

**THE INFLUENCE OF CODE-SWITCHING AND CODE-MIXING ON
LEARNING ENGLISH LANGUAGE IN SECONDARY SCHOOLS:
THE CASE OF ROMBO DISTRICT**

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**A THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENT
FOR THE DEGREE OF MASTER OF ARTS IN LINGUISTICS OF THE
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania, a thesis entitled “**The Influence of Code-Switching and Code-Mixing on Learning English Language in Secondary Schools: The Case of Rombo District**” in fulfillment of the requirements for the degree of Masters of Art in Linguistics of The Open University Of Tanzania.

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DECLARATION

I, **Japhet Johan**, do hereby declare that this thesis **“The Influence of Code-Switching and Code-Mixing on Learning English Language in Secondary Schools: A Case of Rombo District”** represents my original work that it has not been submitted for a degree award in any other university and that all the sources that I have used have been indicated and acknowledge by mean of complete references

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Signature

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Date

DEDICATION

This thesis is dedicated to my lovely family.

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Many people have helped me through the various stages of this research work. Although it is impossible to mention them all by name, I feel obliged to single out some of them.

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ABSTRACT

This study investigated on the influence of using Code-Switching and Code-Mixing on learning English language in secondary schools in Rombo district, Tanzania. Specifically it strived to find out other causes of Code-Switching and Code-Mixing on learning English language, determine how Code-Switching and Code-Mixing contribute toward student's success or failure in learning English language in class and examine other ways which can be used to avoid Code-Switching and Code-Mixing on learning English language in the classroom. The theoretical framework used include: theory of language acquisition like the imitation theory, Inter-language theory, and theory of active construction of grammar and Reinforcement. It also explored: theories of Code-Switching and Mixing like situational and metaphorical Switching and Nakedness. The study mainly used qualitative approach in data collection, analysis and presentation. Content analysis was used for data analysis and presentation. The findings indicate that Code-Switching and Code-Mixing influence student's failure to learn English language, creates lack of confidence in speaking, limit students practice in speaking English language, retarded the ability of students to master English language and fail to understand and master English language. In addition, the study revealed that, teachers are the main source for Code-Switching and Code-Mixing and that more efforts be placed on training English teachers to improve their pedagogy skills.

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LIST OF ABBREVIATION

CM	Code Mixing
CS	Code Switching
CS-CM	Code-Switching and Code-Mixing
EL	English Language
EMP	English Medium Primary
EMS	English Medium schools
L2	Language Two or Second Language
MOI	Medium of Instruction
NGO	Non-Government Organization
S/he	He/ She

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of a Research Problem

In Tanzania, the English language is used in formal situations particularly where foreigners, who cannot understand the national language are involved. It is taught as a compulsory subject in primary education where as at the post primary education is the medium of instruction (United Republic of Tanzania website). Criper and Dodd (1984) carried a study that investigated the English proficiency level of Tanzania students. Their findings showed that the level of English proficiency among students has dropped down so drastically. Allen (2008) notes that, if one talk to Tanzanians over the age of 50 years the chances are that, they will speak and write English very well and their accent and pronunciation will be good, but today if one speak to people below the age of 50 years there is a noticeable degradation of the English language ability commensurate with their younger age.

Rugemalira et al (1990) go further by commenting on class teaching of English language that, 75 percent at the early stages of secondary education is done by using Kiswahili (Rugemalira et al, 1990). Students and teachers employ Code-Switching and Code-Mixing(Hereafter CS-CM), the practice of alternating between the languages to easy communication.

Code-Switching and Code-mixing is one of the issues existing in the classroom when teachers/students teach/ learn English language (EL) in secondary schools. CS-CM is

practiced mostly among the teachers and students in classrooms when teachers teach students EL. Qorro (2002) in her work asserted that, both Kiswahili and English language were used as the languages of classroom instruction. She noted that both teachers and students engaged on CS-CM on a significant scale. For example, (during the English lesson the teacher can say “today’s topic is English pronunciation” then switches to Kiswahili “tunaenda kusoma matamshi katika lugha ya kiingereza”). The same situation applies until the end of the lesson and the same applies to students when asking questions, which implies that CS-CM is highly used by the teacher and students in schools during learning English Language teaching.

Bakar (2006) points out that, CS-CM can be used to emphasize a particular point, to substitute a word in place of an unknown word in the target language, to reinforce a request, to clarify a point, to identify identity and friendship, to ease tension and inject humour into a conversation. This situation has been observed in many African countries in which most learners speak a language other than English language. In Kenya Merrit et al (1992) show that, CS-CM between English and mother tongue in three Kenyan schools occurred when the teacher wanted to reformulate information, bring in new content and attract students’ attention.

Malekela (2004) conducted a study in Tanzania; One of the aspects assessed was the use of CS-CM. The findings revealed that CS-CM was observed in schools at different levels of education, among teachers and students from English to Kiswahili (the mother tongue of some Tanzanians). It implies that, CS-CM is not an issue at secondary level; it is also practiced at university levels, as long as lecturers and students are Tanzanians. Some teachers are aware of CS-CM in the classroom and it

happens during different teaching EL sessions (Rubagumya, 1998). According to Malekela: experienced and realistic teachers often switch from English to Kiswahili language when they realize that their students are not getting the message being conveyed in English, and this happens despite the directive that teachers should use English only when teaching EL that requires the use of English medium (Malekela, 2004).

However, Brock-Utne (2007), reports on her classroom observation conducted in Tanzania schools, clearly illustrates how students and teachers CS-CM between English language and Kiswahili language. As the teacher could ask a question in English language but students remain silent until he switched to Kiswahili language, that is, when they responded to the question. She warns that, through this situation of assisting students during lessons; ultimately retarded the pace of learning and teaching EL and prevented teachers from assisting students to extend their linguistic repertoires in English language. Also having taught through CS-CM, it becomes a problem because examinations are being written in English language.

Roy-Campbell (2001) added that, young students in schools lost their enthusiasm for learning and practicing fluency in English language in classroom through CS-CM between English and Kiswahili language. The language academicians seem to believe that, the government has failed to maintain English language as the medium of instruction during English lessons (Mazrui, 1997). Also Rwakatare cited by Mazrui (1997) during the debate on the Tanzanians budget allocation complained that, we should not raise our students to learn half English and half Kiswahili, the

situation existed through CS-CM between English and Kiswahili language during learning EL in classrooms.

Many prior researches have focused on how the English language as the medium of instruction affects academic performance. The includes: Does the medium of instruction really matter? (Roy-Compbell, 1997), Does the language of instruction affects quality of education?(Qorro, 2002). Theoretical and practical challenges in Tanzania English primary schools (Rugemalira, 2005), Mwinsheikhe (2008) conducted an in-depth study of the importance of proficiency in the medium of instruction on the part of teachers. Students perceive the level of English proficiency (Makewa et al, 2013), How education stakeholders in Tanzania express their perception and concerns regarding the use of English or Kiswahili language (Telli,2014).

However none of the available studies in Tanzania so far has studied the influence of CS-CM on learning English language subject based on secondary schools. This study therefore, strives to fill this gap and look at the influence of CS-CM on students in secondary schools in Tanzania, the focus being on Rombo District secondary schools.

1.2 Statement of the Problem

The influence of CS-CM on learning EL in secondary schools in Tanzania, specifically in Rombo District, is a crucial study because little has been documented so far. Studies carried out in Tanzania show that, inadequacies in learning EL were

unable to rectify the problem by the time students reach university (Mwapachu cited by Rabin, 2011) CS-CM on secondary students in Tanzania has also been documented as one of the most common reasons for students learning poor and ungrammatical English language which results to produce teachers who teach students ungrammatical English language in secondary schools (Qorro, 2002). If the issue of CS-CM will not be studied seriously, it deserves attentions so that secondary school students can advance linguistically. However little has been done as CS-CM still exists; this instigated the researcher to undertake this study particularly to understand how CS-CM between English and Kiswahili language affects the learning of EL in secondary schools in Tanzania, using Rombo District as a case study.

1.3 Objectives of the Study

1.3.1 Main Objectives

To determine the influence of Code-Switching and Code-Mixing between English and Kiswahili language in learning of English language subject for secondary schools in Rombo District.

1.3.2 Specific Objectives

The specific objectives of the study are:

- i) To find out the reasons for Code-Switching and Code-Mixing in the learning English language in secondary schools in Rombo District.
- ii) To determine how Code-Switching and Code-Mixing contribute toward students' success or failure on learning English language.

- iii) To examine ways can be used to avoid Code-Switching and Code-Mixing in learning English language.

1.4 Research Questions

Based on the specific objectives and the study's overall objectives, the following research questions guided the study:

- i) Why do teachers and students engage into Code-Switching and Code-mixing during the English language lessons?
- ii) In what way does Code-Switching and Code-Mixing contribute students' success or failure on learning English language in secondary schools?
- iii) What ways could be used to avoid Code-Switching and Code-Mixing during the learning of English language?

1.5 Purpose of the Study.

By focusing on the teacher- students interaction that takes place in teaching and learning English language, this study will contribute information to the present literature on the influence of Code-Switching and Code-Mixing in the learning of English language in secondary schools. Furthermore, the study will contribute to ways which can be used to teach English language with ought code-switching and code-mixing in secondary schools in Tanzania using Rombo District as a case study.

1.6 Limitation of the Study

This study has been limited to three secondary schools due to time limit. Also at school B (the name, given by the researcher) the academic master was reluctant to

allow him to conduct class observations because he perceived this to be an assessment. Therefore it took the researcher some time to explain on the purpose of the study and the way observations were to be conducted, after that he permitted the researcher to proceed with the study.

1.7 Delimitation of the Study

This study investigated on the influence of Code-Switching and Code-Mixing of learning English language in secondary schools, mostly in three secondary schools located in Rombo District of Kilimanjaro Region. Six English teachers from three secondary schools, six students for each school participated on the study. In all a total of 24 individuals from three secondary schools participated for interviews in this study. Also six class observations were conducted during teaching the English language, in each school 2 class observations took place.

1.8 Organisation of the Thesis

This study is organised into five chapters. Chapter one presents the introduction which describes the background of the problem, statement of the problem and purpose of the study. The chapter also outlines the main objective and specific objectives of the study and the research questions. And then delineates the limitations that were experienced during this study. Lastly is delimitation, organization of the study and summary of the chapter one.

Chapter two discusses the literature review where by English language in Tanzania, English subject and education in Tanzania, people's perception towards the English

language and importance of teaching and learning English language. Challenges faced of teaching the English language, code-switching and code-mixing in education and English learners' perspective also are discussed. The chapter addresses the issues of why teachers and students tend to code-switch and code-mix during teaching and learning the English language. Furthermore, this chapter addresses the theoretical framework of the study. Theory of language acquisition and theory of code-switching and code-mixing are also discussed. Finally there are related studies and summary of chapter two.

Chapter three is concerned with the research methodology of the study. The chapter describes the research design, area of the study and research strategies used in this study. The data collection techniques, sample and sampling techniques used in this study, data analysis procedure and ethical considerations were addressed.

Chapter four is concerned presentation, discussion and interpretation of the findings; this was done in view of the specific research objectives guiding the study.

Lastly, chapter five presents summary of the findings and recommendations for further studies.

1.9 Chapter Summary

This chapter has given a brief presentation of the background of a study and statement of the problem. The chapter further presents objective of the study where main objective and specific objectives were outlined. It also examined the purpose of

conducting the study, limitation of the study, delimitation and lastly is the organization of the thesis, as this study is organized into five chapters.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter examines review of literature, which includes: English language in Tanzania, English subject and education in Tanzania and people's perception towards the English language have been reviewed. The chapter reviews the importance of teaching the English language, challenges faced in teaching the English language, code-switching and code-mixing in education and English learners perspectives and issues on why teachers and students tend to code-switch and code-mix have been discussed. Furthermore, this chapter reviews the theoretical framework of the study, which includes theory of language acquisition and theories of code-switching and code-mixing. Finally are the related studies and summary of the chapter two.

2.2 English Language in Tanzania

Talking about English in Tanzania or what Mwinsheikhe (2003) has in general categorized as the post-colonial language, instantaneously evokes notions pertaining to language contact. It was the British colonization of East Africa territories in the first half of the 20th century that brought English into the Region and consequently set off the contact process with indigenous local languages that would subsequently shape the dynamics of linguistic culture as still observed today (Bwege, 2012). The story of English in Tanzania which also implies the story of Kiswahili provides a perfect illustration of Clyne's view regarding the concept of interrelationship which

is here contextualized in the linguistic cultural landscape (Clyne, 2003). Mwinsheikhe (2003) noted that after independence in 1961 Kiswahili was declared as the national language and in 1967 it became the official language and the medium of instruction (MOI) at the primary level of schooling. English language however, has remained a de jure MOI at secondary and tertiary levels of education. Also English language was taught as a subject in primary schools.

