

**AN ASSESMENT OF THE IMPACTS OF CODE SWITCHING ON  
STUDENTS' ENGLISH LANGUAGE PROFICIENCY IN TANZANIA: A  
CASE OF MULEBA DISTRICT**

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**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for examination, by the Open University of Tanzania, a dissertation entitled: *An Assessment of Code Switching to Students' English language Proficiency in Tanzania. A Case of Muleba District*: in partial fulfillment of the requirements for the degree of Master of Education in Administration, planning and policy studies of The Open University of Tanzania.

.....  
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**DECLARATION**

I, **Dickson M. Martine**, declare that this dissertation is my own original work and that it has not been presented, and will not be presented to any other university for similar or any other degree award.

.....

**Signature**

.....

**Date**

## **DEDICATION**

This project is dedicated to my lovely wife Witness Muhyoza, my Son Daniel Dickson and my parent Agnes Martine for their understanding while I was out conducting the research.

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**ABSTRACT**

The purpose of this study is to assess the impact of code-switching to students 'English language proficiency in secondary school in Muleba District. The study involved three specific objectives; to identify causes of code-switching during teaching and learning in secondary schools, to find out the extent to which code switching affects the promotion of English proficiency among secondary schools learners and lastly to find out the extent to which code switching affects the understanding of subject matter in subjects other than English. The mixed approach was applied where both quantitative and qualitative procedures was used. Descriptive cross sectional design was employed to make an investigation of the phenomena. Data was collected from four secondary schools namely; Bureza secondary school, St Archileus secondary school, Gwanseli secondary school, and Muleba secondary school. The study involved 112 respondents of which fifty six (56) students, four heads of schools (4) and fifty two (52) teachers. Data was collected through questionnaire, interviews and observation. The study used purposive sampling technique and simple randomly techniques. The findings showed that code switching helps in the understanding of subject matter in various subjects taught in English as it helps to clarify concepts, to explain difficult vocabularies, and to clear misunderstanding among learners. Furthermore, most teachers and pupils pointed that code switching affects proficiency in learning English as a language. It is concluded that when teachers use code switching systematically and carefully it helps learners to understand the subject matter in subjects being taught in English. However, English language proficiency suffers and cannot be archived through the use of code switching.

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**LIST OF ABBREVIATIONS AND ACRONYMS**

CS	Code Switching
EFL	English Foreign Language
L1	Language One
L2	Language Two
LOI	Language of Instruction
MoEST	Ministry of Education, Science, Technology and Vocation Training.
UK	United Kingdom
USA	United States America
TIE	Tanzania Institute of Education

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background information to the problem

Code switching is the process of using different codes (languages, language varieties) in speech is identified as code switching; Makulloluwa (2013). The term code switching refers here to alternations of language within a single conversation, often involving switches within a single sentence or phrase. Gumperz (1982) in Makulloluwa (2013) defines conversational CS as “the juxtaposition of passages of speech belonging to two different grammatical system or subsystems within the same speech exchange”

In bilingual classrooms worldwide, using code switching is a frequent practice. Extensive research has been carried out on using code switching in the classroom as contextualization cue. Martin-Jones (2000) in A, A, Alenezi (2010) pointed out that such contextualization cue ranges from phonological, lexical and syntactic choices to different types of code switching and style shifting. Code switching is a common issue in bilingual or multilingual speech community. And this phenomenon does affect or exist in different countries including Pakistan, Canada, America, South Africa, Rwanda and Tanzania.

In multilingual societies such as Pakistan where most of the individuals have the knowledge of two or more languages, the linguistic phenomenon of combining languages is quite common. Teachers tend to code-switch during teaching sessions in classrooms, and the reason behind language alternation in Pakistan is just because

English is taught as a main/compulsory subject in and used as a medium of instruction at school and college levels (Gulzar 2010).

In Canada, studies indicate that language one (L1) in the classroom fulfills dual functions. It functions as a compensatory strategy for those who have low proficiency in language two (L2), also as a strategy to create a positive affective classroom environment. Both these seemed to exercise a positive influence on the learners' L2 acquisition in two ways. Firstly they ensured the smooth flow of the classroom communication process notwithstanding the low L2 proficiency and secondly, by creating a supportive classroom environment which helps students lower their affective filter which acts as a barrier to L2 acquisition (Mkulloluwa2013).

In Nigeria, it is discovered that code switching is important during teaching of language two at the foundation level. Since it helps to draw interests of the learners but must be gradually reduced as the learner progresses in proficiency level. Also due to the multilingual nature of Nigeria, facilitators are cautioned to be eclectic in their approach to the use of Code switch strategy (Modupeola, 2013). In Tanzania the study revealed that, policy makers would prefer to have English as language of instruction at schools in all levels in Tanzania. Nevertheless they would rather prefer to maintain the status quo at the moment due to the high cost that might be incurred as the result of reforming the language of instruction in schools. Based on their opinion, the main challenge of education sector in Tanzania is financial constraints and not the language of instruction (Ellis, R. 1999). After independence, Tanzania adopted a unique language of instruction model (LoI) in which Elementary school education is taught in Swahili and Secondary and tertiary are taught in English. This

model has provoked contentious public policy debates because of its inherent inefficiency especially when students are transitioning from Swahili to English as a medium of instruction (Marwa, 2014). The difficulties arise as students' transition between two languages affect their language performance negatively. For that sense, teachers at secondary level code-switch during teaching to bring smooth understanding of subject matter. This code-switch is established unintentionally to simplify learning process and sometimes it might be due to the low proficiency of the English language amongst the facilitators and learners.

