording conversations of small groups, the recorder was placed on the table or on

the ground near the group. During lessons the recorder was set behind the group. Since the researcher or the observer was one of the participants she did a self-report audio recording during the observation for analysing the data effectively afterwards. This was done for efficacy of compiling and analysing the data.

A few students were also recorded individually during a one on one tutoring sessions. The audio-recorder was set on the table when these sessions were being recorded between the teacher and the student. Later the taped or recorded conversations were transcribed and occurrences of code switching were highlighted.

3.7 Research instruments

The following instruments were used in this study: an audio recorder and a journal to note down the observations, an interview guide for the FGD, students' and teachers' questionnaire. Each was followed by its validity and reliability procedures.

3.8 Ethical considerations

Tracy &Way (2012:243) states that there are some ethical issues which need consideration before undertaking studies which involve human participants, namely obtaining 'informed consent', protecting participants 'privacy and confidentiality', ensuring that procedures do not cause any 'harm' to participants and avoiding 'deception' which may mislead participants .Ethical approval was sought prior to the formal data collection process from the Principal of the school.

The privacy and anonymity of the teacher participants was guaranteed. The content participants' conversation remained highly confidential since as Homan (1991) argues, young students are extremely sensitive to damage of their dignity. No other personal information of the teachers or the students was disclosed.

3.9 Data analysis

The analysis of the data involved quantitative and qualitative observations and transcribed audio recordings which were used to identify instances of CS within the classrooms. The data was analysed according to the situation that triggered the CS. Situation here means the intentional functions of CS that the speakers use to achieve their communicative objectives, that is how CS can convey the speaker's intent.

Data from the focus groups and observations was transcribed and then analysed in terms of the functions of CS as communicative strategy in educational settings as identified from the existing literature on this topic as well as in terms of the theoretical frameworks.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

The research sought to investigate the code switching between English and Kiswahili as a communication strategy in secondary schools. This chapter contains the findings of the study and discussions on the findings. The findings will answer the following research questions: Is code switching an effective communication strategy for both students and teachers? Does code switching facilitate interpersonal communication between the students and the teachers? Do students use code switching as a communication strategy to overcome communication difficulties and finally whether classroom code switching is a pedagogically useful communication resource?

4.2 Findings from the Focus Group Discussions.

The following are the findings from the focus group discussions involving both the teachers and the students.

The students were arranged to discuss an extract from the novel, “The River and The Source,” by Margaret Ogola. The discussions were recorded and later analysed on the use code switching as a communication strategy.

EXTRACT A

‘Owour treated his wife like a queen and she did not fail him. Otieno treated his wives like sluts and they did not fail him either.’

The students are debating on whether there is irony, which is a stylistic device, in the above statements.

Student A: “According to me, eti Otieno treated his wives like sluts and they did not fail him.....The women are being treated like sluts and they still want to please him. They are not failing him, but here is Awuor who is treating nini, eehe Akoko like a queen. It is so ironical. These group of women may be they are mistreated, may be harassed but here is Akoko being treated like a queen. But these ones are not failing the man, though they are being nini, they are being mistreated. So it is so ironical.”

Student B: “Let’s just give an example. Marbel is Otieno and I am Awuor. Britney and Sydney are Marbel’s wives and Evonne is my wife. Marbel keeps beating Britney and Sydney. Do you expect Britney and Sydney to treat him the way Evonne atanifanyia the things, (laughter from the students) okay, the way Evonne will do for me ‘the things’? Britney and Sydney will be doing it out of fear.”

TRANSCRIPTION

Student A: “According to me, that Otieno treated his wives like sluts and they did not fail him.....The women are being treated like sluts and they still want to please him. They are not failing him, but here is Awuor who is treating who, eehe Akoko like a queen. It is so ironical. These group of women may be they are mistreated, may be harassed but here is Akoko being treated like a queen. But these ones are not failing the man, though they are being what, they are being mistreated. So it is so ironical.”

Student B: “Let’s just give an example. Marbel is Otieno and I am Awuor. Britney and Sydney are Marbel’s wives and Evonne is my wife. Marbel keeps beating Britney and Sydney. Do you expect Britney and Sydney to treat him the way Evonne will do for me the things, (laughter from the students) okay, the way Evonne will do for me ‘the things’? Britney and Sydney will be doing it out of fear.”

4.2.1 Code switching as a communication strategy by students to overcome communicative difficulties as well as an effective communication strategy to achieve the different needs of the learners

The above recording shows that code switching helps one to communicate without creating gaps in the communication process. This happens when there is need to explain an idea but a speaker loses memory of words. She therefore results to code switching to Kiswahili as she thinks of the appropriate word(s) in English language. This is clearly illustrated by student A who uses the word 'nini' in the course of her speech but later on she is able to replace it with the appropriate English word. Secondly, when student B code switches, laughter is heard from the students thus she does it to create humour. This corroborates to a study that was done by Saville-Troike (2003) whereby he stated that CS may occur because of a real lexical need or even for the effect of humour. When there is a real lexical need, the speaker results to CS for communicative purposes.

The following is another conversation among the students and this is what they had to say about the teachers strike.

EXTRACT B

Student A: Nikama hii strike ya teachers haiishi. Imagine this is the second week na kuna subjects hata teachers hawajawahi come.

Student B: Hata mimi nashangaa. At least form four is better off since they are being taught. Sisi Form threes tuna soma tu on our own. At least there are two or three teachers who are teaching us ama wanatuachia kazi .Nasikia hata kuna exams tuta do next week.

Student A: Waah, zingine. Ni ukweli?

Student B: Eeee. Na hata hatujarudishiwa opener exam. Probably it is not even marked.

Student A: No, some teachers have already marked and returned the scripts but some are yet to.

Student C: Lakini serikali ikikaa ngumu, hata walimu wanafaa wakae ngumu.

Student D: Lakini sisi ndio tuna lose.

Student C: But still, they have money but hawataki kulipa.

Students: eeeeeee....

Student E: Nasikia serikali imesema haina pesa saa hii.

Student C: Uongo. The government is never broke. It is only that hawataki.

Student B: Let's just pray wasikizane na iishe.

TRANSCRIPTION

Student A: .It seems like the teachers' strike is not ending any time soon. Imagine this is the second week and there are some subjects that we have never been taught.

Student B: I am also worried .At least form four is better off since they are being taught. We are reading on our own in Form three. At least there are two or three teachers who are teaching us or even giving us some assignments .I hear that they are even exams that we are to do next week.

Student A: What! Others. Is it true?

Student B: Yes, and we have not received the results of our opener exam. Probably it is not even marked.

Student A: No, some teachers have already marked and returned the scripts but some are yet to do so.

Student C: But if the government remains stubborn, even the teachers should remain so.

Student D: But we are the losers.

Student C: But they have money only that they are not willing to pay.

Students: Yes.

Student E: I hear the government doesn't have money as of now.

Student C: These are just lies. The government is never broke. It is only that they are not willing to pay.

Student B: Let's just pray for a consensus and the end of this strike.

4.2.2 Code switching to facilitate interpersonal communication between students.

The above recordings show that code switching makes communication easier and that it helps students to interact with each other freely. As such code switching creates a conversational and relational effect that facilitates interpersonal communication between the students themselves. This corroborates with Sert (2005) who argues that the functional role of CS may vary according to students' needs, intentions and purposes.

It is important to note that a speaker can either be conscious or unconscious of his or her CS behaviour and is not always a sign of linguistic deficiency or inadequacy. According to Ariffin (2009), it is a negotiation between language use and the communicative intents of the speakers. The speaker employs CS as an effective communication strategy to achieve his or her communicative intents. It is effective in

that a speaker uses it to express the exact message that he wants to convey and how. Therefore, from the data below, a speaker may not need to convey the referential meaning of the words which he utters, but also accomplish different intents mentioned in this study. This corroborates with Myers Scotton (1993) who states that the choices that a speaker makes in using a language are not just choices of content but are discourse strategies.

The following is a conversation among teachers discussing the issue of salary payment for the month of September 2015 following the teachers' strike.

EXTRACT C

Teacher A: Nyinyi mumelipwa mshahara ya September?

Teacher B: Aiii. Kuna mwalimu amelipwa?

Teacher C: Nasikia it is only 40,000 teachers countrywide who will be paid .i.e those who reported to work.

Teacher A: Are we among them?

Teacher C: Kama ulikuwa ukisign zile attendance forms, basi utalipwa. But I don't think I can be paid and another teacher whom we are working with in the same station fails to be paid.

Teacher D: Wewe, it can happen. Hata nimesikia some teachers wakisema ati wamepata payslips zao zina pesa lakini hakuna anything kwa account. Wengine wanasema hakuna anything kwa payslip.

Teacher A: If that is the case, it means hao wenye wako nazo kwa payslip watalipwa lakini wenye hawanani kubaya.

Teacher C: Lakini surely, hiyo ni nini serikali inafanya? Wataharibu hii sector kabisa.

Teacher D: Si hiyo pesa ya this month yenye wanakataa kulipa walimu ndio watatumia kulipa the teachers they are hiring on contract.

Teacher B: Huu ni mchezo mgani wanachezea walimu?

Teacher D: Wewe sema tu ni mchezo. Huu mwezi wa October tutalipwa juu tumerudi job, but September sioni hope kwa wengi.

TRANSCRIPTION

Teacher A: Have you been paid September salary?

Teacher B: Is there any teacher who has been paid?

Teacher C: I am hearing that it is only 40,000 teachers countrywide who will be paid i.e those who reported to work.

Teacher A: Are we among them?

Teacher C: If you had been signing the attendance forms, then you will be paid. But I don't think I can be paid and another teacher whom we are working with in the same station fails to be paid.

Teacher D: It can happen. I have heard some teachers saying that their payslips have money, but there is nothing in the account. Others are saying that there is nothing in their payslips.

Teacher A: If that is the case, then it means that those whose payslips are indicating that there is money will be paid, but to those whose payslips are nil.....all is not well.

Teacher C: But surely, what is it that the government is doing? They are creating havoc in this sector.

Teacher D: The money that they are supposed to pay teachers will be used to pay the teachers that they are hiring on contract.

Teacher B: What kind of a game are they playing to teachers?

Teacher D: Continue saying that they are playing. We are going to be paid for this month of October, since we have resumed duty, but for September, there is no hope for the majority of the teachers.