English language enjoyed a prestigious status as the language of high level of administration and higher education and Kiswahili language was subordinated to English as the language of lower level administration and lower education (Batibo, 1995). Campbell-Makin's (2000) observation illustrates the difficult part of the debate that in Tanzania young people who can barely sustain a conversation in English have insisted that English should remain the language of instruction for secondary schools (Roy-Campbell, 1992). Actually English is spoken by only 5% of the population (Mwinsheikhe, 2008) and is regarded as the second official language in Tanzania. It is mainly used to communicate in international affairs such as politics, trade, diplomacy, science and technology information exchange and tourism (Rubagumya, 1990 in Mlay, 2010) English is the language used in every formal situation, particularly where foreigners, who cannot understand the national language are involved.

It is contended that, if you talk to Tanzanians over the age of 50 years the chances are that, they will speak and write English very well and their accent and pronunciation will be good (Allen, 2008). But also Allen added that, today if you

speak to people below the age of 50 years there is, a noticeable degradation of the English language ability commensurate with their younger age. There is a marked over-use of the present continuous tense which is grammatically incorrect and where the present simple should be used for example ‘he is having a good house instead (he has a good house) or he is coming from Tanzania (he comes from Tanzania) (Allen, 2008). Despite degradation of the English language ability, still the English language is highly needed in Tanzania as Julius Nyerere announced in a speech that English was needed in secondary schools in order to encourage Tanzanians to learn and value the language (Lwaitama and Rugelamira,1990).

2.3 English Language Subject and Education in Tanzania

The main feature of Tanzania’s education system is the bilingual policy, which requires children to learn both Kiswahili and English. English is essential as it is the language which links Tanzania and the rest of the world through technology, commerce and administration. English is taught as compulsory subject in the primary education where as at the post primary education is the medium of instruction (United Republic of Tanzania website) Mlay (2010) added that, English language on education is used in Diploma Teacher training colleges and Polytechnic institutions.

In 1997 the ministry of education and culture issued a policy documents called ‘sera ya utamaduni’ (culture policy). This documents addressed English shall be a compulsory subject taught in all levels of schools and shall be encouraged in higher education and its teaching shall be enhanced (URT, 1997:18 cited by Mlay, 2010). Observation in secondary schools classroom in Tanzania shows that most students

and the majority of teachers are seriously handicapped when it come to use English as the language of instruction. The main goals of teaching and learning English language in schools is to obtain enough knowledge of English such as obtaining a position doing manial work to secondary and tertiary education and passing standardized exams (Fundi, 2015).

Also Qorro's notion on English language and education was based on English language position in Education. She noted that, the effective teaching of English language will make education generate information and knowledge from various languages and render Tanzanian in whatever additional language they learn. This will make intellectual production such as research reports not only meaningful and relevant, but also will also be accessible too and applicable by Tanzanians as possible. (Qorro accessed 2014). For most Tanzanians, English is acquired through education. It involves both an opportunity in form of wages foregone while attempting school and an accounting cost in the form of school fees, currently charged for government and private secondary schools. That means, there is a cost associated with acquiring English language which take place in classroom. (Sa, 2007).

2.4 People's Perception toward English Language

Most people who can speak English language were regarded as educated. This is because, the English is language acquired through learning in classroom. Rugemalira in his findings noted that, in Tanzania English is seen as the language of power and success, as available asset to those who master it. First, because of the colonial

mindset that was inherited from the British power but all the fact that, those who are well educated are also English literate and are able to obtain prestigious jobs and live comfortable lives. Those people who take their children to English medium schools (EMS) believe that English is the language of economic and social advancement and so extra investment in the language is necessary (Rugemalira, 2006). Also Mazrui (1997) supports the notion by saying that, many wealthier Tanzanian parents send their children to private schools in the neighboring countries in order to have their children exposed to English-medium education.

The extra investment means parents pay for extra tuition classes after schools as well as remedial classes that might be offered in school by some EMP schools. They also buy supplementary books and English story books all in efforts of ensuring their children master the language by the time they complete the seven years of primary schools. According to Rubagumya (2003) the main reasons why parents decide to send their children to EMP schools include (1) English competence will help a child to cope with science, technology and globalization (ii) many parents want their children to communicate in English language (iii) Kiswahili cannot help their children live in the changing world. Then he concluded that Kiswahili as the regional language lacks the international scope which enables a child to learn academics to his or her full potential.

Rubagumya (2003) notes that, few Tanzanian use English only to communicate with their children especially elite parents. However, on the play ground Kiswahili is used. This is a typical situation of which most secondary school students face,

English is not the language which they get to use and hear in their daily surroundings but rather, it is Kiswahili which is predominantly used everywhere. According to Rugemalira (2006) students are embarrassed to speak the English language outside the school surroundings because it draws people's attention. Myburgh et al (2004) in Rugemalira (2006) mentions that speaking English at home or in public seems out of place, disrespectful or just amusing. In other words, students see English as the language of school (Rugemalira, 2006).

This does not mean they don't value it but this goes to show that it is used only when and where it is necessary, therefore English is a role specific language used when it is needed to fulfill its function.

2.5 Importance of Teaching and Learning English Language

This day if one expects to access internet and operate computers, he or she (s/he) must know the English language. As one international NGO in Tanzania (1994's) noted that, English is the language of computers and internet. Then adds, English is essential for any individual development after primary schools as all manuals, instruction books and text books are in English, many young Tanzanians need to find work in the developing countries rather than being subsistence farmers (International NGO in Tanzania since 1994's).

In international communication English is the most important language, even those countries which do not need English language to access the world knowledge offer their children English courses to enable them to communicate with the outside world.

For Tanzanians English is a key to large part of mass media such as radio, newspapers, TV and Internet as mentioned earlier, and several others. Job applicants' who know English have better chances than other's (The guardian April 13, 1999 cited by Qorro, accessed 2014). Actually for us knowledge in English is still the leading academic language of the world (The Guardian, February 16, 2000).

No one can doubt that there is no problem of books in the world and this can be verified even the open air bookshops in most Towns. The point is that, there is no a shortage of books for those who study in English. (The Guardian Feb. 19, 2000 cited by Qorro, found 2014) "English is widely spoken almost throughout the world and is number one in commercial transactions. Many nations use it widely in international commerce, the legal system and in both space and marine science" (The Africa, august 7, 2003). Qorro (2009) conducted a study on the reasons that make parents and policy makers insist on using English language as the language of instruction. She comes up with the following reasons.

- In this era of globalization and free market we need English, which is a global language, indigenous language (Kiswahili to mention) will not get us anywhere.
- Most literature that we have in schools already is in English
- There are no funds to waste on changing the medium: if English is not used as the language of instruction it will die.
- Being able to speak and write English gives one qualification to get a highly paid job.
- Students learn language better when it is used as a language of instruction since they get exposed to use or practice it (Qorro,2009 cited by Mlay,2010)

Therefore as the occurrence of this situation one of the scholars insists that, “Tanzania being part of the global family, we cannot ignore English” (daily news, March 5, 1996 cited by Martha Qorro, 2002).

2.6 Challenges Faced in Teaching English Language Subject

Criper and Dodd (1984) carried a study that investigated the English proficiency level in Tanzania students. Their findings showed that the level of English proficiency among students has dropped down so drastically that it hindered learning to an alarming extent. Among of the reasons why students in secondary schools face so much difficult using English is their reluctance in using the English language (Roy-Campbell & Qorro, 1997).

They added that students are unwilling to actively participate in class discussions, because of poor ability to express themselves in English. However, students who had early exposure to English from the beginning of primary schools are able to cope with using English in secondary schools and their performance tend to be better off unlike those who started learning English from class three and thus have less exposure in the language (Roy-Campbell & Qorro, 1997).

Batibo notes other reasons that lead to the decline of English teaching and learning such as lack of text books, reference books, and subsidiary reading materials, incompetent teachers, inappropriate teaching strategies; lack of motivation and lack of proper language impact. Furthermore Batibo (1990) discusses the reasons for the decline in English and learning:

- The shortage of text books is usually the main problem where 8 pupils share a book or there is only the teacher's copy while reference and subsidiary books are often old, very few or not there at all,
- Lack of competent teachers is another reason. Where by teachers have poor command of the English language, these teachers taught only because it is mandatory to do so.
- The use of inappropriate teaching strategies: teachers lack creativity to devise their own teaching methods and material instead they rely heavily on textbooks, use methods such as translation, choral repetition and direct notes-taking.
- Lack of proper motivation in teaching: the main source of interest and motivation for learners depend highly on the teacher's methodology and whether teaching materials are available (Batibo,1990)

Batibo was supported by Rubagumya, Jones and Mwansoko (1999) on the language of teaching, findings on this study shows that it is not only students but also teachers who have problems to express themselves in English.

The encountered problem was that the majority of students in secondary schools simply sat and copied notes from the blackboard (Qorro, 1999) in cases where the teacher's handwriting was not legible students did not ask but simply copied words incorrectly. She adds that, English cannot be learned effectively in an environment that exposes students to incorrect English for many hours a day (Qorro, 1999). Also on her study teachers were asked what they envisaged as the problems of teaching

the English language in Tanzania secondary schools, responses were not language, from Batibo (1990) the problems ranged from:

- Lack of qualified teachers
- Students extremely low English language proficiency
- Lack of interest and confidence because of poor command of English language.
- No clear objectives for teaching English language and lastly was poor and inappropriate teaching methods.

Mtana (1998) carried out a study to determine the situation where by secondary students fail to communicate effectively in English. He reported that many students showed the problems in communicating in English during lessons. Students demanded to use Kiswahili as an alternative in many incidences, some teachers complied while others, refused he adds. Juma Mwapachu reflects on his own years as a student: in adequacies in English language subject teaching are often unable to be rectified by the time students reach university. According to assistant lecturer at the University of Dar es salaam Faraja Kristomus, “English language is still a major challenge to many of our students because of our background at lower level of schools (Rabin, 2011). In higher competitive job market the lack of English competency, is a barrier to employment. Also Evalist Mwitumba, Tanzanian newspaper in Rabin (2011), has remarked that he is often faced with challenges “when recruiting students from the school of journalism, for example it is found that most of the graduates have low English proficiency even though their pass marks are high”. As Tanzania students fall behind others in East Africa, the lack of English proficiency will continue to be a barrier to employment and economic development.

Poor proficiency in the English language due limited exposure time during the lessons causes some students to focus on passing exams.

Fundi in his study warns that, when education fixate on having students pass exams, they neglect teaching also students lose sight of learning especially for those that English is their second language especially in parts of Tanzania schools (Fundi accessed 31st march, 2015). Rugemalira et al go further by commenting on class teaching of English language subject that, 75 percent at the early stages of secondary education was done in Kiswahili language (Rugemalira et al, 1990) often students and teachers employ Code-Switching and Code-Mixing, the practice of alternating between the two languages to easy communication.

In contexts in which learners work in a second language, it seems initially to be more difficult to generate both types of talk. First, learners are less secure and less linguistically able to respond to teacher-elicitations in the public arena of the plenary classroom. Secondly, they are often not linguistically competent enough to engage on pair and group talk in L2. (Clegg and Afitska, 2010 cited by Sa, 2007). Learners are not fluent in English language. An adequate command of English, regardless of the level of understanding of the subject matter could cause a student to fail her national examinations and prevent her from graduating and moving on to university (Sa, 2007). Not surprisingly, students do perform poorly on the national examinations and rates of failure are high. Nearly 50 percent of form IV leavers failed their national examinations in English 1989 (Yahya-Othman, 1990).

2.7 Code-Switching and Code-Mixing on Education and English Learners Perspective

Bilingual education is used unofficially in most Tanzanian classroom as well as CS-CM (Mlay, 2010). Holmarldotti (2016) in Mlay (2010) define bilingual speakers as those who use two or more language in their daily speech and Code-Switching (CS) is seen as a language shift that user apply. The concept of CS is often used interchangeable with Code-Mixing (CM) by various researchers. Taking the meaning of Code, Saville-Troiike (1982) Code simply means different language. CS is understudy as intersentential, which means that, the switch in the language takes place between the sentences. CM is generally looked at more negatively than CS and CM often indicates lack of language competence in either language concerned. CS does not indicate a deficiency on the part of a speaker, but may results from the complex bilingual skills (Myers-Scotton, 1993) CS is a strategy even a teacher with good command of English may use when s/he seen that his/her students do not understand.