## **1.2 Statement of the Problem**

The use of code switching has been the subject of discussion for a long time among scholars. Kamwangamhalu (2000) argue to support the use of code switching as a strategy used by teachers and learners in EFL classroom but also in learning other subjects and they believe that learners feel more comfortable and learn easier when the interaction allowed to be held using the two languages, (the dominant language of the speaker and the target language), (Macaro, 2001). However, as a point of controversy, there are ideas by others that, the points discussed above seem to have little or no basis in learning and mastering of a second language. They argue that code switching might help in the understanding of subject matter in other classroom subjects, but cannot increase proficiency in English. (Garza and Nava 2005) point out that code switching is considered to be a sign of linguistic decay in the sense that it provides evidence that bilingual individuals are incapable of acquiring the language properly. On the other hand inadequate English language proficiency amongst secondary school leavers in Tanzania is still an issue. There might be

various reasons influencing this situation including the way the particular language is used especially using code-switching without genuine reasons and against the demand of the language policy (Rugemalira, 2005).

There are many studies that have been conducted on the issue of code switching and proficiency in other areas but nothing has been done in the case of Muleba. This study sought to find out whether code switching has any contribution to the promotion of proficiency in English in schools where code switching is prominently used. The study specifically looked at code switching involving English and Kiswahili in secondary schools in Muleba district.

### **1.1 General Objective**

The general objective of this study was to assess the impacts of code-switching on students English' proficiency among Tanzanian secondary school students.

### **1.2 Specific Objective**

The study was guided by the following specific objective namely:

- i. To identify the causes of code switching in classroom teaching and learning in four selected schools in Muleba.
- ii. To find out the extent to which code switching affects the promotion of English proficiency among secondary schools learners.
- iii. To find out the extent to which code switching affects the understanding of subject matter in subjects other than English.

### **1.3 Research Questions**

- i. What are the causes that lead to code switching in classroom teaching and learning?
- ii. To what extent code-switching affect promotion of English proficiency among secondary schools learners. ?
- iii. To what extent does code switching affect the understanding of the subject matter in subjects other than English?

### **1.4 Significance of the study**

The study findings are likely to awaken the education stakeholders especially language policy makers and language policy implementer to evaluate the effectiveness of English language. It is the true statement that the language policy in our country Tanzania is not stable thus why do arise various discussion and debate. The study revealed the barriers accelerated by code-switching to students 'English proficiency and understanding of other subject, that code switching is useful and helpful to understand other subjects but hinder language proficiency to learners.

It is expected that the findings of the current study will help second language teachers and students in appreciating the use of code switching in understanding of subject matter in different subjects other than English. It will also help them to realise the extent to which code switching affects proficiency of English language among its learners so as to be able to overcome it, during the English lesson, to ensure proficiency in English language.

Moreover, the findings of this study are expected to be useful in that they provide insights to teachers and pupils regarding code switching in making other subjects understandable. The study will also be useful and helpful for English language users to effectively use English and become proficient in it because proficiency in English is not only important in the teaching and learning arena but also important in career development and other issues. (Swilla, 2009) points out that proficiency in English is a crucial qualification in securing well-paid employment within Tanzania from the sub-region and beyond the government, middle level and senior posts. Normally, the minimum requirement is secondary education which is provided in English as the Language of Instruction (LoI). In addition, Swilla argues that doctors, engineers, lawyers and accountants must be proficient in English, in order to qualify and succeed in their careers.

Also the study will stimulate other researchers to research further on this topic of codes-switching.

### **1.6 Scope of the study.**

The study was delimited to Muleba district in Kagera region covered four secondary schools (private and public). The study dealt on with school heads, teachers as well as students. Financial constraints and time limit for conducting the study were factors that delimited the study. The study only focused on assessing the impact of code switching on students' English language proficiency.