From the above conversations, it is clear that a speaker employs CS as an effective communication strategy to achieve his or her communicative intents. It is effective in that a speaker uses it to express the exact message that he wants to convey and how. This corroborates with Ariffin et al(2009)who argues that CS is a negotiation between language use and the communicative intents of the speaker. This therefore means that CS is an effective communication strategy, it facilitates interpersonal communication for both students and teachers and that it can be used by students to overcome communication difficulties.

4.3 Findings from observations

Teachers and students were observed and their conversations recorded. The following section presents the analysis and findings of the conversations with respect to code switching and the objectives of the study.

EXTRACT 1

Student: Teacher, I can't differentiate between ideophones and onomatopoeia.

Teacher: Ideophones are what we call in Swahili, 'tanakali za sauti.' Have you been taught on the same by your Kiswahili teacher?

Student: Yes

Teacher: Then give me an example.

Student: Yeye ni mweupe pe pe pe ama mweusi ti ti ti.

Teacher: Yes those are good examples of ideophones... (The conversation continues)

4.3.1 Classroom code switching as a pedagogically useful communicative resource

The above recorded data indicates that code switching is a powerful instrument for teachers and students to seek and provide explanations of abstract terms and concepts. The recordings also show that code switching can be used as a communication strategy to facilitate the learning process and to impart knowledge. According to Cook (2001), teachers' code switching is an important tool for explanations.

EXTRACT 2

Student: (Reads that extract from "The River and The Source" by Margaret Ogola, "...He wore a dazzling white shirt, a thin black tie and khaki shorts. On his feet were brilliant white shoes. His hair was parted sharply down the middle as if he had used a geometrical instrument to do it." This means that alikuwa ametengeneza nywele kama aliyetumia seti. This shows that the hair was perfectly made.

TRANSCRIPTION

"...He wore a dazzling white shirt, a thin black tie and khaki shorts. On his feet were brilliant white shoes. His hair was parted sharply down the middle as if almost as if he had used a geometrical instrument to do it. This means that one would assume that she had used a geometrical set to make her hair. This shows that the hair was perfectly made.

EXTRACT 3

(Reads the sentence from the "The River and the Source" by Margaret Ogola.)

'Indeed the size of her herds had become quite impressive.' This means that alikuwa amepata herd's nyingi as a result of her hard work.

TRANSCRIPTION

Indeed the size of her herds had become quite impressive. This means that she had acquired a number of herds as a result of her hard work.

EXTRACT 4

A student is explaining to convince the others on the meaning of a statement on page 108 of ‘‘The River and The Source,’’ by Margaret Ogola. The statement reads, ‘She suspected that her mother would take to the new faith like ngege (fish) to water, as in the mother will be deep to it, atakuwa ndani kabisa kwa the new religion.

TRANSCRIPTION

She suspected that her mother would take to the new faith like fish to water, as in the mother will be really become a devoted follower to the new religion.

Extracts 2, 3 and 4 show that code switching can be used to increase the student comprehension on the subject matter during the lesson. Code switching also as shown in the recordings helps the weak students to understand the concepts taught and to explain the meaning of words and sentences. This is supported by a study that was done by Adendorff (1993) which established that regarding CS for academic reasons, the first function of such switching is that of helping learners understand the subject matter. Similarly, Neil (1995) talks of Swahili- English code switching where he argues that in the course of speaking English, speakers sometimes use Kiswahili phrases. This situation that the speaker finds himself in gets the listener to ‘feel’ or ‘experience’ the helplessness. CS therefore helps break the distance in communication that could have been created if the conversation was restricted to only English language.

EXTRACT 5

Teacher: ...like you see 'am'. There is nothing like 'am'. It is I am. Kwanza such a mistake, and this one .The more the mistakes the lower the language marks. It is only that you can't get a zero. This is the lowest out of five. So avoid such mistakes and cancelling .Neat work is awarded under language. Untidy work will be penalized under language. This is what students don't understand. Kwanza this white thing you keep pasting. White out. You must be penalized. Kwanza form ones. Uliza lingine. (The conversation continues.)

TRANSCRIPTION

Teacher: ...like you see 'am'. There is nothing like 'am'. It is I am. Especially such a mistake, and this one .The more the mistakes the lower the language marks. It is only that you can't get a zero. This is the lowest out of five. So avoid such mistakes and cancelling .Neat work is awarded under language. Untidy work will be penalized under language. This is what students don't understand. .Especially this white thing you keep pasting. White out. You must be penalized. Especially form ones. Ask another one. (The conversation continues.)

Extract 5 reveals that code switching can be used as an effective communicative strategy for language teaching .Lin (2013) states that students find classroom interaction more natural and easy when code switching are taking place. This conducive atmosphere that code switching can contributes to, is important in the teacher-student relationship since it gives them an opportunity to communicate in a more informal way where the risk of misunderstanding can be avoided thus making the teaching more effective. Similarly, Cook (2001) asserts that teachers' code switching is an important tool for explanations and instructions.

Extract 6

Teacher: Have you finished the punishment?

Student: Hapana teacher. Naenda kumalizia.

Teacher: Ati nini?

Student: Not yet. Naenda kumalizia.

Teacher: Make sure the place is thoroughly clean; else I will get you from class during exams.

Student: Ok.

Transcription

Teacher: Have you finished the punishment?

Student: No teacher. I am going to wide up.

Teacher: What?

Student: Not yet. I am going to wide up.

Teacher: Make sure the place is thoroughly clean; else I will get you from class during exams.

Student: Ok.

4.3.2 Code switching as an effective communication strategy for both students and teachers.

Extract 6 reveals that code switching can be used to facilitate communication between the teachers and the students. The recordings indicate that the second language can make it easier to understand the intended message .Hanak (2009) states that teachers

often use Swahili when admonishing students or engaging in other aspects of classroom management.

EXTRACT 7

Student x: One of the themes we discussed yesterday was the theme of conflict.

Other students: Hatusikii.

Student x: (She repeats her statement.) Mnasikia sasa.

Other students: Eeeeeee....

Student x: (Continues using English language)

TRANSCRIPTION

Student x: One of the themes we discussed yesterday was the theme of conflict.

Other students: We can't hear.

Student x: (She repeats her statement.) Can you hear now?

Other students: Yes

Student x: (Continues using English language)

(During a riddling process in class during English lesson)

Student y: Kitendawili, (code switches)

Student y: Oooh, I have a riddle.

EXTRACT 8

(There is an argument between two students on the character trait of Awiti as intuitive. This is on page 121 of "The River and The Source" by Margaret Ogola).

Student A: Awiti is intuitive, yaani; she is influenced by her feelings while solving issues.

Student B: I really don't think she is intuitive, since she doesn't know what will happen next...si ndio (tries to persuade the other students to her point of view).

Students: Eeeee...

TRANSCRIPTION

Student A: Awiti is intuitive, that is; she is influenced by her feelings while solving issues.

Student B: I really don't think she is intuitive, since she doesn't know what will happen next...true (tries to persuade the other students to her point of view).

Students: Yes.

Extract 7 and 8 reveal that code switching can be used to catch the attention of the students for clarifications and clear communication and also to sustain student interests in the lessons. This is clearly supported by Nerges (2011) who argues that CS draws participants' attention and enhances their motivation to carefully scrutinize the message presented. Similarly, Sert (2005) asserts that CS can be used for self-expression and it is a way of modifying language for the sake of personal intentions.

EXTRACT 9

Student: Hey teacher,

Teacher: Hey.

Student: Please nisaidie na mia tano mbili.

Teacher: Sorry, I don't have. Why don't you check from the bursar?

Student: Sawa.

TRANSCRIPTION

Student: Hey teacher,

Teacher: Hey.

Student: Please assist me with two, five hundred shillings notes.

Teacher: Sorry, I don't have. Why don't you check from the bursar?

Student: Ok.

EXTRACT 10

Student: Excuse me teacher,

Teacher: Yes,

Student: I have a problem.

Teacher: Sema.

Student: Teacher, I don't have bus fare.

Teacher: Surely, you are coming at this time to inform me that... (Interruption from the student) on closing day? You are not serious.

Student: No teacher. I have but my money is with the bursar. It is only that I forgot to carry my receipt. It is in the skirt that I had won yesterday and therefore she cannot release my money without that receipt.

Teacher: Then go for the receipt.

Student: It is on the other side na matron amefunga dorms zote. Please teacher, tafadhali ongea naye anipatie. (Student almost crying)

TRANSCRIPTION

Student: Excuse me teacher,

Teacher: Yes,

Student: I have a problem.

Teacher: Say it.

Student: Teacher, I don't have bus fare.

Teacher: Surely, you are coming at this time to inform me that... (Interruption from the student) on closing day? You are not serious.

Student: No teacher. I have but my money is with the bursar. It is only that I forgot to carry my receipt. It is in the skirt that I had won yesterday and therefore she cannot release my money without that receipt.

Teacher: Then go for the receipt.

Student: It is on the other side and the matron has locked all the dormitories. Please teacher, please talk to her so that she can agree to give me the money. (Student almost crying).

4.3.3 Code switching to facilitate interpersonal communication between students and teachers.

Extracts 9 and 10 clearly reveals that CS is used to facilitate interpersonal communication between students and teachers. This corresponds to the findings of a study done by Adendorff (1996) who found out that teacher and students used CS for communicative reasons which enabled them to achieve both social and educational targets. In the two extracts, social targets are meant to be achieved.

EXTRACT 11

Student: Teacher, we want a change in the sitting positions.

Teacher: Why?

Student: Mimi sitaki kukaa nyuma tena.

Teacher: Why?

Student: Our former class teacher had told us that we will be doing a change in the sitting positions yearly. Wenye wamekaa huko mbele waje nyuma na sisi tukae huko mbele.

Teacher: Now, let's agree on some issues here. Not unless there are serious and genuine reasons as to why one needs to shift, such as health issues which may include eye problem among other issues, the rest remains to be of the role of the teacher to decide who sits where.

Students: (Murmurs from the students probably expressing satisfaction or dissatisfaction)

Student: Teacher there is still another issue.

Teacher: Which one?

Student: Those sitting near the windows hawataki kufungua dirisha especially when it is hot.

Teacher: Why?

Students: Wanasema ati wanasikia baridi na ni uongo.

Teacher: What's wrong?