In an interview with the secondary schools teacher, Halima reports the following, as the teachers sees that their students do not understand because they use the language that is unfamiliar (English) to the students, they perform what is known as CS and CM. Other researchers have reported observing this phenomenon in classroom in other countries as well as (Saville-Troiike, 1985 Myers-Scotton, 1993 and Ndayipfukamiye, 1993).

The classroom studies that were under taken revealed that, teachers and students are

accomplishing the task of teaching and learning satisfactorily. To quote a report at secondary level the data revealed that, “teachers and students fail to learn effectively through the sole medium of English”. Kiswahili is used in class for teachers for effective expression, and to enhance their students’ understanding. Kiswahili is the de facto medium of instruction in many classrooms. Those teachers who were seen using only English in class were found to be misleading their students”. (Most of them tend to use code-switching as a bilingual education system). (MOEC, 1998). On the other hand, Osaki, (2000) noted that teachers switch to Kiswahili so as to enable students to participate in discussions.

Most teachers are trained to teach a subject and know a different rules used on subject matters. Teachers teach students to answer questions on examination and not be able to speak fluency English language. The following excerpt from classroom observation in a form one during the lesson. The teacher after the initial sentence in English employs a code-mixing strategy

T: “these are used for grinding materials. It looks like what?”

S: “kinu” (mortar)

T: “Kinu and what?”

S: “Mtwangio”. (Pestle)

T: “It Looks like kinu and mtwangio and it work it works like kinu and mtwangio” (the teacher continues to describe other apparatus). (Rubagumya et al., 1999).

In this example the teachers is satisfied with the answer from the students as the

student has the right concepts. The fact that these concepts are expressed in Kiswahili does not seem to bother the teacher towards the subject matter, does nothing to expand the vocabulary of the student within the English language. From the excerpt we do not even know whether the teacher knows the correct terms for “kinu” and “mtwangio” in English. Even if he does, he does not bother to make his students partake of this knowledge. Had the teacher insist on answer in English, he would most likely have been met by silence.

2.8 Reasons Why Teachers and Students Tend to Code-Mixing and Code-Switching During Teaching English Language

Teachers CS to clarify a concept: teachers switch from the language one (L1) in order to make clear what they have said in language two (L2). Switching is often triggered by the teacher’s assumption that the class (or specific learners) have not understood on the basic, for instance, of a marked lack of response (Probyn 2006, Altinyelken, 2010).

CS and CM can also help teachers to guide learners’ conception of curricular concepts in order to guide subsequent teaching (Rollnick and Rutherford, 1996). Also CS and CM used for introducing little new information in L1 but using it mainly to reformulate or explain. Furthermore, it is used to introduce new concepts, which have not been mentioned in L2 (Adendorff, 1993). Bunyi (2005) noted that, CS and CM existed on the difficult of attempting to convey the meaning of a scientific L2 term into L1 where no L1 equivalent exists. Teachers translate words on a regular basis (Bunyi, 2005)

Bakar (2006) points out that, CS-CM can be used to emphasize a particular point, to substitute a word in place of unknown word in the target language, to express a concept that has no equivalent in the culture of the other language, to reinforce a request, to clarify a point, to express identity and friendship, to ease tension and inject humour into a conversation. This situation has been observed in many African countries in which most learners speak a language other than the English language. Merrit et al (1992) in their study show that CS-CM is found in their classrooms where, CS-CM between English and mother tongue wanted to reformulate information, bring in new content and attract students' attention. Probyn (2006) reports that, while most teachers talk was in English, teachers varied widely in the amount of L1 while others stuck to English as far as possible and used CS for increasing comprehension.

In a study in Zanzibar Rea-Dickens and Afitska (2010, personal communication) reports that, teacher observed using CS, did so some of the time 20% of lesson observed, most of the time in 11% and rarely in 18%. Most teachers who CS-CM do so because they are free to do so as McGlynn and Hardman (2009) in Gambia found out that, teachers have right to CS in their classrooms, despite an English only policy but learners do not.

2.9 Influence of Code-Switching and Code-Mixing on Learning English Language

Cleghorn and Rollnick (2002) argue that, CS in the classroom may be a fruitful pass towards effective bilingual education. They suggest that small interjections in the

local language such as “isn’t: that so?” or “you know?” save to recapture the attention of learners, even if the phrases themselves carry no content. Sa (2007) on his finding concludes by the same statement, effects of CS in Africa classrooms are often limited by the belief held by teachers and students that CS is unacceptable and by the presence in some classrooms inspector intent on upholding English-only policies.

Ishumi (1994) in his study noted that, mastering of the language is a key to the efficiency and eventual effective teaching and learning of the English language. He warns that, a dilemma over use of CS-CM option can seriously stifle the acquisition of knowledge and skills in English language. Commenting on the current situation Brock-Utne and Holmarsdottir (2002) observe that, teachers who have been trained in subjects than language subjects are normally more concerned about teaching the subject matter to students. They often CS-CM to make students understand the content. This solution however, creates another problem.

Students understand when teachers use Kiswahili but teachers have to set all test and examinations in English and students answers have to be in English. Mwinsheikhe (2001) on her analysis notes, 80% of teaches who encountered examination questions answered in Kiswahili awarded them a zero mark as per government regulations. When teachers and students fail to interact and communicate effectively during English lessons, they get demoralized and frustrated, conditions which impair teaching and learning EL. Krashen (1985) adds that, poor performance in the language of instruction in our case English, results in poor performance in EL.

NECTA (1993) in Mwinsheikhe (2003) also conducted another analysis on candidate's answers using examination results of CSEE (Certificate of Secondary Education Examination). The analysis showed the answers of students were unintelligibly expressed because of poor command of English language. Although some of the answers were correct but the overall manner of expression displayed that, students were unable to express their knowledge, they lacked clarity and markers were unable to draw any meaningful message out of them. Comment of the analysis from Alidou (2009) is that, under-achievement is not experienced by the learners because they have inherent cognitive problems but due to the fact that most learners do not full master (English language) LOI used. There is a problem which arises with CS-CM used; students fail to perform well in their examinations since it is not a legitimate strategy (Brock-Utne, 2004). Also it is difficult for learners to master English language when CS is a common routine during the teaching and learning of English language. Even the language they are familiar with in case Kiswahili does not fully developed because of the constant switch and mix of the two languages and this tendency continues as students progress in higher level of education, that is high school, college and university (Mlay,2010)

2.10 Theoretical Framework of the Study

The issue of effective English learning at the grassroots level of secondary schools by students in Tanzania as in many other African countries is influenced by pedagogical consideration of teachers. There is no single theory that is all encompassing and compressive enough to capture the interplay of various linguistic interactions taking place in the English learning process. An eclectic approach

therefore, was employed to formulate the theoretical framework that guided the study and helped drawing important philosophical concepts from various perspectives.

2.10.1 Theory of Language Acquisition

Various theories were drawn to guide the study; among them are theories of language acquisition (Crane, Yeager and Whiteman, 1981). Where there is imitation theory, which, claim that children learn language by listening to the speech around them and reproducing what they hear. This theory elaborates that, language acquisition consists of memorizing the words and sentences of some language. The idea is that, acquiring language is the process of learning to imitate the speech. Children must hear those words used by other speakers and then reproduce or imitate them.

Thorndike (1911) discussed that, a child produces a great variety of sound instinctively some of this sounds resemble words and are rewarded by the child's environment. Also, the child learns to use the rewarded sounds in similar situations to achieve similar results. Thorndike considered the possibility that a child may instinctively feel satisfaction at producing a sound similar to the one that rings in the ears of memory and the meaning. This was evidenced through the data collection where most learners (students) in class spoke the language which they heard. Meaning that, students were able to imitate the language they heard around in the classroom from their teacher.

Proponent of the theory could account for this by claiming that language is difficult to master and so child's first attempt at reproducing various words or sentence

structures and the structures were not perfect. This is not surprising, since learning to speak need much speaking and practicing as the process of learning to speak is like learning to work. (Stewart and Vaillette, 2001).

However, Thorndike argues by citing examples of children learning from adults that, often, they will mispronounce words and use grammar that they have never heard from adults. Statement like “my mom buyed this toy for me” is an example. The parents do not use the term ‘buyed’ in place of ‘bought’ (Thorndike, 1911).

2.10.1.1 Inter-language Theory

Inter-language theory (cf. Selinker, 1972) refers to gradual process of learning the second language from the first language. Teacher should be aware of this gradual learning in order to encourage students. At every stage of learning, learners have rules of grammar which are not perfect yet. The rules become more and more complex as the students progress.

Henderson (1985) argues that Inter-language therefore, tells us nothing about second language acquisition. It makes no prediction which could ever turn out not to be the case. What good is it, then? Is the emperor really wearing no clothes? The notion of Inter-Language has been very useful in stimulating us to look beyond errors made by second language users, and to try to look at the whole of whatever linguistic systems they appear to be using. If professionals in language teaching now want to use the term to mean “communicating in a foreign language” that is fine.

2.10.2 Stage of Inter-language Development

- i) Random errors: the learner is only vaguely aware of the rules that govern the language, but the application of these rules become strictly.
- ii) The learner has begun to identify the system and to internalize the rules. These may not be correct (not the same as the L2 rules). But they are the best the learner has at this stage. At this stage the learner has a lot of backsliding. S/he seems to have got the rules and then forget them. For example s/he can use simple present (I go to school yesterday, instead of simple past, I went to school yesterday. And he may not be able to correct himself/herself
- iii) Stage three is known as a systematic stage. The learner is closer to second language; he makes fewer errors at this stage.
- iv) This stage is known as stabilization stage. The learner makes fewer errors.

The teacher has to know that this error give the learner a base in which improvement can be done. S/he has to encourage the learner not to discourage from speaking at all. This may result in the learner's loss of fluency as s/he is usually to analyze rules and grammar before actually saying anything in order to avoid making mistakes. Errors analysis advice teachers not to take error negatively and prevent students from advancing in learning the language effectively. Student's errors are seen as a natural indispensable part of the learning process. It is expected that students make errors when first begin to speak a foreign language. Teachers should work with what the learners has produced in a non-threatening way. One way of doing this is for a teacher to repeat correctly what student has said incorrectly, without calling further attention on the errors(selinker, 1972). Considered information collected from this

study, it is obvious that there were no wrong pronounced words by students repeated after being collected by the teacher.

Reinforcement theory assert that children learn to speak like adult because are praised, rewarded or reinforced when they use the right forms and are corrected when then they use wrong forms. However they claim that parents and other caretakers' frequently correct their children's grammatical mistakes and praise their corrected form is unfolded. Such corrections seldom happen for although parents often do correct their children, their correction generally have more to do with the accuracy or truth of the statement and not its grammatical form(Stewart and Vaillette, 2001).

2.10.3 Theories of Code-Switching and Code-Mixing

One of the main Questions regarding the pattern of CS and CM is why they occur in the first place(Brezjanovic-Shogren (2011). What is the motivation or the driving factor(s) behind bilingual language behavior? Hence, the sociolinguistic approach will be adapted.

The first one was proposed by Gumperz (1982), which distinguish between two types of code-switching: Situational switching and Metaphorical switching.

The situational code-switching is driven by a particular situation where a speaker uses one code for one situation and another code for another situation. On the other hand, in metaphorical code-switching, the topic is the driving factor in determination

of which language will be used, e.g. a speaker will use two different languages for two different topics. This direct correlation between languages and the social situation, as mentioned by Gumperz, signifies the “definition of each other’s rights obligations”(1982). Additionally, he argues that the relationship between the language and the social context is quite complex and that “participants immersed in the interactions itself are often quite unaware which code is used at any one time” (Gumperz, 1992).

Another model relevant for the study under consideration was proposed by Myers-Scotton (1993), known as Makedness Model, in which he notes that a bilingual individual has a sense of makedness (1993), in regard to the relationship with the interlocutor who essentially the one choosing the code in the conversation. In such situation, the speaker is perceived as the rational actor who can make either the unmarked choice, the more secure and the more expected choice , often used by a speakers, or the marked choice which is generally unexpected in interaction (Myers-Scotton, 1993) nevertheless, it is essential to mention at this point that the concept of the social importance language choice should be applied with a dose of caution to the speech of children is generally as they do not play the same role in society as adult speakers.

In contrast to Gumperz’ claim that bilingual speakers are most often not aware when they code-switch, Myers-Scotton argues that generally speakers are aware of the effects of their switch, e.g. what the consequence of making the marked and the unmarked choice is (1993). Even though both of these models can be applied to the

data with the respect of different situations, Myers-Scotton's remark is perhaps more appropriate to the subjects studies since generally they seemed not to be aware of their code-switching and code-mixing. As rational actors, their pragmatic needs seem to dictate switching accordingly.