### **1.5 Organization of dissertation**

The study is organized into five chapters. Chapter one concern with introduction which involves; background to the problem, statement of the problem, main objective, specific objective, research questions, significance of the study and organization of study. Chapter two presents the literature review of the study. It clarifies the key terms used; it presents empirical literature review on the impact of code-switching to students' English language proficiency. The chapter also identifies the knowledge gap of the study and stipulates the conceptual framework of the study. Lastly, this chapter provides summary of literature review of the study. Chapter three discusses the research methodology which was adopted in the study. The chapter describes the study area, research strategies, research design, targeted population, sample population, method of data collection, data analysis approaches, validity and reliability, ethical consideration including summary of the chapter. Chapter four presents findings and discussion of the study. Within this chapter, background information about respondents, performance trends, and findings analysis are presented in relation to the objectives of the study. Lastly further area of research study has been proposed. Finally references and appendices are placed at the end of the study

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction**

This chapter explains different views and studies worked by various scholars basing on code-switching in relation to students' language performance. The researcher passed through different published and unpublished scholarly materials such as books, journals and articles. The aim is to obtain detailed knowledge and understand what has been done by others on code-switching towards students' language proficiency. Therefore this chapter will includes; introduction, operation definition of the key term, empirical literature review, research gap, conceptual frame work and the chapter summary.

#### **2.1 Operation definition of the key concepts**

##### **2.1.1 Code- switching**

Code switching is described as an active and creative process where material from two languages is incorporated in communication. It involves momentary, rapid switching from one language to another. The change may occur many times during a single conversation, and also within single sentences (Dulay, Burt and Krashen 1982). Code-switching can be broadly designated as the employment of two languages within one conversation (Valdes-Fallis, 1977). Furthermore, Heller (1990) denoted that, CS as the usage of more than one language during the same conversation. These definitions are combined in Muysken's definition that CS as speaking more than one language during the same talk (Muysken's 1995). Sometimes CS is confused with code-mixing. According to Bhatita and Ritchie

(2004) denoted code-mixing as mixing of dissimilar linguistic elements from different grammatical systems inside of a sentence. However, code-mixing is a fussy concept, because some other scholars use the term 'code-mixing' to refer such occurrence as borrowing, transfer, or code-switching (McLaughlin, 1984). Concurrent to this, Beardsome (1991) rejected the use of this term (code-mixing) because of such reason. Generally code-switching is tendency or habit of changing from one language to another in the same conversation for various purposes.

### **2.1.2 Types of Code-Switching**

According to Lipski,(1985) Code-Switching occurs in many types. The first type of language switching is called mechanical switching, which appears unintentionally. This type of CS is also known as code mixing. Code mixing happens when the speaker cannot remember an expression, but can recall it in a different language. Another type of CS, known as code changing, is distinguished by fluent intra-sentential shifts, altering focus from one language to another. It is motivated by situational and stylistic factors, and the purpose behind the switch between two languages is important.

Poplack (1980) identified types of code-switching as inter-sentential switching, intra-sentential switching, and tag switching. Intra-sentential switching happens within clause boundaries and requires competence in both languages in order to integrate two or more linguistic systems. Inter-sentential code-switching happens in a sentence barriers. Tag switches are small units from another language. For example, saying,

“you know” at the end of a sentence while speaking another language. Such expressions are used automatically and can be seen as slips of the tongue.

According to Gluth (2008), inter-sentential code-switching may serve to emphasize a point made in the other language, signal a switch in the conversation participants, indicate to whom the statement is addressed, or to provide a direct quote from, or reference to, another conversation.

Hudson (1980) and Gumperz (1982) further identify three sub-categories of CS, namely: metaphorical, conversational and Situational code switching. A metaphorical code involves the use of a variety normally used only in one kind of situation to be used in a different kind of situation because the topic is required for a change in language to occur. A conversational code switching is referred by many authors as code switching proper (Auer, 2002; Cantone, 2007; Nguyen, 2009). Cantone (2007) identifies three main functions of conversational CS: quotation, interjections and message qualification. The varieties concerned are most clearly different as they are when they are distinct languages. The syntactic categories used in classifying the linguistic items may be independent of their social descriptions. The switch takes place within a single sentence.

### **2.1.3 Situational Code Switching**

A situational code switching is also referred to as diglossia by Gumperz (1976). Each point of switching corresponds to a change in the situation. Its aim is simply to produce instances of two varieties in some given propositions. For example, a speaker expresses one sentence in English and another in German when speaking to a

German who understands English. Particularly, the speaker understands grammatical rules to speak proper language. So language performance is identified through spoken language. So code switching has many types depending on the criteria used to categorize the phenomenon.

## **2.2 Theoretical Stances of the Study**

### **2.2.1 The Mother Tongue Transfer Theory**

The term of language transfer was first put forward by Robert Lado (1957) who based on the theory of behaviorism. It was stated that, Individuals tend to transfer the forms and meanings of their native language to the foreign language. The effect of transfer on language learning was widely recognized and always integrated with behaviorism.

The development of the theory of language transfer has undergone three stages. The first stage, in the 1950s, behaviorism played a predominant role in the field of linguistic theories. The function of transfer was fully recognized and always integrated with behaviorism, thus it became the theoretical basis of comparative analysis. The second one is from the 1960s to the end of the 1970s. During this period, due to the influences caused by Chomsky's language theory, theory represented by behaviorism was severely criticized. Scholars tried to follow the cognitive theory and get rid of the impact of behaviorism. The third refers to the period from the beginning of the 1980s up to now. At this stage, people became increasingly interested in transfer phenomenon. The word "transfer" did not merely refer to the mechanical transfer from the native language to the foreign language. It

was treated as a kind of important learning strategy in language acquisition, and a complicated cognitive procedure that is influenced by various factors.