Student: I am unwell. I have chest pains, na kutetemeka.

Teacher: Have you seen the school nurse?

Student: Hayuko.

Teacher: (Picks a few girls and requests them to support the girl to the nearby dispensary)

TRANSCRIPTION

Student: Teacher, we want a change in the sitting positions.

Teacher: Why?

Student: .I no longer want to be staying at the back.

Teacher: Why?

Student: Our former class teacher had told us that we will be doing a change in the sitting positions yearly. The ones who sit in front should come at the back while us who are at the back move in front.

Teacher: Now, let's agree on some issues here. Not unless there are serious and genuine reasons as to why one needs to shift, such as health issues which may include eye problem among other issues, the rest remains to be of the role of the teacher to decide who sits where.

Students: (Murmurs from the students probably expressing satisfaction or dissatisfaction)

Student: Teacher there is still another issue.

Teacher: Which one?

Student: Those who sit near the windows refuse to open them especially when it is hot.

Teacher: Why?

Students: They say that they are feeling cold.

EXTRACT 12

Teacher: What's wrong?

Student: I am unwell. I have chest pains, na kutetemeka.

Teacher: Have you seen the school nurse?

Student: Hayuko.

Teacher: (Picks a few girls and requests them to support the girl to the nearby dispensary).

TRANSCRIPTION

Teacher: What's wrong?

Student: I am unwell. I have chest pains, and my body feels weak..

Teacher: Have you seen the school nurse?

Student: She is not there.

Teacher: (Picks a few girls and requests them to support the girl to the nearby dispensary.)

In extracts 11 and 12, it is clear that CS helps to convey both social and official meanings with ease. For example it helps to convey the following; precise meaning with ease, to emphasize a point, to identify with a particular group, to close the status gap and to establish goodwill and support. These findings correspond with those of a study that was done by Canagarajah (1995) who argued that CS serves micro functions such as classroom management functions. These are: managing discipline, negotiating directions teacher's admonitions or warnings, requesting help, pleading, official and unofficial interactions among others.

EXTRACT 13

Student X: Are you heading to the canteen.

Student Y: Eeeh.

Student X: Nilettee 'ngumu.'

Student Y: Bring money.

Student X: Sina saa hii. Nunua na pesa zako. Nita refund jioni.

Student Y: Sawa.

TRANSCRIPTION

Student X: Are you heading to the canteen.

Student Y: Yes.

Student X: Bring for me ngumu (a hard round ball like cake that is made from wheat flour).

Student Y: Bring money.

Student X: I don't have right now. Buy with your money and then I will refund in the evening.

Student Y: ok

EXTRACT 14

Student A: Melissa si tuende supper.

Melissa: Let me first finish washing. Queue ni refu. Ama imeisha?

Student A: I don't know .Let me check. (goes to check)

TRANSCRIPTION

Student A: Let's go for supper Mellisa.

Melissa: Let me first finish washing. The queue is long .Has it become shorter?

Student A: I don't know .Let me check. (goes to check)

4.3.4 Code switching to facilitate interpersonal communication between students.

Extract 13 and 14 show that code switching makes communication easier and that it helps students to interact with each other freely. As such code switching creates a conversational and relational effect that facilitates interpersonal communication between the students themselves. This corroborates with Sert (2005) who argues that the functional role of CS may vary according to students' needs, intentions and purposes.

In conclusion therefore, it is important to note that a speaker can either be conscious or unconscious of his or her CS behaviour and is not always a sign of linguistic deficiency or inadequacy .According to Ariffin (2009), it is a negotiation between language use and the communicative intents of the speakers. The speaker employs CS as an effective communication strategy to achieve his or her communicative intents. It is effective in that a speaker uses it to express the exact message that he wants to convey and how. Therefore, from the above data, a speaker may not need to convey the referential meaning of the words which he utters, but also accomplish different intents mentioned in this study. This corroborates with Myers Scotton (1993) who states that the choices that a speaker makes in using a language are not just choices of content but are discourse strategies.

4.4 Findings from the questionnaires

4.4.1 Response Rate

From the questionnaires, the research targeted 160 respondents in category one (students) and 6 respondent in category 2 (teachers). Questionnaires that were administered were 128 questionnaires whereby they were filled and returned in category one and 4 in category two. Therefore the response rate was 80% in category one and 66.67% in category two. This fair response rate can be attributed to the data collection procedure where the research assistants and the researcher personally administered questionnaires and waited for respondents to fill. From the research point of view, the response was good and representative to the target population. According to Babbie (2012), any response of 50% and above is adequate for analysis thus 80% and 66.67% are even better. The response rate of the respondents that participated in the survey is illustrated in Figure 1 below.

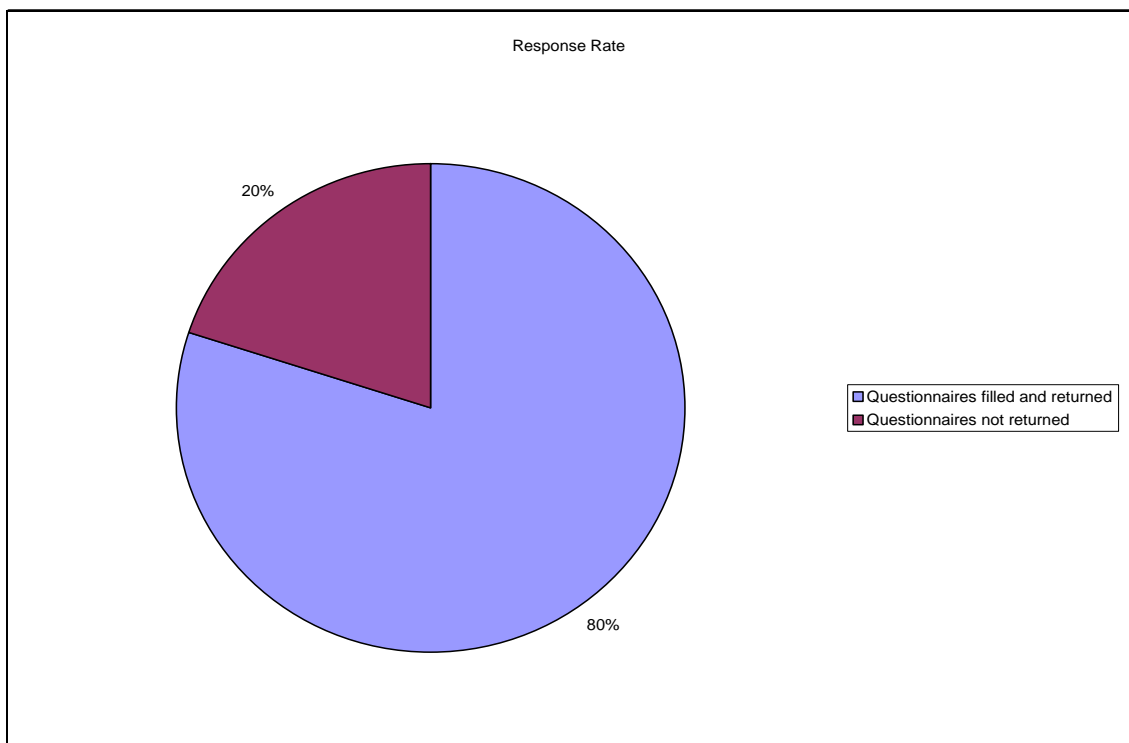


Figure 1: Response Rate

Findings from category one

4.4.2 Student's class level

The respondents were requested to indicate their level of class. Majority of the respondents (35.9%) indicated that they are in form one, 33.6 % of the respondents indicated that they are in form two while 30.5% of the respondents indicated that they are in form three. Though convenience sampling was involved in getting the respondents for all the classes, the findings indicate that most form ones were eager to fill the questionnaire

The findings are as shown in Figure 2 below.

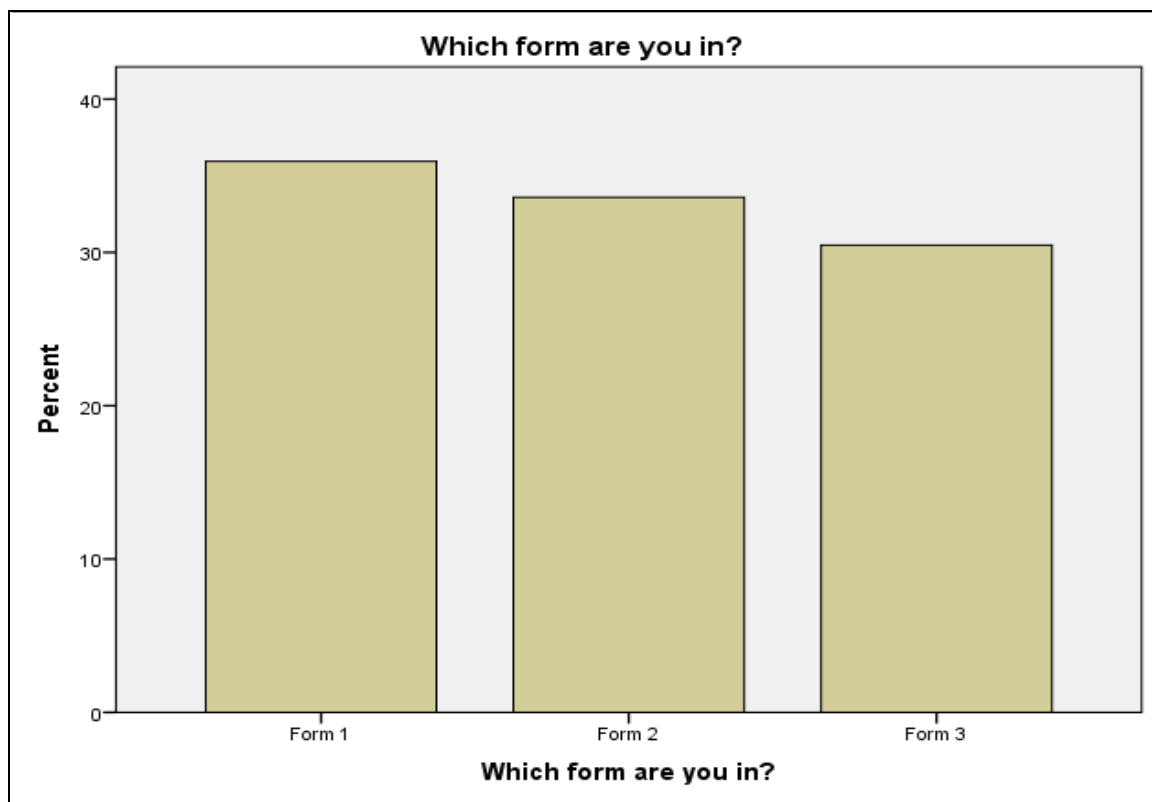


Figure 2: Student Class level

4.4.3 Language of communication

The respondents were requested to indicate the language which they normally use as a means of communication with their classmates in school. Majority of the respondents (90.6%) indicated that they use both Kiswahili and English as a means of communication to their classmates; 8.6 % of the respondents indicated that they use Kiswahili to communicate with their classmates while only 0.8% of the respondents indicated that they use English as a means of communicating with other fellow students. The findings are as shown in Table 2 below. Gardener –Chloros (1991) states that linguistic variety in code-switching may be different languages or dialects of the same language. In this case we have English and Kiswahili which are two different languages.