The other, conversational approach will appropriately be considered in this study as well. Considering that the data has been collected during informal conversations, the code-switching and code-mixing play in it is quite important and it is often "employed by discourse participants to achieve rhetorical, stylistic and other pragmatic effects"(Archan,2000 cited by Brejanovic-Shogren, 2011).

Even though Gumperz (1972) was the first linguist to define conversational functions of code-switching, Peter Auer's approach will be more adequate for the discourse analysis conducted.

According to Auer (1998 cited by Brejanovic-Shogren, 2011) the two main approaches to code-switching are, as already discussed, sociolinguistic approach which defines CS as the symbol "of group membership in particular types of bilingual speech communities", and the grammatical view which regards "syntactic and morphosyntactic considerations which may or may not be of a universal kind" (1998).

Through he mentioned these two views, he adopts yet a different perspective in the analysis of CS, arguing that these two leave a gap since "local processes of language

negotiation and code selection” are disregarded (1998). Therefore, in his view CS is considered as the part of verbal action, being a part of both the communicative and social function (1998). In this context, patterns of CS are seen as a conversational event and as “alternating use of two or more codes within one conversational episode” (1998), which in essence brings light to participant’s interpretation as well as the “use of CS to organize the conversation by contributing to the interactional meaning of particular utterance”(1998).

In other words, the close correlation exists in a conversation where two or more codes are used with the alternation of these codes and this pattern performs a particular function in discourse. Additionally, discourse related switching of codes reflects a pattern that goes “beyond the sentence” since it is related to wider contexts and cultural factors which usually influence discourse (1998). Hence, bilingual participants in conversation have an extra-conversational knowledge, and consequently an established pattern of CS, defined as preference-related switching. Language preferences allude to the “interactional processes of displaying and ascribing predicates to individuals”, reflected preferences of bilingual individuals regarding CS in discourse largely depend on the “wider social, political and cultural context of the interaction at hand” (1998).

2.11 Empirical Studies

Puja (2003) conducted a study based on English language competence. Puja reports that all teachers she interviewed cited poor communication skills in English as one of

the problems that contribute to students silence in class and their overall comprehension and academic performance.

Brock-Utne (2007) reports on her study on learning through a familiar language versus through a foreign language. On her reports, she goes into a great detail to describe strategies that teachers and students use to overcome the language barrier such as Code-Switching and Code-Mixing and translating from English to Kiswahili. She warns that, though these strategies assist students during lessons, ultimately they retard the pace of learning and teaching and prevent teachers from assisting students to extend their linguistic repertoires in their language.

Study from Rubagumya, Jones and Mwansoko (1999) on language of teaching and learning in Tanzanian schools. Findings show that both teachers and students have problems expressing themselves in English language. One of the classroom observations between the teacher (T) and students (S)

T: when you go home put some water in the in jar, leave it direct on sun rays 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 live it in the sun, what will happen to the water?)

SS: yapungua (it will decrease)

T: Kwa nini? (Why)

SS; yatafyonzwa na mionzi ya jua (it will be evaporated by the sun's rays)

(Rubagumya, Jones and Mwansoko, 1999 cited by Qorro, M).

It is direct observation how English and Kiswahili were used in the classroom. And how far students will remain silent until teacher translates or CS is where they can respond.

Allen (2008) on her study primary schools teachers and the problems faced with teaching the English language, notes lack of subject knowledge is one of the main causes of the present problems in teaching in primary schools. The teachers are not assisted by their materials and lack of differentiate between the pupils and allocation of teachers lack command of English language, therefore concluded that in teaching English language needs serious reconsideration.

Study by Makewa, Role and Tuguta (2013) on student's perception level of English proficiency in secondary schools noted that, factors like attitude, anxiety, class activity, motivation and learning resource were influencing English learning. The findings indicate a significance of positive correlation of both factors which perceive English proficiency.

Sebonde and Biseko (2013) On their study, "Handling of Morpho-Syntactic Learners Errors in Tanzania English Language Classroom" They found that in the classroom during the teaching session, teachers are not committed in marking students' assignments and for that matter many students' assignments are not marked. This situation affects both students and teachers in a way that students fail to understand

whether what they write is right or not and for that matter there is a danger to understand things in a wrong way. Also teachers fail to notice and understand the common language problems that face their students and for that matter, they cannot assist their students effectively.

Telly (2014) study on the language of instruction issue in Tanzania: pertinent determining factors and perception of education stakeholders, during the interview, an education stakeholder asserted that a shortage of teachers and lack of competent one is a serious hurdle. They still insisted on the use of English as the language of instruction by contending that “if there are competent and committed teachers and resources then using English language as the language of instruction should not pose a challenge”.

Sumra and Rajani (accessed January, 2015) Study on secondary education in Tanzania: key policy challenges. Note that, Tanzania has a peculiar arrangement whereby the medium of instruction at primary level is in Swahili before it abruptly switches to English at secondary level. The idea is that pupils will become fluent in English at the primary level. The actual facts, as observed at public schools can tell us it is quite different. The vast majority of public primary school leavers develop little confidence in English. Consequently, they are unable to follow what is taught in secondary schools, and this contributes to poor learning.

2.12 Chapter Summary

This chapter has discussed on the English language in Tanzania particularly the position of English language together with where and how the English language is

acquired in Tanzania. It discussed how people such as parents perceive the English language together with the importance of teaching and learning English language. The chapter further presents challenges faced in teaching the English language, where by code-switching and code-mixing is among the challenges. Reasons for teachers and students to engage into code-switching and code-mixing also were discussed. The Theoretical framework of the study was discussed, where there are different theories such as theory of language acquisition, imitation theory, inter-language theory together with theories of code-switching and code-mixing. Lastly, empirical studies focusing on issues of English language learning and teaching and the problems encountered were discussed; which led to identification of the research gap.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introductions

This chapter examines the methods and techniques' of the research that were used to carry out this study. This chapter begins by presenting the research design and the reasons for choosing the design. The following section is data collection techniques which include interview and class observation. Sampling and sampling techniques is the next section.

3.2 Research Design.

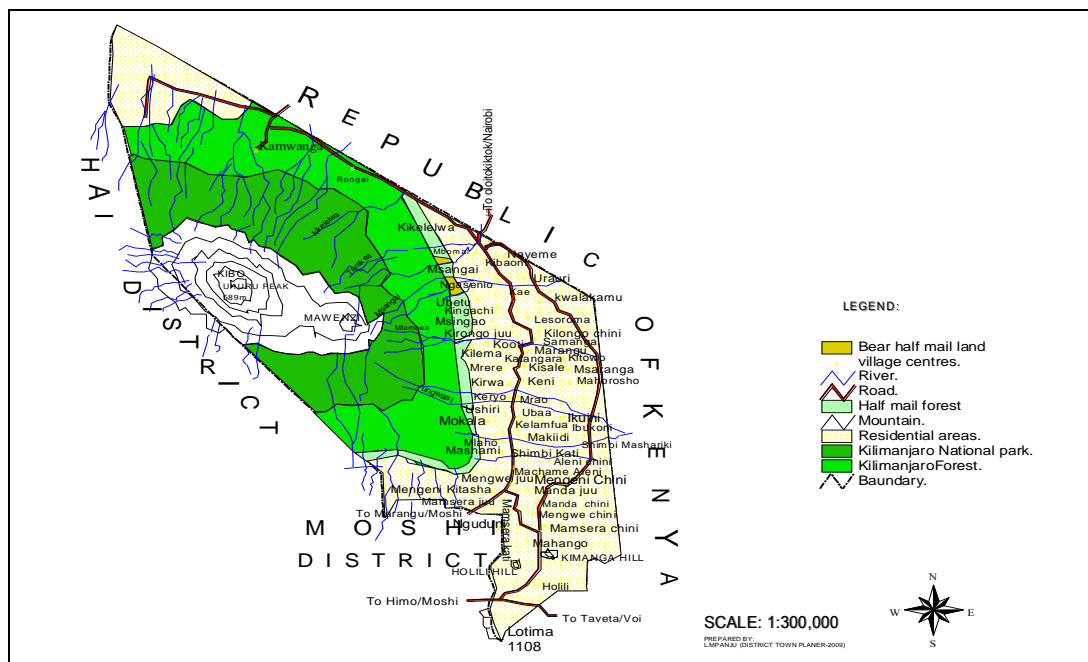
This study employed descriptive or diagnostic research design. Because the researcher aimed to observe the real situation of Code-Switching and Code-Mixing was taking place in teaching English language in the classroom. The aim of descriptive research design is to obtain complete and accurate information in the said study; the research design must make enough provision for protection against bias and must maximize reliability (Kothari, 2014). Also descriptive research study often results in the formulation of important principles and knowledge and solution of significant problem.

3.3 Area of the Study

This study was conducted in Rombo district of Kilimanjaro region in Tanzania. Rombo district is one of the seven districts of the Kilimanjaro region in Tanzania. It is bordered to the north and east by Kenya, to the west by Hai district and to the

south by the Moshi Rural District. Rombo District has more than more than 50 secondary schools found within the district. It has taken into consideration that Kilimanjaro region has many numbers of people who completed secondary schools level compared to other regions, that influenced the researcher to choose this area for a study.

Moreover, Rombo District is close to Kenya where the English language is widely used when compared to Tanzania secondary schools. Thus it would be expected that this would influence Rombo secondary schools to be ahead in the use of English and have teachers and students who were fluent in the English language. However, the prevalence of Code-Switching and Code-Mixing between English and Kiswahili in secondary schools drove the researcher's desire to take Rombo District as a case study and find out why this was the case.



Map of Rombo District

Source:<http://www.google.co.tz/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&>

3.4 Research Strategies

This study mainly drew on a qualitative research strategy. The reason for selecting qualitative research strategy based on involves direct experience on the field to be able to understand and interpret the setting as well as the individuals. The naturalistic inquiry which involve study real-world situation without manipulation is what the researcher aims to do except that the presence of the researcher by itself become only manipulation (Patton, 2000).

3.5 Data Collection Tools

This study employed two methods of data collection that is, Interviews and class observation to enable the researcher to come up with the intended information in this study. Both are discussed below.

3.5.1 Interviews

According to Patton (2002) interview are done with the intention of finding out things that cannot be observed. In this study semi-structured interviews were used to collect data from the teachers and students. The purpose of choosing this strategy was to obtain and get detailed information concerning code-switching and code mixing and how it influenced the English language learning process. The purpose of interviewing according to Patton is to find out what is in and on someone else's mind, together their stories. Furthermore, interviews are flexible and allow room for clarification on certain issues by asking additional follow –up questions.

The interviews were conducted using an interview guide which was prepared to direct the researcher in covering the issues related to the research objectives. This

interview guide served as an outline with some questions added and some that were not asked. Open-ended questions were used which according to Patton (2002) they generate rich answers where interviewees use whatever words they want to express what they have to say as each interviewee provides different answers. The questions were direct and clear and were prepared in Kiswahili, the language which was familiar to most of the respondents and allowed them free expression. The choice of language preference was inquired at the beginning of each interview and participants were in favour of Kiswahili. Code-switching and Code-mixing was also done by most respondents. A total number of six English teachers were interviewed in all three secondary schools. The interviewees were chosen because they were directly involved with teaching English language or had substantial knowledge on the area of study. The researcher recorded all interviews using a voice recorder and each interview was done in a secluded area in order to be able to record the interview clearly and had the full attention of the respondent.

Also interviews were conducted with a total of 18 students; 6 from each school. The researcher prepared an interview guide with a set of open-ended questions which allowed students to speak freely and provide as much information as they could. An interview guide keeps the interactions focused, while allowing individual perspectives and experiences to emerge (Patton, 2000).

The interviews have been very useful mainly because the respondents were able to provide detailed information concerning the topic. For instance, students were willing to reveal information which they wouldn't have if one of their teachers were

present. In other words, they were open and realistic at times showing emotions when certain questions were asked. Interviews were indispensable for researcher because of the different opinions that the interviewees provided. Thus interviews were the richest source of information among the two data collection techniques used. All interviews were recorded on a voice recorder. The language used to conduct the interviews was Kiswahili.

3.5.2 Class Observation

Observation allows first-hand experience of what is taking place in a setting (Patton, 2000). The researcher employed non-participant observation techniques in this study to observe participants in their natural surrounding with the aims of looking at specific details that enhanced the researcher to verify what was reported during the interviews study. According to Patton (2002) observation allows the researcher the chance to learn things that people would be unwilling to share during the interview this enabled the researcher to confirm some of the responses from the interviews. At times the class observations were done alongside an interview which enables the researcher to confirm some of the responses from the interviews but also revealed other things not mentioned during interviews. The period of class observation was six lessons in those three schools. Each lesson was approximately 35 minutes. This being the case the researcher brief presence in the classroom might have influenced both teachers and students to change their behavior to some extent.