There is a popular classification about the effects of language transfer, positive transfer and negative transfer. It is important for foreign language learners to know the definition of the two sorts of transfer. Psychologists tell us that transfer refers to the influences that previous individual knowledge and experience exerts on the new knowledge, and it contains helpful and obstructive aspects respectively.

Both types of transfer refer to the automatic and subconscious use of old behavior in new learning situation. On the function of transfer, it can be concluded that positive transfer has positive effects on the learning if and only two languages have similarities. Otherwise, the negative transfer occurs when two languages have great differences. So, the differences between the negative transfer and the positive transfer rest on that, the negative transfer hinders the learning, while the positive transfer facilitates the learning.

The theory is relevant to the study since that, when students switch the code from English language to Swahili language during their schooling has negative impact to the mastering of English language and vice versa. Conversely, such switching facilitates students to be fluent in the target language. On the other hand, when learners switch from English to local language is where the negative transfer comes in. for instance in the case of Muleba numbers of students switch from English

language to local languages including Swahili and Haya which automatically affect students English language proficiency.

### **2.2.2The Mark Theory**

The mark theory claims that, all language choices, including Code switching, are indications of the social negotiation of rights and obligations that exist between participants in a conversational exchange (Myers-Scotton, 1993a). This implies that a language choice made for a conversational exchange is determined by what is prominent about the situational exchange. This could be the status of the participants in the conversational exchange, the topic they are discussing, or even the place in which the conversational exchange is taking place (Kamwangamalu, 2000). Code switching it is the combined effect of the situational features as well as the individual speaker's considerations that determine the type of language choice that is regarded as appropriate for a given conversational situation or topic.

The mark theory allows Code switching to perform three main functions, namely Code switching as an unmarked choice, a marked choice and an exploratory choice (Myers-Scotton, 1993a). First, when Code switching is an unmarked choice in a given conversational situation, it is the expected choice. It is employed as a communicative strategy in a given linguistic exchange so as to serve a particular communicative function, usually that of inclusion. Second, Code switching as a marked choice occurs when it is an unexpected choice to indicate the social distance among the participants in a given conversational situation. In such a case, Code switching is used to exclude deliberately some members present in a conversational

situation. The speaker switches to a language that he / she know will only be understood by a certain section of the audience. However, depending on the situation, Code switching as a marked choice may be used also to “include” other members of the audience present. Third, Code switching as an exploratory choice implies that the speaker initiates a conversation in one language, and if the addressed part does not fully understand, Code switching takes place. The speaker switches to the most likely language that is intelligible to both parties. Code switching as an exploratory choice is used where there is some degree of uncertainty about the choice of a mutual language. The mark theory was criticized for some shortcomings (Slabbert & Finlayson, 1999). It does not, for instance, explain why the speakers engaged in Code switching exchange would not conform to the societal norms or why a speaker would want to increase or decrease the social distance between him / her and the other speaker (Finlayson & Slabbert, 1997). In the same way, Kamwangamalu (2000) described the mark theory as ‘static’ regarding its functions in multilingual communities and that the premise on which it was based (negotiation of identities, rights and obligations) was too narrow to account for the social functions of Code switching in the African context. Despite the criticism from various scholars, the theory is still relevant in the context of this study since, students in Muleba used to code switch purposely for exploratory choices especially when they thought that what they are trying to communicate in English language does not fully understood by the communicators. They normally used to switch to the most likely language. In due regard switching of this nature affect students English language proficiency since lessen their ability of generating more vocabulary in English language.

## **2.3 Empirical literature review**

### **2.3.1 Why do people code-switch**

There is different perspective on the reason why do people do code-switch. Slabbert & Finlayson (1999) urge that code-switching occur both intentionally and unintentionally. In that regard code-switching can be broadly discussed basing on two sides by considering the two side of the same coin. Therefore both views have got its strength and weakness in a sense that by combining both its enable to overlap the weakness of one language to the next. Some reasons why do people code-switch is classified as follow:

### **2.3.2 Code-switch as unintentional behavior**

Basing on this perspective CS has been regarded by some members as negative, undesirable behavior, a failure to use and learn the target language or unwillingness to do so. Hence leading to a lowering of standards of knowledge basing on specific language (Allwright & Bailey 1994). Concurrent to this, it has even been considered a “sign of laziness or mental sloppiness and inadequate command of the language” (McKay and Hornberger 1996). In Arabic country CS could be an insult to the native language when code switching/mixing with a different language if used among same language speakers. It could demotivate EFL learners from seeking the exact needed words in the target language. It could be a needless way of showing off knowledge of a different language.