Table 2: Language of communication

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------------|--------------------|
| Valid | English | 1 | 0.8 | .8 |
| | Kiswahili | 11 | 8.6 | 9.4 |
| | Both | 116 | 90.6 | 100.0 |
| | Total | 128 | 100.0 | |

4.4.4 Topics whereby code switching between English and Kiswahili is most often

The respondents were requested to indicate the topics where they switch between English and Kiswahili most often. Majority of the respondents (27.1%) indicated that they often switch between English and Kiswahili when discussing social issues, 20.4% of the respondents indicated that they switch English and Kiswahili when discussing educational topics, 19.8% indicated that they switch English and Kiswahili

when discussing personal issues, 16.3% of the respondents indicated that they switch between English and Kiswahili when discussing emotional issues, 10.8 % when discussing religion topics, 5.2% when discussing politics while only 0.3% of respondents switch between English and Kiswahili when discussing other topics. Some of the other topics mentioned include life experiences and sports. The findings are as shown in Figure 3 below. This findings collaborate with Jacobson (1990) who argues that language switches are motivated by social categories such as emotions, domain, culture, interpersonal relationships, topic, metaphor and preference. Similarly, Sert (2005) argues that the functional role of CS may vary according to the students' needs, intentions and purposes.

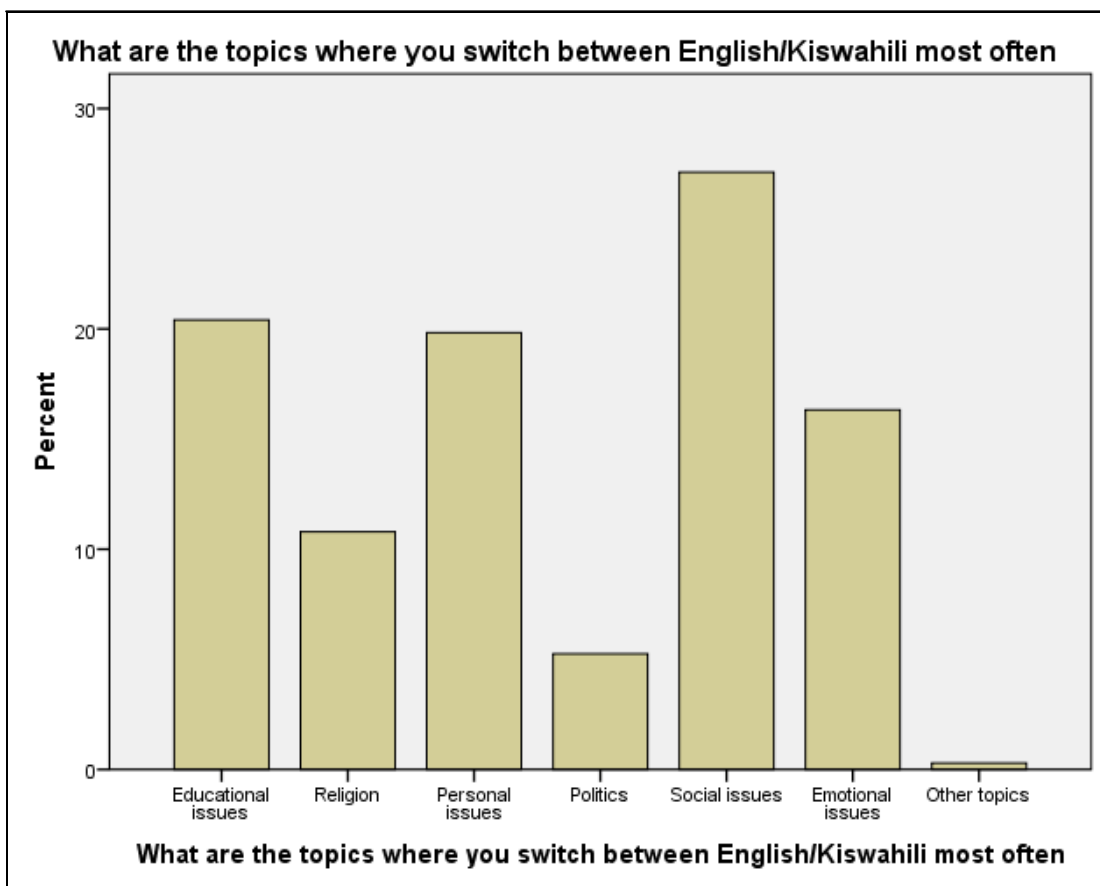


Figure 3: Topics of code switching between English and Kiswahili

4.4.5 Reasons for mixing English and Kiswahili

The respondents were requested to indicate the reasons why they use words in Kiswahili even while speaking English. Majority of the respondents (24%) indicated that they use Kiswahili since they cannot get the right word in English, 20.4% indicated that they use Kiswahili to add emphasis to the message, 15.6% of the respondents use Kiswahili to avoid misunderstandings, 11.7% indicated that they use Kiswahili since it is easier to communicate in it, 9.6% use Kiswahili since they do not know the English word, 9.3% to seek clarification, 8.7% to express personal emotions while only 0.9% respondents indicated that they use Kiswahili since English language is difficult. As the findings indicate in the frequency, the respondents were citing more than one reason for using Kiswahili words while speaking English. Majority of the respondents cited their reason for code switching as not being able to get the right word in English therefore they resulted to using Kiswahili. This collaborates with Brown (2006) who states that code switching serves a referential function by compensating for the speaker's lack of knowledge in one language. This ensures that there is no breakdown in communication.

Similarly, Eldridge (1996) argues that in such a situation, code switching serves the function of equivalence whereby students make use of the native equivalent of a certain lexical item in the target language. This process correlates with deficiency in linguistic competence of the target language which makes the student use the native lexical item when he or she does not have competence for using the target language explanation for a particular lexical item. As a result, equivalence functions as a defensive mechanism for a student as it allows him or her to continue with communication by bridging the gaps resulting from foreign language incompetence.

Other main reasons cited by students include: to add emphasis, to avoid misunderstanding, not knowing the English word and to seek clarification. This is what Eldridge (1996: 30) terms as floor holding. It ensures that there are no communication gaps which may result from the lack of fluency in the target language (English) therefore the learners use code switching for floor holding. He points out that the message(s) are reinforced, emphasized or clarified where the message has already been transmitted in one code but not understood. The findings are as shown below in Table 3.

Table 3: Reasons for using Kiswahili words while speaking English

| Reasons | | Frequency | Valid Percent | Cumulative Percent |
|---------|--|-----------|---------------|--------------------|
| Valid | Can't get the right word in English | 80 | 24.0 | 24.0 |
| | Do not know the English word | 32 | 9.6 | 33.5 |
| | English language is difficult | 3 | .9 | 34.4 |
| | It is easier to communicate in Kiswahili | 39 | 11.7 | 46.1 |
| | To avoid misunderstanding | 52 | 15.6 | 61.7 |
| | To add emphasis | 68 | 20.4 | 82.0 |
| | To express personal emotions | 29 | 8.7 | 90.7 |
| | To seek clarification | 31 | 9.3 | 100.0 |
| | Total | 334 | 100.0 | |

4.4.6 Frequency switch English to Kiswahili

The respondents were requested to indicate how often they switch from English to Kiswahili at school with other students. Majority of the respondents (36%) indicated that they switch from English and Kiswahili often at school with other students, 22% always switch from English to Kiswahili, 21% of the respondents indicated that they sometimes switch from English to Kiswahili at school with other students, 19% indicated they occasionally switch from English to Kiswahili with other students while only 2% of the respondents indicated that they never switch from English to Kiswahili at school with other students. These findings are shown in Figure 4. Eldridge (1996) states that students may use code switching unconsciously or even consciously to serve different functions. Similarly, Amorim (2012) suggests that students' interactions and their voices reveal that CS is a strategy that learners resort to, intentionally or unconsciously to achieve their communicative objectives.