The class observations were conducted in form one and form three classes which had two streams: A and B for each school. A total number of six lessons and six teachers

were observed in the three schools. Observation notes were taken during the lessons as the researcher was sitting in the back of the classroom where a desk was set up for him. In taking notes the researcher was interested in capturing the linguistic processes taking place during the learning of English language, teachers-student interactions and how the teaching and learning progressed.

3.6 Sample and Sampling Techniques

The sample in this study included 6 teachers from three secondary schools, 18 students boys and girls students for all three secondary schools. The selection of research participants was based on relevant information each participant had concerning the research topic. The aim of sampling was to identify the participant and arrange the meeting line (Sarantakol, 1998) the schools, teachers and students were purposely selected in order to get information about the impact of code-switching and code-mixing in English learning process in secondary schools. Random sampling was used to pick students who were interviewed in the study. The different classes and gender were considered during sampling, the aim was to avoid bias and have accurate representation for the study to be valid.

3.6.1 Selection of the Schools

Three public secondary schools were selected both of them were those found in Rombo district, Kilimanjaro region in Tanzania. The choice of area of study was purposely selected because of its recent rising prominence in education awareness as there were large number of primary and secondary schools located in urban as well

as in rural areas. Also Kilimanjaro is the leading region by having people who attended secondary schools (form four leavers) than any other region in Tanzania.

3.6.2 Selection of the Classes

The initial selection was form three class which is normally a class that does not sit for the national examination at the end of the year. The reason for selecting form three students was that they are experienced in using the English language. Also the researcher preferred form one classes to observe their progress in learning the English language.

3.6.3 Selection of the Students

Random sampling was used to select the students paying attention to gender and the classes. This sampling technique helped to reduce bias and each student had an equal chance of being picked. A total of 18 students were selected, 6 students from each school. From each stream a class list was obtained for random sampling of the 6 students. The purpose of using random sampling was to enable students to have a fair participating in the study but also all students had an understanding of code-switching and code-mixing in the English learning process.

3.6.4 Selection of the Teachers

Six teachers in total were purposely selected in this study, that is, two from each school. The respondents chosen were those who were English language teachers. These language English language teachers were selected because they were involved in teaching of English language.

3.7 Validity and Reliability

In order to ensure validity this study made use of more than one source of data collection technique. The research instruments used were interviews and classroom observation. Patton (2002) noted that, studies that use one method are susceptible to errors linked to a particular method than studies that used more than one method whereby different types of data provide cross-data validity checks.

Validity in qualitative research the researcher is the instrument. (patton, 2002) Qualitative method display credibility through the skills, competence and vigor of a research during field work. The researcher is a main person in obtaining information from research participants.

To facilitate good report the researcher treated each interviewee with respect asking probing questions and paraphrasing the interviewee's responses to ensure responses are understood. This is to enable them to be comfortable and ease to share more of their experiences.

In this study the researcher was able to ensure reliability by preparing in advance an interview guide in which the questions asked were direct and clear. Also class observation notes were taken on what was going on within the setting. The data collection techniques used increases the reliability of the study.

3.8 Data Analysis Procedures

The data analysis procedure employed in this study was the qualitative data reduction and sense making efforts that tallies volume of qualitative material and attempt to

identify core consistencies and meaning (Patton, 2002). This research method is applied in qualitative research strategies to analyze data after being collected in the field.

The data collected during field work was analyzed through the following steps:

- First, was the transcription and translation of the raw data collected: all the interview responses were recorded while notes were taken during class observations. These were carefully transcribed and translated. All interviews except one were conducted in Kiswahili.
- Data coding was the second step: This involved tagging of important key concepts; content that answers the research questions and the relevant information. This was done after translating the data into English.
- Thirdly, categorization of unprocessed data: this was done during interpretation of the data.
- Lastly, was presentation and discussion of the data: in writing up the report all the findings were presented following the specific objectives of this study. Themes and sub-themes were created as well.
-

3.9 Ethical Considerations

At the preliminary stage before going for fieldwork a letter was obtained from the Open University Of Tanzania which provided a research permit to schools' administrators in order to proceed with the research. Then the researcher proceeded to meet the key figures of this study and explained how he planned to conduct the research as well as the participants who would be involved in the study. In order to maintain confidentiality and anonymity of interviewees the names of the participants

were not disclosed. To assure confidentiality of official documents obtained for this study was by not disclosing names of schools.

Once permission to start the research was granted the researcher began by scheduling interviews sessions and observations in the classrooms. At the beginning the researcher explained the purpose of the study, asked for consent to conduct the interviews and explained their rights as participants to participate in the study. Considering the subjects of the research who were the main source of information it was important, therefore, to make sure that ethical issues were observed during field work.

3.10 Chapter Summary

This chapter has given a brief presentation of research design, area of the study together with research strategies. Also data collection techniques such as interviews and class observation have been discussed. The chapter further presents sample and sampling techniques where there are selection of schools, classes, students and teachers. Lastly the data analysis procedure which involved content analysis together with ethical consideration during data collection was considered.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter deals with presentation and analysis of data through class observation and interviews of different respondents who participated in the study. The study was comprised of 6 class observations done in 3 secondary schools, 24 interviews which involved 6 teachers and 18 students from three secondary schools.

The findings from class observations and interviews shall be presented based on the specific research objectives (under section 1.3) of this study which reads as follows:

- i) To find out the reasons for Code-Switching and Code-Mixing in the learning of English language in secondary schools in Rombo District.
- ii) To determine how Code-Switching and Code-Mixing contribute toward students' success or failure of learning the English language.
- iii) To examine ways which could be used to avoid Code-Switching and Code-Mixing during the learning English language

4.2 Reasons for Code-switching and Code-mixing on Learning English Language

Objective one of the study explored the reasons for teachers and students to engage into Code-Switching and Code-Mixing in the learning of English language. This theme starts with language used in the teaching of the English language; teachers' participation in Code-switching and Code-mixing, students' participation in code-

switching and code-mixing and lastly are the reasons for code-switching and code-mixing.

4.2.1 Language Used in Teaching English Language

During class observations in school 'A' both teachers of the two classes observed taught the using the English language only. The researcher observed that the subtopic of the day was 'Reading Story Books' where the teacher distributed story books to students who were split into groups because books were few in numbers compared to the number of students. From those groups one student was allowed to read a paragraph of the story, while reading if a student made pronunciation errors, the teacher corrected him or her. Then at the end of each paragraph, the teacher asked questions to the students who responded to the questions asked using the English language only.

However, during class observation at school 'C' and school 'B' things were different, teachers tended to switch and mix words from English to Kiswahili from the beginning of the lesson to the end. For example at school 'C' in class 1 the teacher asked students to make sentences using the present continuous tense. Their conversation was as follows:

- Teacher: *Make a sentence which follows the tense of present continuous tense. Use NOW, kama ni now unatumia now*
- Student 1: *My mother is digging*
- Teacher: *Yes, my mother is digging. Another*
- Student 2: *Father is digging.*
- Teacher: *Mbona unaigia ya mwenzako tunga ya kwako. Try to become inquisitive, jaribu kua mbunifu sio kuigia ya mwenzako.*

Author's translation

- Teacher: *Now, make a sentence in the present continuous tense- use the word 'now'*
- Student 1: *My mother is digging*
- Teacher: *Yes, my mother is digging. Another*
- Student 2: *My father is digging.*
- Teacher: *Why are you copying from your neighbor's sentence? Make your own. Try To become inquisitive do not copy from your neighbor..*

The above conversation shows how English and Kiswahili language were both used during teaching the English language in class. The teacher was the one who was switching most of the time from English to Kiswahili language, this phenomenon of code-switching and code-mixing, continued prevail the end of the lesson.

Also during an interview between researcher and the respondents (English language teachers and students) both responded to the question asked on the language used to teach English language. In their answer both English language and Kiswahili languages were used. Example of the conversation between the Researcher and the student was as follows;

- Researcher: *lugha ngapi zinatumiwa kwenye mazungumzo mnapokua mnafundishwa somo la kiingereza?*
- Respondent (Student): *Lugha mbili*
- Researcher: *Nazo ni zipi?*
- Respondent (Student): *Kiswahili na kiingereza*

Author's translation

- Researcher: how many languages were used as a medium of instruction during teaching English language?
- Respondent (student): two languages
- Researcher: what are they?
- Respondent (student): English language and Kiswahili language.

The above conversation between the researcher and respondents show that, English language and Kiswahili language were both used during the teaching of English

language. Both respondents interviewed (teachers and students) and class observation at school 'B' and school 'C', the situation of code-switching and code-mixing between English language and Kiswahili language was noted. This is supported by Qorro (2002) on her work asserted that, both Kiswahili language and English were used as the language of classroom instruction. She noted that both teachers and students engaged on CS-CM on a significant scale.

4.2.2 Teachers Participation on Code-switching and Code-mixing

During class observation at school 'B' and 'C' most of the teachers participated on code-switching and code-mixing when teaching English language. The researcher observed that most of the time teachers used Kiswahili language rather than English language. Students were able to speak English language but the teacher was the one who influenced them to switch from English to Kiswahili language by requesting them to explain the meaning of the word or sentences through Kiswahili language.

Example of the questions and answers between the teacher and students;

Teacher: there is some words here such as motion, contributors, debate, oppose, speaker and loudly, so you are required to select a word to fill in the space provided so that the sentence can give meaning.

- Teacher: *Sentensi ya kwanza ilikua inasema hivi (the first sentence was)*
'Eachwas given a chance to raise his or her hand'.
- Student: *Contributor*
- Teacher: *Contributor ni nini maana yake? (What is the meaning of contributor?)*
- Student: *A one who contributes or gives opinion.*
- Teacher: *Contributor ni nini? (What is contributor?) He asked one after another*

Student: *Kuchangia (to give opinion)*Teacher: *najua kuna mchango, mchanga, mchangiaji, na kuchanga. maana yake nini?*

(I know there is contribution, contributor, contribute, what is the meaning?)

Student: *mchangiaji (contributor)*

The above questions and answers were evident that the teacher participated more on switching and mixing from English language to Kiswahili language during the lessons. But he was the one who influenced students to switch from English to Kiswahili language. Also he did not explain the meaning of contributor as he asked rather he gave a translation of contributor which was different to what his question asked.

The other example from another class which shows that, teachers were involved in code-switching willingly without the influence from the students. This was observed during class observation at school 'B' in class 1. The discussion which took place was as follows:

Teacher: *Ok! Here I have simple questions ok!*
 Students: *Ok!*
 Teacher: *Hapa ninamaswali rahisi sawa (here I have simple question ok)*
 Students: *Sawa (ok)*
 Teacher: *Nataka tuyajibu ok! (We have to answer those questions)*
 Students: *Yes.*
 Teacher: *you may be sharp to arrange notes ok!*
 Students: *Ok!*

The above conversation during the English language lesson proves that not only that the teacher influenced students to engage into switching and mixing but also himself

liked to switch from English language to Kiswahili language. From the conversation the teacher said, “Here I have a simple question ok!” Also students responded ‘Ok’ to show they understood what was spoken by the teacher. But the teacher switched to Kiswahili language that “hapa nina maswali rahisi sana”. It proves that teachers believe until switching from English language to Kiswahili language that is when students can understand. This is a wrong belief simply because students understood what was being said.

4.2.3 Students Participation on Code-switching and Code-mixing

During class observations the researcher noted in school ‘A’ to mention, teachers did not switch from English language to Kiswahili language from the beginning of the period up to the end. Each and everything was said in English language also no student in class used English and Kiswahili language when given a chance to answer questions by their teacher.

However, their teacher did not take any effort to ask students for more explanations/elaboration on concepts which seemed to be easily understood to students. But in school ‘B’ and school ‘C’ the researcher noted that teachers were switching and mixing from English to Kiswahili language. This situation of switching and mixing also influenced students to switch when given a chance to answer questions asked by their teacher. It was proved that when the teacher switches also students engaged into switching from one language to another.

Example of the situation where teacher switch from English to Kiswahili language which influenced students also do the same:

Teacher: what did we learn last period?