### **2.3.3 Code-switch as intentional behavior**

According to Amorim, (2012) in English French Language (EFL) contexts where students share the same L1and only use English inside the classroom, exclusive use

of L2 in class is unrealistic, as the two languages are active inside the learners' heads and will influence each other. Furthermore, learners tend to converse inside the class in their mother tongue as naturally as they would outside the class because their sense of identity is inevitably bound with their native language. Tarone (1977) (cited in McDonough 1995), a language switch is a communicative strategy, just like literal translation, appeal for assistance, mime, paraphrase, or avoidance. McDonough (1995: 25) refers to it as an 'achievement strategy' that learners resort to, to compensate for their lack of language competence. The most recent researchers of English as a Lingua Franca defend that CS and mixing can no longer be considered interference errors or fossilization, but 'bilingual resources' (Jenkins 2006). Furthermore Jenkins (2006) recently stated that because "almost all Asian-English speakers are bi- or multilingual and make extensive use of CS and code mixing, it seems logical to include this phenomenon in grammars and dictionaries of Asian English".

In Arabic country the Arabs agree that code switching/mixing is helpful in educational and conversational situations when a speaker lacks a word or a phrase in one language and he/she would furnish it in the other language. Also it helps people recognize the special abilities of one person being fluent in a given language. In addition, it promotes social interaction among the speakers as it supplies a lively topic of shared interest particularly in language departments as our own where people usually are curious about languages and language learning (KrishnaBista 2010).

### **2.3.4 Code- switch encourage smooth communication**

Findings showed that code switching opens sequences aimed at planning, organizing and structuring the discourse and the activities students are sharing when expressing themselves. Similarly, code-switching sometimes shows an alteration in the arrangement of participants, such as a shift of receiver, the incorporation of a new interlocutor. Huerta-Macías, A. (2002) (2002) state that “children use both languages freely as they respond to their teachers. Code-switching was found to enhance communication, in both oral and written form”. Apart from this, it encourage smooth transfer of knowledge as Sert 2005 state that “code switching in language classrooms is not always a blockage or deficiency in learning a language, but may be considered as a useful strategy in classroom interaction, if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way.

### **2.3.5 Code Switching used for expressing genuine ideas**

In most cases code switching are used intentionally especially when expressing very crucial information. According to Huerta-Macías, A. (2002) states that “students use code switch to elaborate, to emphasize, to specify an addressee and to clarify issues in a precise manner. Furthermore code switching allows students to communicate their ideas, opinions and thoughts more effectively even when they mix the two languages together. Harmer (1991) suggests some reasons why students use mother-tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they use their own language.

### **2.3.6 Create connectivity and avoid breakdown of communication**

It helps to get information conveyed, avoiding breakdowns in communication and performing longer turns. According to Hornberger, ( 1991) CS was used to fill in lexical or grammatical gaps in the target language, to negotiate language and meaning and to manage the activity and the other participants. This means that, whether intentional or unconscious, CS helped students perform different pragmatic functions in relation to the task they were carrying out. It is not possible to state that CS should be incorporated into the classroom in a mechanistic way or banned as we don't know what we are banning along with it.

### **2.3.7 To Overcomes the Weakness between Two Languages**

In most cases, CS is used so as to overcome the weakness from one language to the next language. This encourages respondents to communicate effectively through mixing two languages during interaction. According to Amorim (2012), “CS was found in the discourse of students with different levels of English and there seems to be a pattern between level of English and the functional character of the switches. There seems to be a tendency for the weaker learners (pre-intermediate /intermediate) to use L1 as a translation appeal, a mechanism to prompt and clarify information or to counterbalance for perceived deficiencies”. Apart from the weaker, the stronger learners (intermediate/upper intermediate) tend to use L1 to manage and comment the activity and to gear and help colleagues by modeling. All students, weaker or stronger, alternated between the two codes to hold the floor and manage turn taking, working towards communication.

### **2.3.8 To create attention during conversations**

In the substituting a word in another language, Man and Lu (2006) (cited in Baker, 2006) found that in Hong Kong schools both teachers' and students' major reason for codeswitching was that there was no direct translation of words between English and Cantonese, additionally, the same study of Man and Lu found that teachers in Hong Kong schools use code switching also to ease tension and inject humor in to conversations. Krishna (2010) summaries the factors for code-switches as; no similar words, did not know the word, to fill a gap, easier to speak, to avoid misunderstanding, to add emphasis and for privacy. Gumperz (1982) in Krishna (2010) included, Quotation, Addressee specification, Repetition, Interjection, Message qualification and Personification. Furthermore Sert (2006) in Krishna (2010) added reasons for code-switch as; Equivalence, Floor holding, Reiteration, Conflict control. Lastly Ayeomoni (2006) in Krishna (2010) added Intra-group identity, Poetic creativity, the expression of modernization.