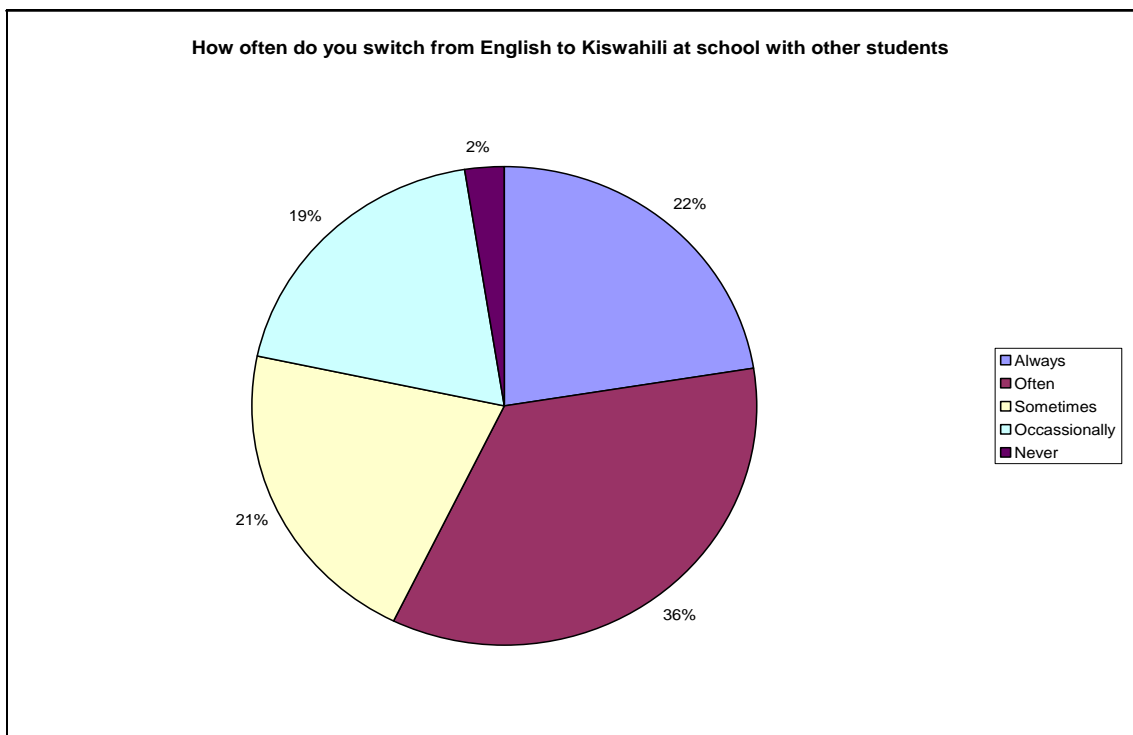


Figure 4: Frequency of switching from English to Kiswahili

4.4.7 Reasons for switching from English to Kiswahili when speaking to other students

The respondents were requested to indicate reasons why they switch from English to Kiswahili at school with other students. Some of the reasons given include;

- i. The student communicates easily and with more clarity in Kiswahili compared to English
- ii. To give more emphasis on the point
- iii. For clear understanding
- iv. Lack of proper words in English
- v. For social easiness

This is what Eldridge (1996: 30) terms as floor holding. It ensures that there are no communication gaps which may result from the lack of fluency in the target language (English) therefore the learners use code switching for floor holding. He points out that the message(s) are reinforced, emphasized or clarified where the message has already been transmitted in one code but not understood.

Some of the respondents cited their reason for code switching as not being able to get the right word in English therefore they resulted to using Kiswahili. This collaborates with Brown (2006) who states that code switching serves a referential function by compensating for the speaker's lack of knowledge in one language. This ensures that there is no breakdown in communication. Similarly, Eldridge (1996) adds that code switching serves the function of equivalence whereby students make use of the native equivalent of a certain lexical item in the target language. This process correlates with deficiency in linguistic competence of the target language which makes the student use the native lexical item when he or she does not have competence for using the

target language explanation for a particular lexical item. As a result, equivalence functions as a defensive mechanism for a student as it allows him or her to continue with communication by bridging the gaps resulting from foreign language incompetence.

In addition, some of the respondents stated that they code switch for social easiness. This concurs with Neil (1995) who argued that CS also occurs between people who know each other pretty well.

4.4.8 Frequency of switching from English to Kiswahili with English teacher in class

The respondents were requested to indicate how often they switch from English to Kiswahili when their English teacher is in class. Majority of the respondents (78%) indicated that they never switch from English to Kiswahili while the English teacher is in class, 18% indicated that they sometimes switch from English to Kiswahili when the English teacher is in class, 3% of the respondents indicated that they often switch from English to Kiswahili while the English teacher is in class while only 1% indicated that they always switch from English to Kiswahili while the teacher of English is in class. These findings are illustrated in Figure 5. The fact the highest percentage of the respondents are those who never switch from English to Swahili concurs with Eldridge(1996) view that code switching is a kind of a negative transfer and that students must try hard to minimize its use so as to maximize the exposure and use of the target language.

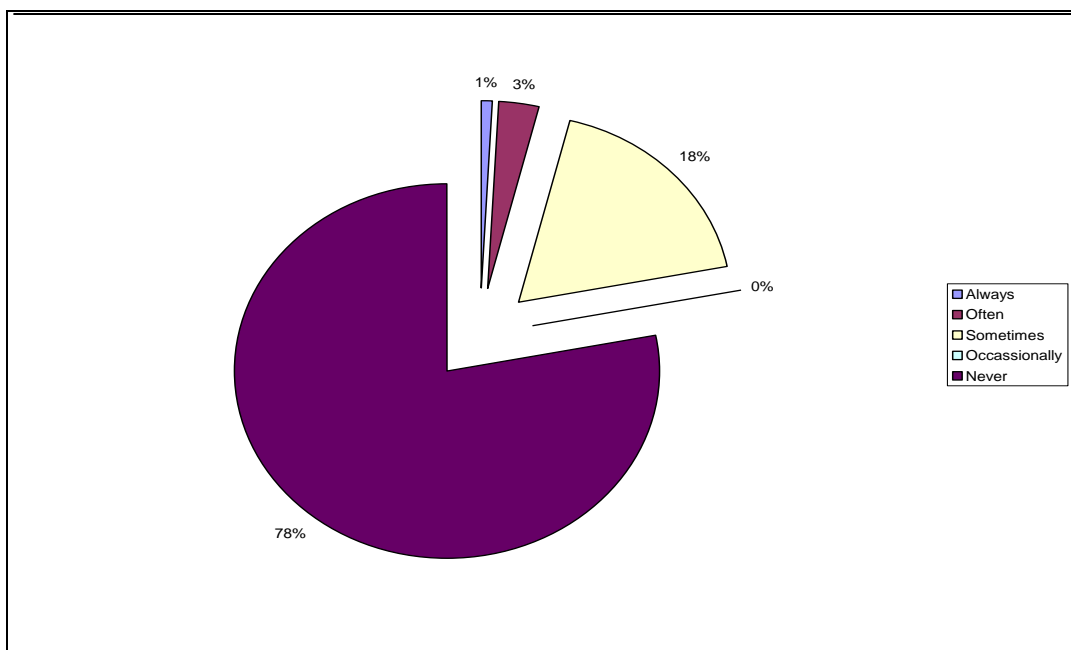


Figure 5: Frequency of switching from English to Kiswahili with the teacher of English in class

4.4.9 Reasons for switching from English to Kiswahili with the teacher of English in class

The respondents were requested to indicate reasons why they switch from English to Kiswahili at school with other students. Some of the reasons given include:

- i. Lack of words in English.
- ii. When emphasizing a point for understanding.
- iii. When discussing other issues away from education matters.

Majority of the respondents cited their reason for code switching as not being able to get the right word in English therefore they resulted to using Kiswahili. This collaborates with Brown (2006) who states that code switching serves a referential function by compensating for the speaker's lack of knowledge in one language. This ensures that there is no breakdown in communication.

Similarly, Eldridge (1996) argues that in such a situation, code switching serves the function of equivalence whereby students make use of the native equivalent of a certain lexical item in the target language. This process correlates with deficiency in linguistic competence of the target language which makes the student use the native lexical item when he or she does not have competence for using the target language explanation for a particular lexical item. As a result, equivalence functions as a defensive mechanism for a student as it allows him or her to continue with communication by bridging the gaps resulting from foreign language incompetence.

Another reason cited by students is that of adding emphasis. Eldridge (1996: 30) points out that the message(s) are reinforced, emphasized or clarified where the message has already been transmitted in one code but not understood.

Moreover, some students added that they code switch when they want to discuss other issues away from education matters. This corresponds to Shabt (2007) who states that people may code switch within a speech event to discuss a specific topic. This is whereby a speaker may tend to use more than one language within one same utterance according to the topic.

4.5 English teacher efficiency in using Kiswahili

The respondents were requested to indicate whether they thought it is more effective for teachers of English to use Kiswahili than teach purely in English. Majority of the respondents (53%) indicated that it is more effective for English teachers use Kiswahili than to teach purely in English while 47% of the respondents were of the contrary opinion. According to Kyenune (2003:173) the effectiveness or otherwise of the teaching and learning process at whatever level depends on whether or not effective communication has taken place between the teacher and the learner. Trudgill

(2000) also argues that interlocutors switch codes to define the situation as they wish in order to convey the intended meaning and for personal intention. The findings are shown in the Figure 6.

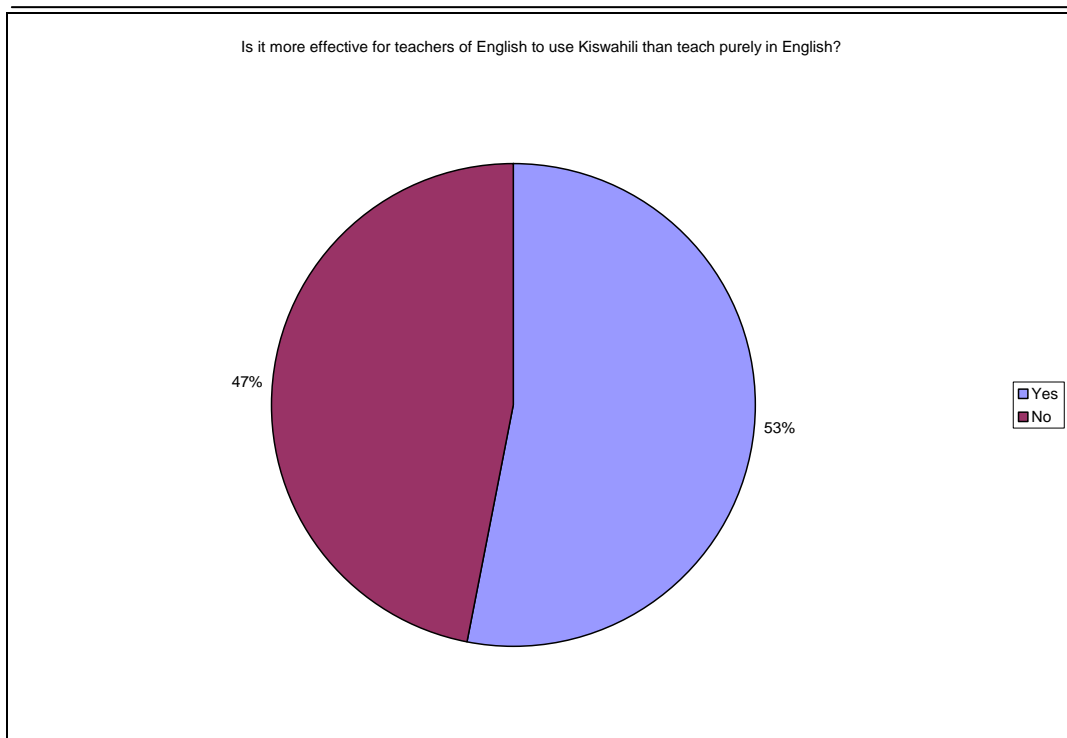


Figure 6: Effectiveness of teachers of English using Kiswahili.