- Student: *chapter three in the book 'Three Suitors One husband'*
 Teacher: *what the chapter was about?*
 Student: *the loss of money*
 Teacher: *by whom?*
 Student: *Juliet*
 Teacher: *who realized that some money was stolen?*
 Student: *silent*
 Teacher: *class what were the discussion which lead us to know that money was stolen?*
 Student: *it was when the first suitor come and realized that Juliet has another suitor, then he asked his money to be returned but Juliet*
 Teacher: *what did they decide to do after realizing money was stolen?*
 Student: *they decided to call the witch doctor*
 Teacher: *why did they decide to call a witch doctor besides using another alternative?*
 Student: *silent*
 Teacher: *Swali langu ni je, ni kwa nini waliamua kumuita mgaga wa kienyeji na sio kutumia njia zingine wangepata hela?*
 Teacher: *mhh! In Kiswahili*
 Student: *they keep believe that through witch doctor 'wanaweza pata hizo pesa' (they can get some money)*

The above examples of the conversation or class discussion between the teacher and students, shows how the teacher tends to switch from English language to Kiswahili language believing that the problem was the language. Also she allowed students to answer the questions in Kiswahili language believing that students were not able to answer using the English language. But the matter was not the language because students answered the questions well in English. However, at the end she mixed four words in a sentence, following the order given by her teacher to speak Kiswahili.

Also when interviewed students in all schools, 'on how students participate in code-switching and code-mixing when learning the English language they replied as follows:

- Researcher: *Je wanafunzi hupenda zitumike lugha zote mbili? (Do students prefer the use of both-the two languages?)*
1. Student: *baadhi tu hupenda lakini wengine huwa hawafurahii (some students prefer but others do not)*
2. Student : *Wapo baadhi hupenda lakini wengine hawapendi (some students like it but others did not)*
3. Student: *Mwalimu hutumia lugha ya Kiswahili kwa asilimia 70% na 30% ndo hutumia English hivyo hufanya sisi pia wanafunzi kuongea Kiswahili.(70%, teacher used Kiswahili language and English language used for 30% which make us also to use Kiswahili language)*
4. Student: *Si wote ila wale wasioelewa kidogo ndo hupenda mwalimu achanganye lugha zote mbili (not all but those who have low ability on English language)*

The above expression between the researcher and respondents (students) shows that not all students preferred the teachers' to use code-switching and code-mixing. About 15 students out of 18 students whom a researcher interviewed their response was the same with those above. It proves that teachers are the one who influence students to speak English and Kiswahili language (code-switching and code-mixing). Other students had a tendency tend to wait until the teacher switched to Kiswahili, which was when they could understand. However, the teacher could use simple language but due to the established behavior of the students, (most of them were aware with the situation) that the teacher will eventually switch from English language to Kiswahili language; thus, they did not bother to respond. If at the beginning of secondary school students realized there was no code-switching situation at all, they would make the effort to try to understand or even guess the meaning from the context of conversation in English language rather than waiting for their teacher to switch to Kiswahili language. Most English teachers do not take an effort to ask for more explanation using a simple language in order to generate the

ability of the students to understand through English language. They think that code-switching and code-mixing is only a way which can make students to understanding easier.

4.2.4 Reasons for Code-switching and Code-mixing

During the class observation I noted in school 'A' that the lesson was taking place in English language, the researcher observed in one particular class known as class 2, the teacher used English language from the beginning of the lesson to the end of the lesson. Actually, most of the students were able to follow what was spoken by their teacher. The same situation was observed in class 1 of school 'A' the teacher used the English language only. On the other hand, in school 'B' the researcher noted teachers used English language then changed to Kiswahili language. Once the teacher asked questions, students remain silent others murmured among themselves. Then he switched to Kiswahili language after assuming that students did not understand the language rather than elaborating more or rephrasing the questions in the English language for them to understand questions asked in the English language. At school 'C' things were the same in using code-switching and code-mixing. The researcher observed in class 2 that the teacher used English and Kiswahili language because she was accustomed to the situation and not that students did not understand what was spoken. Example she said that,

“All groups will present their work in front of others, so others will know what you have done”

On the same way she switched to Kiswahili language and said that;

“Sasa kila group litatoka mbele litawakilisha kazi yake ili makundi mengine yajue nini wamefanya”

The above statement which was spoken in the English language was then switched to Kiswahili not because students did not understand what was said, but the teacher believed that until one switches to Kiswahili language that is when students would understand.

During the interview between the researcher and students it was confirmed that most teachers switched and mixed between English and Kiswahili language to make students understand the meaning of the words. Both of them from school 'A', school 'B' and school 'C' their emphasis was based on the understanding of the meaning of terminologies. Example of the interview from school 'C' noted that; Student said

“mwalimu anatumia Kiswahili na kiingereza, maana akiongea kiingereza basi anachanganya na Kiswahili ili wanafunzi waweze kuelewa”

Author's translation

“The teacher uses English and Kiswahili language so as to make students understand”

Another student from school 'A' said that

“Mwalimu anapokua anatumia kiingereza kunamaneno baadhi ambayo hatuwezi kuyaelewa hivyo sasa anatumia Kiswahili ili maneno mengine yaeleweke vizuri”

Author's translation

“A teacher uses Kiswahili language because there are some words which are difficult to understand in English language”

Another student from school 'B' also commented that,

“Unakuta wanafunzi wengi wametokea shule za msingi ambapo hawajasoma kiingereza. Hivyo wanakuja hawaelewi kiingereza vile ipasavyo kwa hiyo inabidi mwalimu atusaidie ili tuelewe vizuri”

Author's translation

"You find many students come from primary schools where they were not taught through English language, therefore, they are not competent in English. The teacher uses Kiswahili language to assist them to understand"

From the above findings it is clear that teachers switch and mix between the English language and Kiswahili language in order to assist students to understand the lesson, to easy understanding of the terminologies which seem to be difficult, and the system of using Kiswahili as the language of instruction in primary schools while using the English language as a medium in secondary schools affects students' comprehension of lessons taught in English.

On the other hand, English language teachers had their own views. One of the teacher interviewed from school 'A' said that,

"The suggested ways of making awareness of idea or concept in front of the students, ili wawe vizuri zaidi unashauriwa kutumia lugha yao ya asili na mara nyingi wanashauri kua wanapotumia lugha ya asili zile itermis or concepts zinaingia vizuri."

Author's translation

"In order for them to understand, you be influenced to use their first language [Kiswahili]. It was advised that some items or concepts cached well through first language."

Another English language teacher from school 'B' noted;

"Lengo kubwa ni kuforce understanding ya mtu, unaangalia language background ya wanafunzi nahii inatokana na mfumo wa elimu ambao tuko nao Tanzania."

Author's translation

“The purpose is to force students understanding. You consider students language background which existed”.

Also another English language teacher from school ‘C’ said that;

“Ingekua inatumika lugha moja endapo kiingereza ndo ingekua lugha mama yao ya kwanza. Kwa sababu lugha ya kiingereza si lugha yao ya kwanza inabidi zitumike mbili sababu ukitumia lugha moja sio rahisi kuelewa kila kitu”.

Author's translation

“English language would be used if were their first language. Therefore it is Supposed both Kiswahili and English to be used because once English language used alone students will not understand”.

The above findings show that, most teachers focused on teaching the subject matter and forgot to build students' competence in speaking the English language. The students' views show that code-switching and code-mixing was used for easy understanding of the subject matter, poor background of the students' language and to make difficult vocabularies to be understood by students.

Roy-Campbell & Qorro (1997) noted this situation in their study; students who had early exposure to English from the beginning of primary schools were able to cope using English in secondary schools and their performance tend to be better off unlike those who started learning English from class three and thus have less exposure in the language (Roy-Campbell & Qorro, 1997).

The reasons stated above by the teacher and students on their side, affected the language competence of the students. This is because the situation of code-switching

and code-mixing was focusing on understanding the subject matter at the expense of building fluency in speaking the English language.

4.3 Influence of Code-switching and Code-mixing on Students Success or Failure in Learning English Language

Objective two of the study, explores how Code-Switching and Code-Mixing contribute towards students' success or failure in learning the English language in secondary schools. This theme is divided into introduction, students and teachers perception towards the situation of Code-Switching and Code-Mixing, association of Code-Switching and Code-Mixing on learning the English language, students' views and teachers' views.

4.3.1 Students and Teachers' Perception toward the Situation of Code-switching and Code-mixing

During class observations of school 'A' class 1, school 'B' class 2 and school 'C' class 2; it was seen that in school 'A' class 1 about the whole class perceived positively the use of English language without switching and mixing to Kiswahili language. From school 'C' class 1, students perceived positively toward the use of English language despite the use also of Kiswahili language. However, one student was asked to explain the word reforestation. By so doing he requested his teacher to switch to Kiswahili, but she did not allow him. Therefore, the student proceeded to use the English language very well and the whole class understood him.

Through interviews both teachers and students expressed their perception toward code-switching and code-mixing. Most teachers who were interviewed, their opinion

was on the side that some students were in favor of the use of code-switching and code-mixing.

Example one responded to the following question;

How are students and teachers perceiving the use of code-switching and code-mixing in class?

From school 'A' one of the English teacher responded as follows;

"Ni kwa kiasi kama umetoa mfano kwa Kiswahili itafanya wanafunzi wacheke na endapo kingekua kiingereza basi wasingecheka, nafikiri wanakua attracted kiasi fulani".

Author's translation

"To some extent students enjoyed once you give them some examples in Kiswahili, you find them laughing, if it were English they would not laugh"

Supported by another English language teacher from school 'A' also noted that,

"Kimsingi mwalimu huwa havutiwi ila analazimika kutumia lugha zote mbili ili kuwaelewesha zaidi. Lakini wanafunzi wanavutiwa kwa sababu English is not their mother tongue, simply because wanaelewa vizuri kile unachokieleza kuliko ukitumia kiingereza"

Author's translation

"In fact the teacher does not like but, is forced to use both languages; while students were the one who liked the use of two languages because English is not their mother tongue, simply because they understand well through Kiswahili language"

Another English language teacher from school 'C' was not far also has to say;

"Hiyo iko personal sana kwangu mimi mwenyewe huwa napenda kutumia binafsi na pale napoona feedback nayoikusudia sio yenyewe,

basi inabidi kuchanganya. Na hii inatokana na mfumo wa elimu toka kule msingi endapo wangekua wanafundishwa kwa kiingereza, basi lisingekuapo tatizo la kuchanganya Kiswahili”.

Author’s translation

“This is a personal issue, I like to switch to Kiswahili once the feedback expected is not realized, therefore I mix the languages. This is simply because the system of education from primary level they are not taught in the English language”.

The above findings show that, teachers focused on the point of assisting students to understand the subject matter that is why students are attracted to the use of code-switching and code-mixing. However, no teacher makes the effort to use other strategies of teaching which might attract students to perceive positively toward the use of English language in teaching.

On the side of students who also responded to the question were of the opinion that- (One student) from school ‘C’ said; some students were in favor of the use of code-switching and code-mixing because they understood well when taught in Kiswahili language.

But the rest of the students from school ‘A’, school ‘B’ and school ‘C’. They suggested that some of them were in favour of the use of the English language while others who did not understand well the English language, liked switching and mixing to be used. This was verified by their views that;

“Sio wote wanapenda baadhi tu ndo wanapenda wale ambao mwalimu akiuliza swali kwa kiingereza hawajibu ila akitumia Kiswahili ndo wanajibu. Na wanaopenda kiingereza kitumike wanakua wanataka wajijengee uwezo kwenye masomo yao kwa sababu katika shule masomo

yote ni kiingereza ila moja tu ndo Kiswahili. Hivyo wanataka wajijengee uwezo wa kuongea kiingereza na pia katika mitihani yao wawe na uelewa wa maswali”

Author’s translation

“Those students who answer questions when the teacher uses both of the two languages, were those who liked the situation, but the rest prefer the use of English language. This is done in order to be able to answer and understand questions. Example at school only one subject is Kiswahili while the rest are taught through English language. Therefore, though the use of English language student will be able to speak and understand well the English language and examination questions”.

Another student from school ‘A’ commented that,

“Wanafunzi huwa hatuvutiwi na matumizi ya Kiswahili na kiingereza zaidi bora kitumike kiingereza tu”.

Author’s translation

“Students were not in favor of the use of English and Kiswahili language, it is better to use English language only”

One of the students from school ‘A’, came up with the comment that;

“Pia ukifundishwa kwa kutumia Kiswahili kwenye mtihani lazima ikucost sababu unajibu kwa kutumia kiingereza na sio kutumia Kiswahili”

Author’s translation

“Once you are taught through English and Kiswahili it become a problem during examinations because you are required to use English only and not Kiswahili”

Based on the above findings it is obvious that most students prefer the use of English language. Teachers assume that if you ask a question and get no feedback therefore,

the conclusion is, students do not like the use of English language, and hence, the solution to the situation is to switch from English to Kiswahili language for students to understand.