## **2.4 Impacts of code-switching to students' language performances**

In order to help students overcome problems in language performance, it is necessary for the teachers to figure out the impacts of code-switching to the students' language performance. The impacts can be verified in various ways:

### **2.4.1 It accelerates competence and language performance**

According to Krishna (2010) Code switching becomes a social, cultural, and linguistic tool that allows students to integrate their experiences of two languages and two cultures into a cohesive whole. Through examining code switching, it may

be possible to determine the complexity and sophistication of language usage—usage that may be an indicator of high-level linguistic behavior or low level. Such a determination of additive or subtractive bilingualism requires an examination of the types of and purposes for code switching and its relationship to intellectual ability. Concurrent to this, it encourages combination of various ideas from various language of your choice which in turn help to convey clearly the message intended. They argued that Code Switching enhanced learners' learning of the English language, improved the way learners answered questions, and that it enhanced teaching and learning of English as a second Language.

#### **2.4.2 It affects learners' proficiency in L2 since native tongue was assumed to be dominant of L2**

Code Switching would hinder communication in the classrooms. Liswani et al (2015) argued that learners might carry over Code Switching into their writing, and that Code Switching would lead to poor English proficiency, poor expression and poor command of the English language both spoken and written. Therefore CS create problems as some learners (though may be few) sought being left out in the teaching process, thus creating psychological problems, as such defeating the objective of the learning process (Olagunju R.M 2013).

#### **2.4.3 It causes repetition and slow down learning L2**

CS sometimes encourages repetition of words while classifying the same idea in different language. This situation does not encourage proficiency of L2 due to mixing different words which does not have the same grammatical structure. According to Olagunju (2013) CS repeats the same words in another language within

the same period of time which directly slows down the rate of learning of the target language. Learners in this situation, having mastered this pattern of teaching may not take seriously to what is being taught since there is an assurance that the same message will be delivered in their mother tongue.

#### **2.4.4 It affects learners' academic achievement**

Learners' academic achievement can be affected as there are so many different types of languages spoken throughout the nation. There is no communication if people speak different languages. CS therefore results into Poor language proficiency, poor language expression, and poor command of the English language and incorrect interpretation of questions in examinations Liswani et al (2015).

#### **2.4.5 It acts as background of L2**

Code- switching is seen to be a useful tool in assisting English language teaching and learning process of L2, especially at the foundation level where it is a skill being introduced to the pupils. It is also an opportunity for language development since it allows for effective transfer of ideas from the sender to the hearers. Exposure to code- switching at the early stages of learning enables learners to gain a head start towards effective and successful learning and gradually become proficient speakers of language L2 (Olagunju 2013).

### **2.5 Research Gap**

Literature review enclosed explanation on code switching and English language proficiency. Thus, from all the explanation it revealed that, code switching has both positive and negative impact on students' English language proficiency. Several concepts on code switching were reviewed and the discussions were made in relation

to students' English language proficiency. Studies on code switching and English language proficiency can be summarized in the following major areas; Reyes (2004) reports children using code switching for practical reasons, namely language deficiency. Children would switch to the mother tongue when they could not cope with the target language. Further, people in the educational context would utilize the technique for similar purposes (Bista, 2010, Skiba 1997). Yet, there has not been any particular study focused on code switching and students' English language proficiency in Tanzania.

In response to this gap, the study bridged and narrowed the gap by assessing the impacts of code-switching on students English' proficiency among Tanzanian secondary school. The study came up with the causes of code switching in classroom teaching and learning, the extent to which code switching affects the promotion of English language proficiency among secondary schools learners and how code switching affects the understanding of English language proficiency.