4.5.1 When is using Kiswahili more effective

The respondents who answered in the affirmative were requested to indicate where it is more effective to use Kiswahili rather than pure English. Majority of the respondents (33.6%) indicated that it is more effective to use Kiswahili than English purely in explaining the meaning of difficult words, 25% indicated that it is more effective when they cannot express themselves clearly, 19.8% of the respondents indicated that it is more effective for emphasis, 13.8% indicate that it is more effective to use Kiswahili than English purely in explaining the meaning of sentences while 7.8% indicated that it is more effective when they want to persuade. The findings are as given in the Table 4. When discussing Swahili-English code switching,

Mercer(1995) comments that using Kiswahili to express the situation the speaker finds him or herself in gets the listener to ‘feel’ or ‘experience’ the helplessness and breaks the distance in communication that could have been created if it were expressed in English. It also gives the connotation of sharing the same identity and hence a deeper understanding of the situation.

Table 4: Situations when using Kiswahili is more effective than teaching purely in English

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|--|-----------|---------------|--------------------|
| Valid | In explaining the meaning of difficult words | 39 | 33.6 | 33.6 |
| | In explaining the meaning of sentences | 16 | 13.8 | 47.4 |
| | When they cannot express themselves clearly | 29 | 25.0 | 72.4 |
| | For emphasis | 23 | 19.8 | 92.2 |
| | When they want to persuade | 9 | 7.8 | 100.0 |
| | Total | 116 | 100.0 | |

Findings from category two

4.5.2 Language of communication to students

The respondents were requested to indicate what language they normally use as a means of communication to the students. Half of the respondents which is 50% indicated that they normally use both Kiswahili and English to communicate to

students while the other half indicated that they normally use English only as a means of communicating to their students. The equal number of respondents could be attributed to what Suleimann (1999) states that the phenomenon of code switching is looked upon as something prestigious and as a sign of education and competence in more than one language.

4.5.3 Topic most likely to switch English and Kiswahili

The respondents were requested to indicate the topic(s) where they switch between English and Kiswahili most often. Majority of the respondents (40%) indicated that they switch English with Kiswahili when discussing social issues, 30% indicated that they switch when discussing emotional issues, 20% of the respondents indicated that they switch English and Kiswahili when discussing personal issues while only 10% indicated that they switch when discussing political issues. The findings are as shown in Figure 7. This corresponds to a study that was done by Adendorff(1993) which found out that teachers and students use CS for communicative reasons which enables them to achieve both educational and social targets.

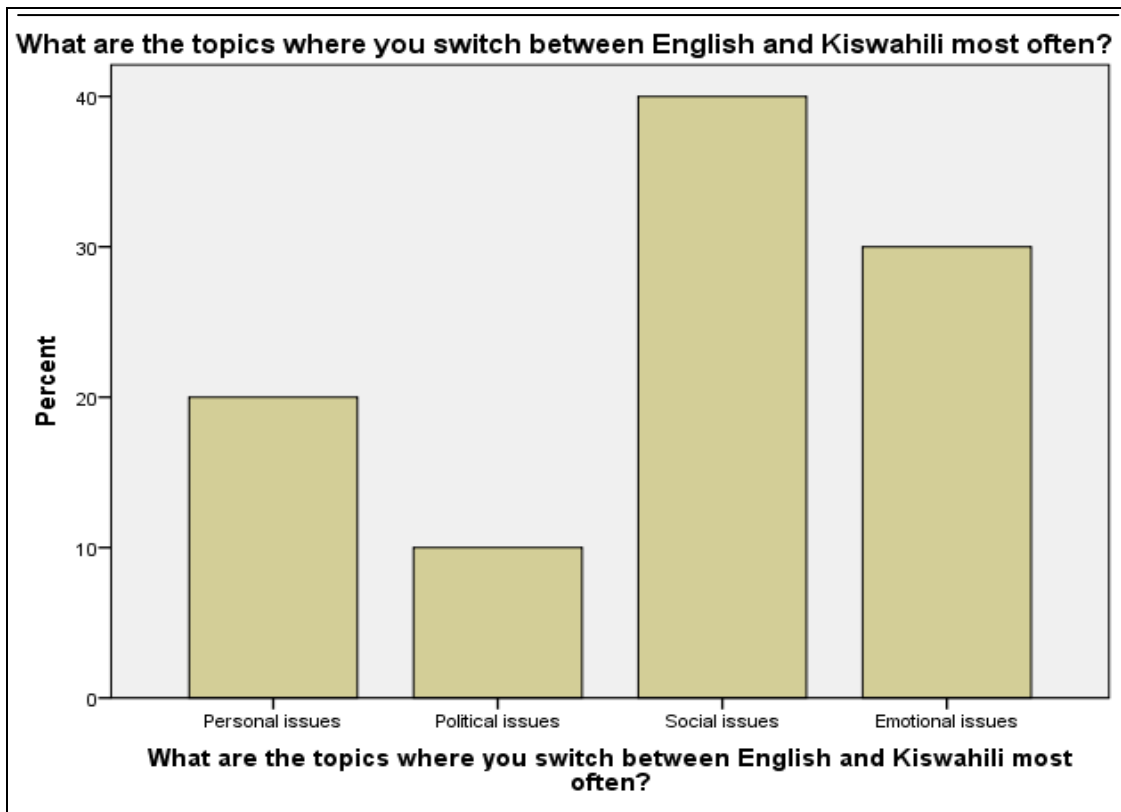


Figure 7: Topics most likely to switch English and Kiswahili.

4.5.4 Reasons for using Kiswahili words while speaking English

The respondents were requested to state reasons for using Kiswahili words even while speaking English. Majority of the respondents indicated that they use Kiswahili words to add emphasis, 20% use Kiswahili words to explain something, 10% use Kiswahili words because they are no similar words in English, 10% use Kiswahili words to avoid misunderstandings, 10% to express personal emotions while other 10% indicated they use Kiswahili words to persuade. The findings are as shown in Table 5. The findings indicate that the respondents cited more than one reasons for using Kiswahili words while speaking English.

Table 5: Reasons for using Kiswahili words even while speaking English.

| | | Frequency | Valid Percent | Cumulative Percent |
|-------|-------------------------------|-----------|---------------|--------------------|
| Valid | No similar word(s) in English | 1 | 10.0 | 10.0 |
| | To explain something | 2 | 20.0 | 30.0 |
| | To avoid misunderstandings | 1 | 10.0 | 40.0 |
| | To add emphasis | 4 | 40.0 | 80.0 |
| | To express personal emotions | 1 | 10.0 | 90.0 |
| | To persuade | 1 | 10.0 | 100.0 |
| | Total | 10 | 100.0 | |

4.5.5 Reasons for switching from English to Kiswahili while teaching students

The respondents were requested to indicate the reasons why they switch from English to Kiswahili while teaching students. Some of the reasons given include;

- i. To explain a concept
- ii. Students tend to understand more in Kiswahili than English
- iii. To emphasis a point more so when an appropriate English word is not available

These reasons correspond to a study that was done by Lin (2013) which stated that students find classroom interaction more natural and easy when code switching is taking place. This conducive atmosphere is important in the teacher- student relationship since it gives them an opportunity to communicate in a more informal way where the risk of misunderstandings can be avoided. He further added that in situations that are formal CS can be used to make the teaching more effective. This

can be made more effective when a teacher finds it important to explain what is in the curriculum or another academic text in a language or languages that a student can understand. Therefore, we find that this functional role of code switching may vary according to the students' needs, intention and purposes.

4.5.6 Frequency of switching from English to Kiswahili with students in class

The respondents were requested to indicate how often they switch from English to Kiswahili with students in class. Majority of the respondents (75%) indicated that they never switch from English to Kiswahili with students in class while 25% indicated that they often switch from English to Kiswahili with students in class. The findings are as indicated in Figure 8.

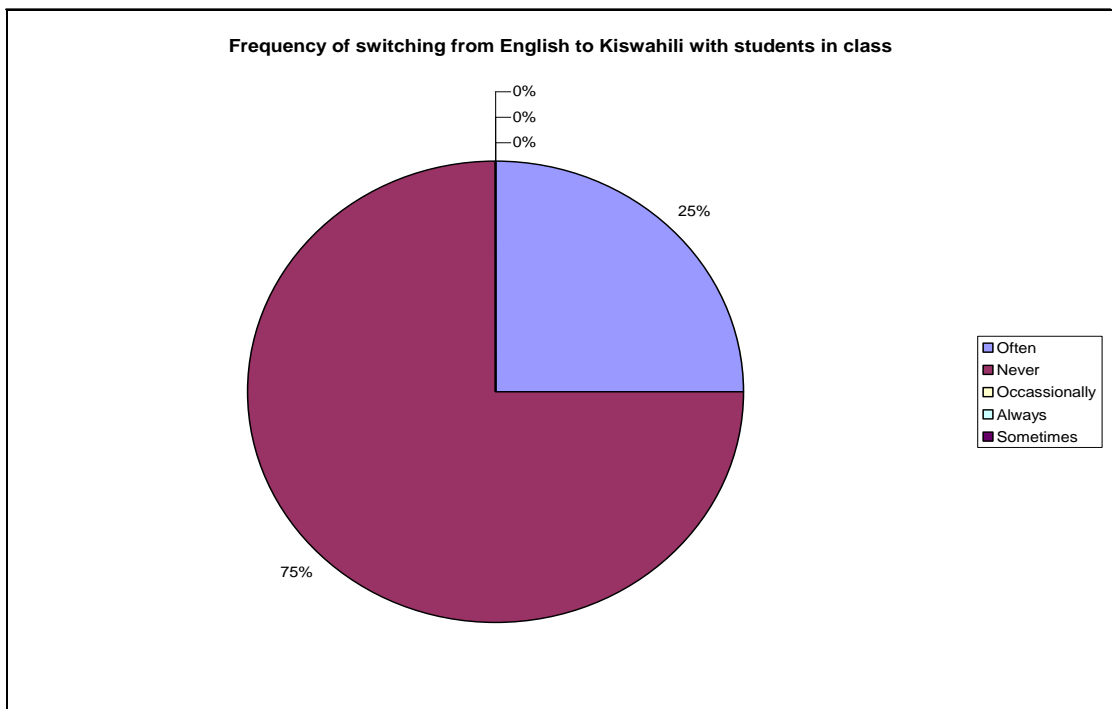


Figure 8: Frequency of switching from English to Kiswahili with students in class

4.5.7 Effectiveness of teachers using Kiswahili than teaching in English purely.

The respondents were requested to indicate whether it is more effective for English teachers to use Kiswahili than teach purely in English. Majority of the respondents (75%) indicated that they do not think it is more effective for English teachers to use Kiswahili than teach purely in English. They gave the following reasons:

- a) One will never learn proper English if he or she keeps on mixing the two languages
- b) It may lead to misconception of ideas since at times one may lack the exact translation.
- c) The students are not able to write their compositions in fluent English.
- d) They will not be able to express themselves fluently in the English language due to lack of confidence.