The researcher found no English teacher who used other English language teaching strategies, to assist students understanding without changing to Kiswahili language.

On the part of students, it was proved that most of them preferred the use of English language only. The data above shows that students perceived positively the use of English language. Also they were aware of the situation of switching and mixing in a way that examination should be answered through English. Therefore this situation will cost them during examinations and will also retard their ability to master the English language.

Also Sa, from his study found that, learners are not fluent in English language. An adequate command of English, regardless of the level of understanding of the subject matter could cause a student to fail her national examinations and prevent her from graduating and moving on to university (Sa, 2007).

4.3.2 Association of Code-switching and Code-mixing on Learning English Language

In the observation in school 'A' the researcher noted that teachers used English language only in the lesson. For example in class 1 the lesson was 'Reading of story books'. A student read a book, which was distributed by their teacher. Then after a paragraph reading, the teacher asked questions about the story on themes, characters

and characterization and the message conveyed. The students were able to respond to the questions asked. Also teachers made some corrections on wrong pronunciation of words.

In school 'B' and school 'C' the researcher noted that, teachers used code-switching and code-mixing. For example in school 'C' in class 1, it was noted that the teacher asked students to make sentences in the present continuous tense. Most of the students were able to construct such sentences, but for those who did mistakes such as wrong pronunciation their teacher used Kiswahili rather than correcting those mistakes in English. Therefore students could not understand how to pronounce the words which were wrongly pronounced. Likewise at school 'B' it was noted that, once the teacher switched from English to Kiswahili language students were quiet when he used the English language only. This situation affects students because they follow what is taught though switching, therefore on the case of understanding and speaking the English language it will be impossible.

Also Brock-Utne (2007), reports on her classroom observation conducted in Tanzania schools, clearly illustrates how students and teachers CS-CM between English language and Kiswahili language. As the teacher could ask a question in English language but students remained silent until he switched to Kiswahili language, that is, when they responded to the question. She warns that, through this situation of assisting students during lessons; ultimately retarded the pace of learning and teaching EL and prevented teachers from assisting students to extend their linguistic repertoires in English language.

Based on the findings above it is obvious that the use of code-switching and code-mixing is associated with failure to understand the English language. Most students failed to understand grammatical English language, also failed to understand how words are pronounced, lack of confidence when speaking the English language and waiting until the teacher translated or switched from English to Kiswahili that was when they understood.

4.3.3 Students Views on Association of Code-switching and Code-mixing on Learning English Language

Through interviews with the students, 13 out of 18 students said that code-switching and code-mixing was associated with failure of learning the English language. 5 students said that code-switching and code-mixing enabled them to understand the meaning of words through translation from English to Kiswahili. This was confirmed in the interview, one student said;

“Mimi naona haiathili sababu vile mwalimu anafundisha kwa kiingereza alafu lile neno ambalo hujalielewa anakuambia kwa Kiswahili inakujengea wewe unapokua unaongea kiingereza uweze kuelewa lile neno linamaana gani”

Author’s translation

“On my side code-switching and code-mixing is not associate with failure to learn English because, when a teacher speaks English then translates those words into Kiswahili makes students to understand the meaning of the words”

However, those who said that code-switching and code-mixing associate with failure to learn English language had this to say. Example from school ‘A’ said;

“Kunakua na athari, inaweza kupelekea mwanafunzi kutoelewa kiingereza kabisa sababu unakuta mwalimu anaongea kiingereza na Kiswahili. Kwa hivyo inakua inamchanganya mwanafunzi kuweza

kuelewa na kuongea kiingereza vizuri hivyo kikitumika kiingereza tu, kitaweza kutusaidia namna ya kutamka maneno”.

Author’s translation

“There is a problem which leading students’ fail to understand the English language. Therefore, not able to understand the pronunciation of words when the English language is used alone”

Another student supported the statement by saying that,

“Mwanafunzi anakua anachanganywa na matumizi ya lugha zote mbili, hivyo ni vigumu kuweza kuongea kiingereza fasaha”

Author’s translation

“A student be confused with the use of English and Kiswahili language, therefore it is difficult to speak grammatical English language”

Another student from school ‘B’ said;

“Kwa mfano jana kulikua na debate shuleni, sasa unakuta mtu anaenda anaongea kiingereza then anachanganya na Kiswahili. Hivyo inamfanya mwanafunzi ashindwe kuongea vizuri kiingereza maana amezoeshwa toka darasani”

Author’s translation

“For example yesterday we had a debate, you find one speaking English then mixig with Kiswahili. Therefore, leads students to failure to speak English clearly, that is, from the class they adopted this situation of using English and Kiswahili language”

Another student from school ‘B’ has to say;

“Kunakua na tatizo sababu unakumbuka kua mwalimu alisema hivi kwa Kiswahili lakini kubadili hiyo sentence iende kwa kiingereza utakuta haiko sawa maana alizoea kufundisha kwa kuchanganya lugha zote mbili”

Author’s translation

“There is a problem because you can remember what a teacher spoke in Kiswahili but to change that sentence into English become difficult

because you have been taught through two languages". Source (Field data 5/11/2015)

Also another student from school 'C' responded;

"Inamuathili tena kwa kiwango kikubwa sababu inakua tofauti pale mwalimu anapotumia kiingereza pekee na anapokua anachanganya kiingereza na Kiswahili. Mwalimu anapokua anatumia ile lugha ya kiingereza kama mtu atakua msikivu atanasa vile mwalimu alivyotamka. Hivyo utakuta mwanafunzi anaweza kuongea kiingereza fasaaha"

Author's translation

"It affects students because there is a difference when teachers use English only, and mixing English and Kiswahili. As a teacher speaks English language students will catch pronunciations of words, therefore, a student will be able to speak grammatical English language"

Another student from schools 'B' suggested by said that;

"Inabidi mwalimu awe anawasisitiza watoto kutumia kiingereza nayeye aongee kiingereza zaidi"

Author's translation

"A teacher should emphasize on students to speak English and also for him or her to use English language only"

From the above findings it is clear that code-switching and code-mixing is associated with speaking ungrammatical English language hence failure to learn it. This is because using two languages leads to poor pronunciation of words, difficult to change Kiswahili sentences into English, students speak ungrammatical English language and lastly students will not master the speaking of the English language. Those students who favor the use of both (two) languages their main reason was to understand the meaning of words but on the case of speaking it becomes a crucial problem.

4.3.4 Teachers' View on Association of Code-switching and Code-mixing on Learning English Language

Through interviews with the English teachers from all the three schools, all 6 teachers who were interviewed said that, code-switching and code-mixing was associated with failure to understand the English language. This was proved by English teacher from school 'B' has to say;

“Kiingereza fasaha huwezi kukipata kwa lugha mchanganiko kinapatikana pale mtoto ataambiwa akuna alternative ya mawasiliano hivyo atalazimika kupata kiingereza sanifu”

Author's translation

“You cannot acquire English language through mixing two languages. It acquired through the use of English language only”

Supported by another teacher from school 'B' said;

“Zile shule za medium schools no matter you know English or you do not, you will speak it. Hivyo ile inamjenga mwanafunzi aelewe kiingereza fasaha siyo kwa kufuata hii system ya Kiswahili”

Author's translation

“Those students in English medium schools speak only English language no matter you know or not. Therefore this situation instills to students the ability to understand grammatical English language and not the system of using Kiswahili.”

From school 'A' one English teacher said;

“Kwangu mimi nasema hazimsaidii kwa sababu there is a different in grammar kati ya Kiswahili na kiingereza. Mfano ukisema ‘this is a boy [huyu ni mvulana] Kiswahili ni maneno matatu ila kiingereza ni zaidi ya hayo. Hivyo hizi ni lugha tofauti hasa kwenye grammar ndio kuna shida”

Author's translation

“To my side those two languages do not help students to understand English language because there is a different in grammar between

English and Kiswahili. Example 'this is a boy' [huyu ni mvulana] there is three words in Kiswahili but in English there is more than three words. Therefore those are two different languages"

Then he goes further by warn that;

'Kwenye shule hizi za serikali kiingereza kinakaribia kupotea kama hazitafanyika juhudu za dhati za kuhakikisha lugha hiyo inapewa kipa umbele, kitafikia mahali kitapotea na kikiwapo kitakua si kile kiingereza kinacho takiwa'

Author's translation

"In government schools the English language will disappear unless alternative ways of recuing the situation are implemented in order to give the English language a first priority"

Another teacher from school 'B' said;

"Ni ngumu sababu inambidi mwaanafunzi kutafusili Kiswahili kuja kiingereza, ambayo hiyo ni kazi nyingine sababu English is not one to one language. Kwa maana kwamba huwezi ukatafsili neno la Kiswahili moja kwa moja kuja kwenye kiingereza. Kwa maana hii haimjengei mwanafunzi kujua kiingereza itamfanya atafsili Kiswahili kuja kwenye kiingereza ambapo itapelekea aproduce errors nyingi ambazo hazimsaidii mwenyewe kujua kiingereza"

Author's translation

"it is so difficult because a student supposed to translate from English to Kiswahili. English has no one to translation, in a way that you cannot translate Kiswahili words directly to English for that, students will produce errors. Hence those errors limit student to understand English".

Also English teacher from school 'A' stressed that;

"Sifa moja ya mwanafunzi anaangalia kitu chepesi, sasa akiona kiingereza chenyewe akitiliwi mkazo basi anamua kubase kwenye Kiswahili na kuweka mbali kiingereza"

Author's translation

"Student likes easy things if he recognizes there is a poor command toward the use of English language therefore he decided to speak Kiswahili".

Then she added that,

“Haimsaidii maana anatakiwa kustick katika lugha moja ili aweze kuongea misamiati ya lugha husika. Unakuta lugha mbili kunakua na contradictions ambazo zitatokea na haijengi ile misamihati ambayo ulikua unatakiwa kuifahamu”

Author translation

“In order students to understand and speak English vocabularies should base on English language. There is a contradiction on the use of both two languages; hence you will not understand English vocabularies”

From the above findings it is clear that code switching and code-mixing is associated with failure to learn English language. English teachers interviewed noted that there is a difference in grammar between English and Kiswahili language; if the teacher uses two languages it will limit students to extend their linguistic repertoire. Also errors will be produced when students translate Kiswahili sentences into English. Another reason is to raise a contradiction on how to build English vocabulary items. This means that students adopt the use of English and Kiswahili therefore, it becomes very difficult to know English grammar. In the case of the ability to build English vocabulary items, it will be a challenge in a way that to master the English language a student should use only English language. Hence, it is suggested that teachers should be limited from using Kiswahili language in order to enable students to master the English language.

4.4 Ways to Avoid Code-Switching and Code-Mixing in the Learning English Language

Objective three of the study, explores other ways to avoid code-switching and code-mixing in the learning of English language in secondary schools. This theme is

divided as follows: observation issues, student's views and teacher's views.

4.4.1 Class Observation Issue

During class observation at school 'A' by taking example, there were no code-switching and code-mixing in learning. It was noted that teachers limited themselves from switching to Kiswahili language, most of the time they used the English language. Example from class 1 and class 2 teachers used to communicate through English language, no student requested the teacher to switch to Kiswahili. This way is so useful to the extent that students participate in catching things taught rather than waiting for the teacher to translate from English to Kiswahili language. This should be encouraged to English teachers.

Also motivation is another way, the fact that are different ways to motivate students. For instance in school 'A' class 1, the teacher used to request students to put their hands together for those who answered well the questions asked. In this way many students were motivated in class such that they liked speaking by answering questions in order to be congratulated by their fellow students.

Effort to correct mistakes which students speak: such as wrong pronounced words. This was observed from school 'A' class 1 where a student's pronounced a word wrongly and the teacher corrected him. No other wrongly pronounced words were repeated.

Increase of high English speaking participation during teaching English language. Example students centered method rather than lecturing method. This was observed

at school 'B' class 2, students participated fully to speak with their teacher. This way it gave room for students to enjoy the lesson and like the language. However, sometimes the teacher used to switch from English to Kiswahili language due to wrong belief that students did not understand the language when the students did not respond to the questions asked.

There are things which English teachers should encourage to give room to students participation in English speaking. Observing school 'C' class 1 it was found that more explanation should be used while using simple language. Because when students remain silent after the teacher asks a question, it is not necessarily a language problem but, sometimes the teacher can rephrase into more simple language to easy understanding instead of switching into Kiswahili language.