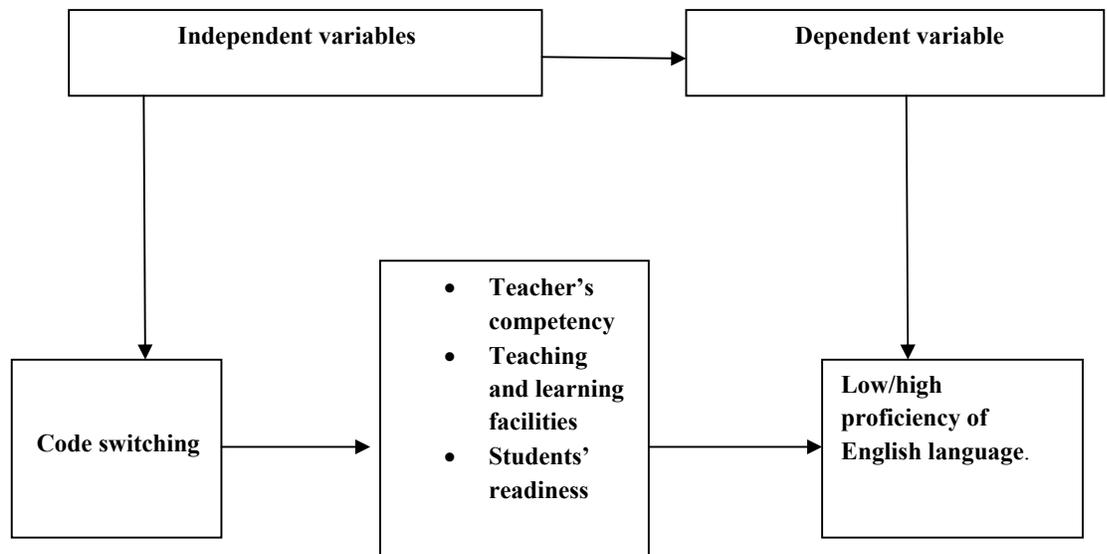
## **2.6 Conceptual Framework**

In research, the conceptual framework, which is also referred to as the 'theoretical framework' or 'idea context' (Miles & Huberman, 1994), considers the system of concepts and variables, assumptions, expectations, beliefs, and theories that support and inform the study. As alluded to earlier, the conceptual framework can rely on existing theory and research, or on experiential knowledge. This study takes both into consideration. Two assumptions that this study sought to prove are that code switching hinders proficiency in language learning; but also on the contrary, code switching helps to comprehend teachers input. The study borrows from Modupeola

(2013) who asserts that code switching is a psychological support that makes learners feels more relaxed and comfortable while learning English. Again, Cleghorn and Rollnick (2002) are of the opinion that code switching in the classroom might be a fruitful path toward a more effective bilingual education.

On the whole, the conceptual framework analyzed the interdependence between independent and dependent variables. Thus for the purpose of this study, code switching which was the independent variable in the presence of intervening variables which are teachers competency, teaching and learning facilities and students readiness may have impact on the dependent variable which was English language proficiency. The intervening variable may lead to either low or high English language proficiency depending on the position of intervening variables. Thus, low or high English language proficiency is caused by teacher competence (competent/ incompetent) in using English language, the presence or absence of learning facilities and readiness to learn among students as described in figure 2.1 below;

**Figure 2.1 Conceptual Framework**



Conceptual framework of the study

*Source: Adopted and modified from (Modupeola, 2013)*

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3 Introduction**

This chapter consist research approach, method of data collection, research design, and population of the study, sample size and sampling technique. Kothari (2004) defines Research methods as the behavior and instruments used in selecting and constructing research technique. Research methodology as a way of systematically solving a research problem. It may be understood as a science of studying how research is done scientifically.

#### **3.3 Description of the study Area**

This study was conducted at Muleba District in Kagera region, Tanzania. Muleba is located between 1<sup>0</sup>55' South and Longitude 31<sup>0</sup> 35'East. In the North is bordered with Bukoba Urban and Bukoba Rural Districts, Southern is bordered with Biharamulo District, Eastern part is bordered with Lake Victoria but in the Western part is bordered with Ngara and Karagwe Districts. The area was purposively selected on the basis of its ability to provide adequate information on the impact of code switching on students' English language Proficiency. Muleba is a region with the highest number of secondary schools as well as highest number of teachers compared to other West-Northern regions. It has 49 registered secondary schools

located at its different parts. Thus, the study area facilitated the generation of salient information on the impact of code switching on students' English language proficiency.

### **Research approach**

A mixed method research approach integrating both qualitative and quantitative data collection was used in this study, primarily because of the nature of the issues under investigation. The mixture of data collection methods was expected to provide a rich empirical basis, upon which one can make judgments on the impact of code switching on students' English language proficiency. The basic assumption was that, the combination of both qualitative and quantitative approaches helps in capturing complementary strengths and weaknesses of each method (Johnson and Onwuegbuzie, 2004). Qualitative approach was used mainly in clarifying data obtained through descriptions. While quantitative approach used to deal with data that was principally numerical.

### **3.4 Research Design**

Descriptive cross sectional survey was employed on this study. The choice of this design was influenced by the nature of the study, which required information on the impact of code switching on students' English language proficiency. Descriptive cross sectional survey involve collection of information by interviewing or administering questionnaire to sample of respondents. It is very useful when collecting data about peoples' altitudes, opinion, habit or any of the variety of education or social sciences (Komb and Tromp 2006). In order to achieve the

objectives of the study, a descriptive cross sectional design based on questionnaire and interviews was used because the study objectives are descriptive in nature and may also require taking care of multiple realities likely to be found in the field (Amin 2005). According to Mugenda (2003), the method is easy to manage and administer. In using this design, the researcher was able to have a wide coverage of respondents and supplementing information through both quantitative and qualitative data collection techniques. The researcher was able to collect statistical data patterning to what extent code-switching can affect students' language proficiency. While qualitative instruments served in gathering data on ways or strategies and perception of participants towards the use of code-switch and its impacts to students' language proficiency. In this regard, questionnaires, interview and observation, method were employed.

### **3.5 Targeted Population and Sample Size**

#### **3.5.1 Targeted population**

The study population comprised of four secondary schools from which Head of schools (HOS), English teachers, teachers of other subjects and students were involved in the study. The HOS, teachers and students were considered by virtue of their respective positions so as to provide information on the impact of code switching on students' English Language proficiency. Since they are the one who engaged in code-switching. For example teachers and students were the one who code-switch which in turn affects students' English language proficiency.