This corresponds to what Sert (2005) who argues that code switching affects negatively on learning a language because it leads to loss of fluency in the long run.

The findings are indicated in Figure 9.

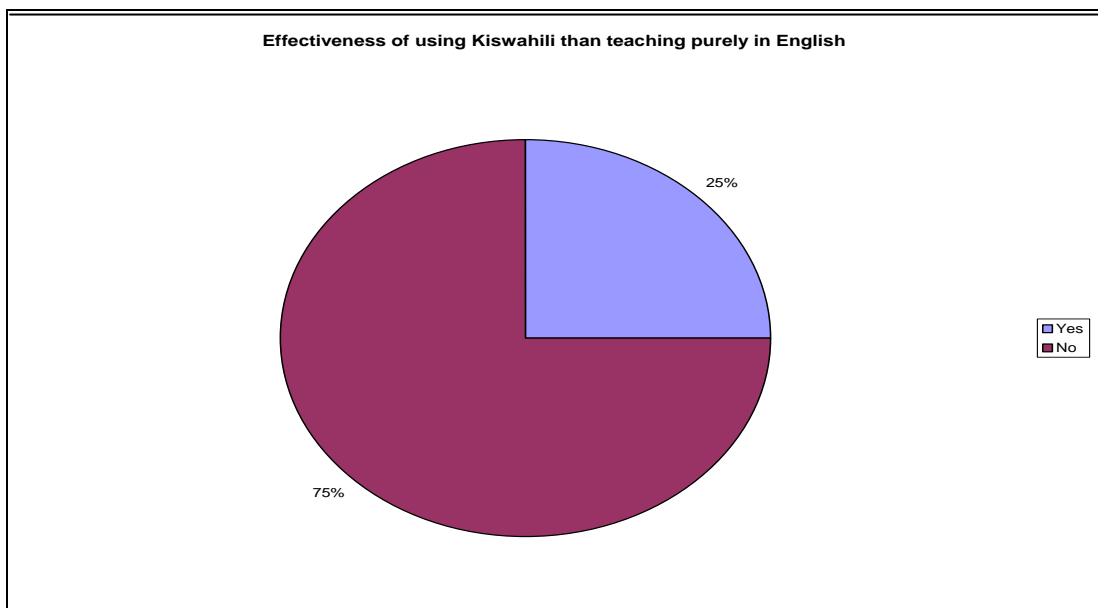


Figure 9: Effectiveness of using Kiswahili than teaching purely in English

4.5.8 If yes where is it more effective?

The respondents who responded in affirmative that it is more effective for English teachers to use Kiswahili than to teach purely in English were further requested to indicate the circumstances where it is more effective. Half of the respondents indicated that it is more effective for English teachers to use Kiswahili than teach in English for emphasis while the other half indicated it is more effective when they want to avoid any misunderstandings. This is what Eldridge (1996: 30) terms as floor holding. It ensures that there are no communication gaps which may result from the lack of fluency in the target language (English) therefore the learners use code switching for floor holding. He points out that the message(s) are reinforced, emphasized or clarified where the message has already been transmitted in one code but not understood. Similarly, Sert (2005) suggests that CS is a strategy to render the intended meaning thus used to avoid misunderstanding. He further adds that the functional role of CS may vary according to the students' needs, intention and purposes.

4.5.9 Circumstances of switching from English to Kiswahili in class

Only a few respondents indicated that they code switch when explaining difficult concepts. Majority of the respondents indicated that they often code switch in class to avoid misunderstanding. However, none of the respondents indicated that they code switch to draw students' attention to the correct pronunciation. Only half of the respondents indicated that they switch for persuasion and to build interpersonal relationship with the students. Finally, majority of the respondents indicated that they code switch to reduce anxiety among the students thus making learning as communicative as possible.

According to Probyn (2009) CS is employed strategically by lecturers and students as a resource in many contexts such as constructing and transmitting knowledge, for classroom management and for interpersonal relations. Cook (1991) also asserts that different codes can be used deliberately and consciously to make a lesson as communicative as possible. He further suggests that lecturers balance the use of languages within each lesson allowing, allowing them to switch languages at certain key points such as when explaining important concepts, when students are becoming distracted, during revision, when students are being praised or chided. Similarly, Skiba et al (1997) is one of the proponents for using CS in the classroom as it works as a supporting element in situations where CS is used due to an incapability of expression whether it is informational or social interaction. The findings are as shown in Table 6.

Table 6: Circumstances of switching from English to Kiswahili in class

| Circumstances of switching from English to Kiswahili in class | Frequency percentage | | | | |
|--|----------------------|-------------|-------|------------------|--------|
| | Never | Hardly ever | Often | Most of the time | Always |
| I switch from English to Swahili to explain the meaning of words and sentences | 50 | 25 | 25 | 0 | 0 |
| I switch from English to Swahili to explain difficult concepts | 0 | 50 | 50 | 0 | 0 |
| I switch from English to Swahili to explain grammar explicitly | 75 | 25 | 0 | 0 | 0 |
| I switch from English to Swahili to check for comprehension | 25 | 75 | 0 | 0 | 0 |
| I switch from English to Swahili to avoid misunderstanding | 0 | 25 | 75 | 0 | 0 |
| I switch from English to Swahili to introduce unfamiliar materials or topics | 50 | 25 | 25 | 0 | 0 |
| I switch from English to Swahili to draw students attention to correct the pronunciation of sounds in English | 100 | 0 | 0 | 0 | 0 |
| I switch from English to Swahili to maintain classroom discipline | 0 | 50 | 25 | 25 | 0 |
| I switch from English to Swahili to provide feedback/praise/personal remarks about students' performance | 50 | 25 | 25 | 0 | 0 |
| I switch from English to Swahili for persuasion | 25 | 25 | 50 | 0 | 0 |
| I switch from English to Swahili to encourage students participation in classroom activities | 25 | 0 | 50 | 25 | 0 |
| I switch from English to Swahili to build/strengthen interpersonal relationships between the teacher and the student | 0 | 25 | 50 | 25 | 0 |
| I switch from English to Swahili to reduce anxiety in learning English | 0 | 0 | 75 | 25 | 0 |
| I switch from English to Swahili to increase student motivation and confidence in learning English | 25 | 50 | 25 | 0 | 0 |

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, discussion, conclusions and recommendations for practice and further research on the problem. The study aimed at studying Code Switching as a Communication Strategy in Secondary Schools: A case of St. Francis Girls' High School. The study also sought to establish whether code switching is an effective communication strategy for both students and teachers, whether code switching facilitates interpersonal communication for both students and teachers, whether code switching is used as a communication strategy by students to overcome communicative difficulties and whether classroom code switching is a pedagogically useful communicative resource. The chapter ends with recommendations and suggestions for further research.

5.2 Summary of the Findings

5.2.1 RQ1: Is code switching an effective communication strategy for both teachers and students?

The study sought to establish whether code switching is an effective communication strategy for both teachers and students. The study found that show that code switching can be used to facilitate communication between the teachers and the students. The study established that learners result to code switching as a result of failure to get the right word in English. This corroborates with Brown (2006) who stated that code switching serves a referential function by compensating for the speaker's lack of knowledge in one language ensuring there is no breakdown in communication. These

findings support EOC theory which conceptualizes communication as a continuous flow of information, rather than as a segmented exchange of messages.

The study also established that the use of second language can make it easier to understand the intended message. In addition, it established that code switching is used to add emphasis, avoid misunderstandings, to persuade and also to catch the attention of both the teacher and the student for clarifications and clear communication. This is supported by Nerges (2011) who argues that code switching draws participants' attention and enhances their motivation to carefully scrutinize the message presented. The study thus indicates that code switching is an effective communication strategy for both teachers and students. These findings agree with CAT theory since it is what Giles and Coupland (1991) refer to as convergence. People try to adjust their style of communication to others in order to increase communication efficiency, and maintain positive social identity with their interlocutor(s).

Both speaker and listener share a cooperative behaviour which leads them to convergence in their communication. The theory also states that code switching takes place depending on a wide range of variables such as the setting, the topic of discourse, the person we are interacting with, the purpose of interaction and so on. For instance, in a classroom situation, the findings have showed a teacher code switching to a language that will lead the learner to understand a given concept

5.2.2 RQ2 Does code switching facilitates interpersonal communication for both teachers and students?

The study sought to establish whether code switching facilitates interpersonal communication for both students and teachers. The study indicated that code switching creates a conversational and relational effect that makes communication easier and that it helps students and teachers to participate and interact with each other freely. The study also found that code switching aids in building and strengthening interpersonal relationships between the teacher and the student. This corroborates with Sert (2005) findings who noted that CS can be used for self-expression and it is a way of modifying language for the sake of personal intentions.

The study also established that code switching breaks social barriers making communication between the students and teachers more freely. This is supported by Lin (2013) who stated that students find classroom interaction more natural and easy when code switching is taking place. Lin further noted that this conducive atmosphere is important in the teacher- student relationship since it gives them an opportunity to communicate in a more informal way where the risk of misunderstandings can be avoided. The study clearly indicates that code switching facilitates interpersonal communication between the students themselves and with teachers. These findings agree with CAT theory which states that interpersonal attraction leads to convergence. This may apply in a situation whereby a school teacher may convert his or her speech using a more expressive register to offer guidance and counselling, discussing academic and non-academic issues among other activities as it has been demonstrated in the above findings.