4.4.2 Students' Views on Ways to Avoid Code-Switching and Code-Mixing

The findings reveal that students from all schools commented that the phenomenon of code-switching and code-mixing can be avoidable. A student from school 'A' confirmed this as he said;

“Mwalimu hatakiwi kutumia Kiswahili na kiingereza zaidi atumie kiingereza tu ili kuwafanya wanafunzi pia kuelewa na kuongea kiingereza”

Author's translation

“A teacher should not use both English and Kiswahili; mostly English language should be used to make students use English language”

One of the student from school 'A' also added another way to avoid the situation of code-switching and code-mixing. Such as

“Mwalimu anapokua anafundisha anatakiwa aelezee kwa undani zaidi na wanafunzi wataelewa maana watakua wanakizoea kiingereza zaidi”

Author’s translation

“Students will understand once a teacher explains in depth, English language will be part of students”

Also command from teachers to use English language most of the time around the school and in class should be emphasized. This was confirmed by one student from school ‘B’ who said

“Walimu wanatakiwa kutuimiza wanafunzi nje ya darasa pia tuongee kingereza kuliko kutumia kiingereza peekee tuwapo darasani, pia mwalimu aimize kila mototo kua na dictionary ili kuweza kuangalia maana ya misamiati migumu waweze kuielewa”

Author’s translation

“Teachers should command to use only English language in class and out of the class. Also each student must have a dictionary in order to check meaning of vocabularies”

Another student said that

“Walimu wafuatilie kuona kila mwanafunzi anasoma vitabu vya stories za kiingereza ili kumjenga mwanafunzi uwezo wa kuelewa misamiati mingi”

Author’s translation

“Teachers should encourage each student to read English stories books in order to build the ability to understand more vocabularies”

The above findings provide other ways to avoid code-switching and code-mixing such as teachers to use the English language only when teaching, making more explanation in a simple way, more emphasis on speaking English language inside

and outside the class and encourage students to read story books to gain/build more vocabulary items. It is important that when those ways are applied code-switching and code-mixing in teaching English language might be avoided.

4.4.3 Teachers' Views on Ways to Avoid Code-Switching and Code-Mixing

The data also shows that 5 English teachers among 6 English teachers from all schools agree that code-switching and code-mixing can be avoided in teaching the English language.

One of the English teachers emphasized that the ministry of education in Tanzania must change the system of language of instruction from primary school to be English language. When students come to start form one, they will have already managed the language. The English language teacher explains this in the statement below;

“Cha kwanza wizara lazima ibadili mtahala mzima kuanzia kule shule ya msingi watumie kiingereza pekee hivyo wanapofika secondary hakutakua na tatizo la kutumia Kiswahili na kiingereza”

Author's translation

“The ministry of education must change the language policy so that, from primary schools English language should be used a medium of communication. Therefore no switching will be found when students join secondary education”

The above view was supported by another English language teacher who considers language policy to be a challenge. This is what he had to say.

“Kuna njia nyingi tena nyingine tumejifunza tukiwa chuoni, such as class discussion, questions and answers, ila sasa tatizo zinafeli kwa sababu watoto wanakuja hata hawajui kusoma Kiswahili wengine hawajui kiingereza. Hivyo inabidi uwafundishe kwanza wajue kusoma

Kiswahili then uende kwenye kiingereza hapo utakuta kazi inakua ngumu”

Author’s translation

“There are so many ways we learnt in colleges such as class discussion, question and answers. But application of all ways fail, because students join secondary education knowing not English language others do not know Kiswahili reading skills. Therefore you start with Kiswahili reading and once you come to English, become so difficult to them”

The same teacher added that there are other ways which can be employed in class, in order to avoid code-switching and code-mixing. He gave an example of how he used to teach. This is what he said;

“Mfano tunasoma kitabu chetu ‘mabala the farmer’ au ‘Hawa the bus driver’, tunasoma chapter one tukimaliza natoa maswali kama; who is hawa? Hivyo wanakua encouraged kuzungumza kiingereza”

Author’s translation

“In class we read a book ‘Mabala the farmer’ or ‘Hawa the bus driver’ let say chapter one. At the end I asked questions such as; who is Hawa? Therefore students will be encouraged to speak English language”

The findings also show that teachers should be strictly to ensure students use only English language; this will avoid uses of code-switching and code-mixing. One of the English teachers said this;

“Inatakiwa mazingira ya umakini zaidi, kua pale mototo anapokuja kujiunga form one akute mazingira ya kiingereza. Mfano mimi tulipoanza form one tulianza na remedial teaching au orientation course tulielezwa unapotaka kufanya hivi basi unasema hivi. Na walimu walikua strictly na shule yetu ilifanya vizuri kwenye debate dhidi ya shule zingine hata darasani mwalimu hakuchanganya lugha alitumia kiingereza pekee”

Author’s translation

“Students should meet with English language around the school by the time start form one. Example we started form one with remedial or

orientation course teaching when I was form one. Also our teachers were so strictly on speaking English language and our school did better on debate against other schools”

Another teacher added that simple English language should be used in class and non-verbal teaching will make students to understand well rather than based on switching English to Kiswahili. This is what he suggested;

“Pia pale darasani inabidi utumie simple language na vitendo kwa sana. Na leta vitu halisi na utumie non-verbal communication ili mtoto aweze kuelewa”

Author’s translation

“Simple language should be used in class; real things together with non-verbal communication should be used so that students will understand well”

Another English teacher stressed that most of English teachers are not competent and committed in teaching English language. Also do not show pedagogical skills in teaching that is why students do not manage to speak the English language. This is what he said;

“Walimu hawatoi mazoezi mengi na huku exercises make perfect. Pia writing short stories will encourage students to manage a language simply because you will get time wewe mwalimu ya kupitia na kusahihisha. Na hilo halifanyiki basi mwalimu atakaa kuendelea kufundusha Kiswahili na kiingereza”

Author’s translation

“Most teachers do not give their students many exercises which make students to be perfect. Also writing short stories will encourage students to manage a language simply because, the teacher will get time for marking. Therefore, if a teacher will not use those ways, switching English to Kiswahili will not be avoidable”

Also the same teacher emphasized on other ways which can be used to avoid code-switching and code-mixing in class by showing how himself managed to learn and master the English language. This is what he said;

“Njia nyingine ni Individual Education Program (IEP), walimu siku hizi hawatumii njia hiyo. Hiyo unamfundisha mtoto reading skills and writing skills, hata mimi nilimanager language sababu nilisoma vitabu vingi vya hadithi. Ila walimu sasa wanakua wavivu hawazatumii hivyo wakiwa strictly kuzitumia watoto watajua kiingereza kwa mda mfupi na hawatakaa wawe wanaswitch pindi wawapo darasani”

Author’s translation

“Teachers do not use individual education programme (IEP), through this programme students can improve writing and reading skills. By the time I was a student, I managed to master English language though reading story books. If teachers will use it, students will manage to master English language for a short time”

The data above from interviews with teachers and students show that code-switching and code-mixing can be avoided in teaching English language. This was proved through the suggested ways to avoid it. These were to use English only in teaching, to give students more exercises and then mark them, use of individual Education programme (IEP) to develop students reading and writing skills, influence students to read as many story books as they can, also the use of simple language in class.

Also from the findings above the main problems were poor command of English language, laziness of teachers to give students many exercises and mark them, also teachers supplement those ways with code-switching and code-mixing. This has proved to be a problem in learning the English language.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introductions

The first section of this study is introduction. The second section presents the summary of the major findings. The third section is discussion of the major findings in relation to the research questions and the influence of code-switching and code-mixing in learning the English language, in secondary schools as well as measures to be taken to avoid it. The last section is the conclusion, recommendation and suggestions for further studies.

5.2 Summaries of the Major Findings

The study has revealed that code-switching and code-mixing influences students' failure in learning the English language in secondary schools. This is to say the use of both English language and Kiswahili language makes students not to understand English language as well as not be able to communicate through English language. The findings show that no efforts have been used by teachers to correct wrongly pronounced words, there is poor command to make students in speaking English language, students lack confidence when speaking, also students learn half English half Kiswahili language. Another is errors in making English sentences, contradiction on how to build English vocabularies because rules of English language differ from Kiswahili language and lastly but not least code-switching and code-mixing cost students in examinations which are set in English language and require students to use English language only.

The findings show that teachers are the ones who influence students to switch from English to Kiswahili language because students are aware with the language which is required to be used that is, English. But teachers claim that the purpose is to assist students to understand the subject matter and forget the other side of assisting students to exercise their linguistic repertoires. Also findings show that there is low competence of teachers in English language, the education system of using Kiswahili language from primary schools while in secondary it changes to English, translation of vocabulary which seems to be difficult to students were noted as the main reasons for code-switching and code-mixing.

Moreover, the findings revealed that there were other ways to avoid code-switching and code-mixing in learning the English language. Those were, teachers should not involve in code-switching and code-mixing when teaching the English language, giving motivation to students who answer questions in class, high efforts to correct mistakes done by students through speaking. Others include, teachers should use simple language by explaining more when students remain silent after asking questions, use of student- centred method to increase student's participation in speaking the English language, use of Individual Education Programme, and to restrict students to speak English language inside and outside the class.

5.3 Conclusions

The study has investigated the influence of code-switching and code-mixing in the learning of English language in secondary schools using Rombo District as a case study. It could be concluded that code-switching and code-mixing influenced

student's failure to learn the English language. This is to say code-switching and code-mixing led to lack of confidence to individuals when speaking the English language, limited students practice in speaking the English language, rose contradictions on how to build English sentences, resulted to students' ability in answering examinations in English, retarded the ability of students to master and understand the English language.

Also the study found that teachers were the main cause of code-switching and code-mixing because they were the ones who could have limited the situation. Furthermore, ways to avoid code-switching and code-mixing were discussed such as, teachers not engaging in code-switching and code-mixing for students to emulate. It was suggested that class motivation, the use of simple language to elaborate questions, use of Individual Education Programme, teachers to give students a lot of exercises and restricting students from using other languages except English language inside and outside the class would make students succeed to learn the English language and avoid code-switching and code-mixing.

Also the study raises some issues which deserve further consideration for the government, policymakers and schools. More efforts should be placed for English teachers to avoid code-switching and code-mixing so as to improve teaching the English language.

Therefore practical measures need to be taken by the Government to ensure English teachers got short training courses on how to avoid code-switching and code-mixing, and application of those ways, and for them to improve their English language.

5.4 Recommendation

- The government through the ministry of Education, Science and Technology should initiate short term professional programme and special ways to avoid code-switching and code-mixing to secondary schools teachers on the way students success to learn and master English language as well as to improve language competence to both teachers and students.
- In order to enhance the effective teaching of English language and avoid code-switching and code-mixing the Ministry of Education, Science and Technology should encourage all secondary schools to establish story books reading and writing programme that will help students to develop mastering of English language also to have many vocabularies.
- All secondary schools teachers should reinstate schools policy of speaking English in schools premises and follow up should be made to ensure students do not violate it.
- The government through the Ministry of Education, Science and Technology should promote secondary English teachers to have individual study of English grammar books in order to improve their competent on English language.

5.5 Recommendation for Further Studies.

- A similar comparative study contrasting government schools, private schools and international schools using both qualitative and quantitative approach.

- A similar comparative study contrasting Tanzania with other countries like Kenya and Uganda which their students succeed on mastering English language.

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APPENDICES

Appendix 1: Interview guides to students

1. What languages are used in class when learning English language?
2. Why both languages are used?
3. What attract teachers and students to use both languages?
4. Does the use of both languages enable students to master English language?
-If yes why?
-If not why?
5. How does the use of both languages associate with the ability of student to master English language
6. Does the use of both languages diminish the ability of students to leaning English language?
- If yes why?
-If not why?
7. Which ways can be used to avoid the situation of using both two languages in learning English language?

Appendix 2: Interview guide for English language teachers

1. What languages are used in class when teaching English language subject?
2. Why both languages are used when teaching English language?
3. To what extent do teachers and students attracted with the use of both languages?
4. Does the use of both languages enable students to master English language;
-If yes why?
-If not why?
5. How the use of both languages associated with the ability of students to master English language?
6. Does the use of both languages influence students in success or failure to speak English language;
-If yes why?
-If not why?
7. What are other ways which can be used to avoid the situation of using both two languages in learning English language?

Appendix 3: Class observation guides

1. Language(s) used in teaching English language.
2. Reasons of using both languages in teaching English language.
3. Teachers' participation in both languages when teaching.
4. Students' participation in both languages.
5. Reasons of using both languages in teaching English language.
6. Students perception on both languages used in teaching English language.
7. Teacher perception on both languages used in teaching English language.
8. Effects of using both languages to students on learning English language.
9. Ways can be used to avoid both two languages on teaching English language.