5.2.3 RQ3 Is code switching used as a communication strategy by students to overcome communicative difficulties?

The study sought to establish whether code switching is used as a communication strategy by students to overcome communicative difficulties. The study established that code switching is effective in explaining the meaning of difficult words and sentences and also it is very effective when learners are not able to effectively express themselves in one language. In addition, it established that code switching helps one to communicate without creating gaps in the communication process especially where the speaker loses memory of certain words of the dominant language. These findings corroborates with Zentela (1981) findings who noted that memory loss for words triggers code switching for communicative purposes.

These findings indicate that code switching can be used as a communication strategy to overcome communicative difficulties. These findings support EOC theory which conceptualizes communication as a continuous flow of information, rather than as a segmented exchange of messages. They further add that EOC studies produce highly detailed analysis of communication codes and their moment-to-moment functions in various contexts.

5.2.4 RQ4 Is classroom code switching a pedagogically useful communicative resource.

The study sought to establish whether classroom code switching is a pedagogically useful communicative resource. The study established that code switching is an effective tool in adding emphasis on a point when teaching for clarity and understanding and that it is effective in explaining difficult concepts. The study also established that code switching can be used as a tool for increasing student

participation in class and that it is employed strategically by teachers and students as a resource in many contexts such as in constructing and transmitting knowledge and for classroom management. Due to the increase in students' participation learning is therefore dialogical as opposed to vertical way of learning whereby the teacher is the only source of information while the learners are just passive recipients. These findings are supported by Cook (1991) who noted that different codes can be used deliberately and consciously to make a lesson as communicative as possible and that lecturers balance the use of languages within each lesson, allowing them to switch languages at certain key points such as when explaining important concepts, when students are becoming distracted, during revision, when students are being praised or chided.

The study established that code switching can be used to increase the student comprehension on the subject matter during the lesson and that it helps the weak students to understand the concepts taught and to explain the meaning of words and sentences. This is supported by Adendorff (1993) who suggested that code switching helps learners understand the subject matter. The study thus established that code switching is a pedagogically useful communicative resource.

These findings agree with CAT theory, which argues that in order to bring in the aspect of accommodation, a school teacher may convert his or her speech using a more expressive register in order to accommodate a weak student in a class.

There is also the concept of over accommodation whereby the findings have shown instances of students over accommodating others in order to enhance understanding when they were discussing the novel, 'The River and the Source' by Margaret Ogola .

In contrast to convergence, speakers may also engage in divergent communication. In divergent communication, individuals emphasize the social distance between themselves and their interlocutors by using linguistic features characteristic of their own group. This is when one wants to differentiate him or herself from a particular crowd such as when a teacher is rebuking a student. However, this is contrary to EOC theory which advocates for communicative competence. This is because of the fact that as learners get used to code switching, they may not acquire communicative competence of the target language.

5.3 Conclusion

The crux of this study was to investigate code switching between English and Kiswahili as a communication strategy in Secondary schools. Based on previous studies, CS was expected to be an effective tool to ease communication between teachers and students, make learning much easier and enjoyable and enabled both the teachers and learners express themselves freely in class thus enhancing learning. The output given from the findings indicate that code switching is an effective communication strategy for both students and teachers , it facilitates interpersonal communication for both students and teachers, can be used as a communication strategy by students and teachers to overcome communicative difficulties and finally is a pedagogically useful communicative resource.

The findings indicated that CS allowed for effective communication between students and the teachers and even among the students themselves. The results of this study also indicated that CS mostly occurred in classrooms to cater for the needs of the students. According to Figure 4.4, students made used code switching as a communication strategy in relation to their various needs. Of course, the influence of the informal environment should not be overlooked since the most occurrence of CS

was the socializing function. On the other hand, the least happening was politics or political issues probably because of students' confinement within the school.

Finally it was quite obvious that education and social issues were the factors that mostly influence CS in a school.

5.4 Recommendations for further research

From the study and related conclusions, the researcher recommends further research in finding out how CS affects students' communicative competence of the target language or any language.

Secondly, it is important to note that certain uses of CS are more dominant or frequent in one school than others. Research needs to be conducted throughout all the schools in the country to ascertain the use of CS as a communication strategy. The results of these studies may be informative and instrumental in enhancing the teaching and learning process.

In addition, instead of just a few audio recordings, there is need to have studies that follow the same classes for a longer period of time such as a whole course to determine whether CS has any impact in the performance at the end of the course.

It would also be important to find out whether the social-economic class of learners determines the teachers' pattern and use of CS in class. Such a study could then attempt to establish if teachers code switch less or more on the basis of socio-economic profile of the learners in order to accommodate learners in accordance to the CAT theory. If not, it would be worthwhile to investigate why certain uses of CS are common and recurrent in one school while in another school such switches are non-existent or minimal.

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APPENDICES

Appendix 1: Student questionnaire

STUDENT QUESTIONNAIRE

Dear student,

I would like to thank you for taking your time to answer this questionnaire. The aim of this questionnaire is to gain evidence for a research programme.

Your data will remain anonymous and confidential. It will not cause any bad result or effect on your scores in the English subject.

Section One

Please tick or fill in the blanks with the right answer.

1) Sex: a) Male ()

b) Female ()

5) Class: a) Form 1() b) Form 2() c) Form 3() d) Form 4()

6) What language(s) do you normally use as a means of communication with your classmates in school?

a) English ()

b) Kiswahili ()

c) both ()

7) What are the topics where you switch between English/Kiswahili most often?

You can choose more than one answer.

a) Educational issues ()

d) Politics ()

b) Religion ()

e) Social issues ()

c) Personal issues ()

f) Emotional issues ()

Other topics

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8) Why do you use words in Kiswahili even while speaking English?

You can choose more than one answer.

- a) Can't get the right word in English.()
- b) Do not know the English word.()
- c) English language is difficult.()
- d) It is easier to communicate in Kiswahili.()
- e) To avoid misunderstanding.()
- f) To add emphasis.()
- g) To express personal emotions.()
- h) To seek clarification.()
- i) Other reasons

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9) How often do you switch from English to Kiswahili at school with other students?

- a) always ()
- b) often ()
- c) sometimes()
- d)occasionally ()
- e)never ()

10) Why do you switch from English to Kiswahili when speaking to other students?

Give reason(s).

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11) How often do you switch from English to Kiswahili with your teacher of English in class?

- a) always ()
- b) often ()
- c) sometimes()
- e)occasionally()
- f)never ()

12) Why do you switch from English to Kiswahili with the teacher of English in class? Give

reason(s).....
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13) Do you think it is more effective for teachers of English use Kiswahili than to teach purely in English?

a) Yes() b) no()

If yes, tick where it is more effective.

a) In explaining the meaning of difficult words ()

b) In explaining the meaning of sentences ()

c) When they cannot express themselves clearly ()

d) For emphasis ()

e) When they want to persuade ()

f)Others.....
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Thank you for your cooperation.

Appendix 2: Teacher questionnaire

TEACHERS' QUESTIONNAIRE

I would like to thank you for taking your time to answer this questionnaire. The aim of this questionnaire is to gain evidence for a research programme. Please answer each of these to the best of your ability. You are free to write any additional comments concerning particular question(s) or the questionnaire as a whole.

Your data will remain anonymous and confidential.

SECTION 1

Please fill in the blanks or circle the right answer.

1) Sex: a) Male

b) Female

2) Qualification: a) Diploma ()

b) Degree ()

c) Masters ()

d) Doctor of Philosophy ()

3) Which classes do you teach?

Class: a) Form 1()

b) Form 2()

c) Form 3()

d) Form 4()

4) What language(s) do you normally use as a means of communication to your students?

a) English()

b) Kiswahili()

c) both()

5) What are the topics where you switch between English and Kiswahili most often?

You can choose more than one answer.

a) Educational issues()

d) Political issues()

b) Religious issues()

e) Social issues()

c) Personal issues()

f) Emotional issues()

Other issues/reasons

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6) Why do you use words in Kiswahili even while speaking English?

You can choose more than one answer.

j) No similar word(s) in English()

k) Do not know the English word()

l) To explain something()

m) To avoid misunderstanding()

n) To add emphasis()

o) To express personal emotions()

p) To persuade()

q) Other reasons

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8) Why do you switch from English to Kiswahili while teaching students? Give reason(s).

9) How often do you switch from English to Kiswahili with your students in class?

- a) always ()
- b) often ()
- c) sometimes ()
- e) occasionally ()
- f) never ()

10) Do you think it is more effective for teachers of English use Kiswahili than to teach purely in English?

- a) Yes
- b) no

If yes, tick where it is more effective. You can tick more than once.

- a) In explaining the meaning of difficult words. ()
- b) In explaining the meaning of sentences. ()
- c) When they cannot express themselves clearly. ()
- d) For emphasis. ()
- e) For persuasion. ()
- f) When they want to avoid any misunderstanding.()

d)Others.....

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If no, give reasons

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SECTION 2

Please rank the following statements according to your personal use in the use of both English and Kiswahili when teaching English in a classroom.

Instruction: Place a tick () in the columns provided.

1=Never 2=Hardly ever 3=Often 4=Most of the time 5=Every time

(Statements 1-14 are rated based on the above scale)

In class, I switch from English to Swahili:

| | Never | Hardly ever | Often | Most of the time | Every time |
|--|-------|----------------|-------|---------------------|---------------|
| 1.To explain the meaning of words and sentences | | | | | |
| 2.To explain difficult concepts | | | | | |
| 3. To explain grammar explicitly. | | | | | |
| 4.To check for comprehension | | | | | |
| 5.To avoid misunderstanding. | | | | | |
| 6.To introduce unfamiliar materials or topics | | | | | |
| 7. To draw students' attention to the correct pronunciation of sounds in English. | | | | | |
| 8. To maintain classroom discipline. | | | | | |
| 9.To provide praise/feedback/personal remarks about students' performance | | | | | |
| 10.For persuasion | | | | | |
| 11.To encourage students' participation in classroom activities | | | | | |
| 12. To build/strengthen interpersonal relationships between the teacher and the student. | | | | | |
| 13.To reduce students' anxiety in learning English | | | | | |
| 14.To increase students' motivation and confidence in learning English | | | | | |

Thank you for your time