#### **3.5.2 Sample Size**

The sample size was drawn from secondary schools. Two public schools and two private schools were involved. It comprised of four Head of schools, 16 English teachers, 36 other subject teachers, 56 students making the total of 112 respondents. The sample enabled the researcher to reach all the participants within a specified timeframe. All the respondents were selected in such a way that they were representative and they helped the researcher to realise the study's objectives, as the selection of private and government schools helped to measure the intensity of code switching between the two school types.

**Table 3.1: Selected Schools**

Respondent	Sample size	
	Male	Female
Head of schools	04	0
English teachers	12	4
Other subject teachers	28	8
Students	28	28
Total	72	40
<b>TOTAL</b>	<b>112</b>	

### 3.6 Sampling techniques

Kombo and Tromp (2009) explain sampling technique as the procedure a research uses to gather people, places or things to study. Kothari (2000) added that sampling procedure is process of obtaining sample about an entire population by examining only a part of it. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. In order to get respondents, the study employed random sampling techniques and purposive sampling.

### 3.6.1 Random sampling techniques

Random sampling is the systematic and carefully controlled condition created to ensure that every unit in population has an equal chance of being included in the sample. The researcher used this technique to collect data from respondents on impact of code-switching on students' language proficiency in Muleba District. This method reduces and prevents biased data by exercising direct control over the choice of units. This study employed random sampling technique to select 36 other subjects teachers (9 from each school), 56 students (14 from each school). To 14 students (4 from each class of which 2 boys and 2 girls) from F.1 to F.3, and 2(1boy and 1girl) from F1, researcher used pieces of papers with number according to the number required, and then respondents were allow to pick one paper. So those who picked paper with number were allowed to pick one paper. So those who picked paper with the number were included in the study as a sample. Also, to get (9 from each school), researcher used pieces of papers with number according to the size of the stuff and number required, and then respondents were allowed to pick one paper. So those who picked paper with the number were included in the study as a sample.

**Table 3:2 Respondents distribution**

Respondents distribution	Frequency		Percentage (%)
	Male	Female	
Head of Schools	04	0	3.6
English teachers	12	4	14.23
Teachers	28	8	32.14
Students	28	28	50
<b>Total</b>	<b>72</b>	<b>40</b>	<b>100%</b>

### **3.6.2 Purposive Sampling**

This sampling technique allowed the researcher to select intentionally individuals for inclusion in the study. The selection was based on the need to attain the research objectives. It also aimed to get individuals who were information-rich, who helped the researcher understand the phenomenon under the review. The four schools, two private and two public schools were purposively selected. Also 4 head of schools and 16 teachers were purposively selected to assess the impact of code switching on students' English language proficiency.

### **3.7 Methods for data collection**

In order to ensure that the work is done within the given time and at the same time, to meet the researcher objectives, the following instruments or methods of data collection were employed.

#### **3.7.1 Questionnaire**

Questionnaire was used in data collection. The questionnaire contained both closed and open ended questions seeking a variety of information on the impact of code switching on students' English language proficiency. The questionnaires were distributed to secondary school teachers, Secondary school English teachers, students, headmasters or headmistress to collect data on the impact of code-switching to students' language proficiency in Muleba District. These questionnaires includes; Teachers and Head of schools questionnaire index 3, secondary school English teachers questionnaire index 2 and Students' questionnaire index 1. The researcher used questionnaire as an instrument of data collection because it helped in obtaining

a large amount of information within a short period of time as well as it reduced degree of biasness among respondents . Hence it's relatively time economical because a larger sample was covered at a short period of time. Mason and Bramble (1997) said that with questionnaires, a larger sample can be reached economically and greater anonymity can be provided to the respondents. Questionnaires provided have exactly the same wording and in the same order to all respondents (Kothari, 2004). However, it has disadvantage that, once the questionnaire has been distributed it is not possible to modify the item even though may be unclear to some respondents (Gall, Borg and Gall, (1996). These questionnaires consisted both close and open-ended questions and finally the researcher collected their responses. Closed questions were used since it is quicker to analyze than word- based data and often directly to the point. Also, open-ended questions are more appropriate as it captured the specificity of particular situation. Therefore, open ended questions are used in order to generate opinion and suggestion basing on the problem. Also, open questions enabled participants to write a free account in their own terms and avoid the limitations of responses. The researcher provided adequate time to respond to questionnaires that constructed according to the research objectives.

### **3.7.2 Interview**

An interview guide was used to gather views of the respondents on the research topic. It is the process of interaction between the researcher and interviewees in term of oral verbal responses (Osulvan, et al., 1989). The study used face to face interview where interview guides was used to show the direction in covering the issues related to research questions and objectives. Face to face interviews were conducted by the

researcher with (16) teachers who formed 14% of selected sample and twenty (20) students who constituted 17.86% of respondents. The reason for collecting information face-to-face with the interviewees was the fact it could give the interviewer a chance to gather authentic data direct from the source and could provide an intensive investigation. The researcher used unstructured interviews because it ensured greater freedom of questions; it also allowed flexibility on the part of the interviewer. During the interview process, the researcher had a room to change or add questions to the respondent when there was such a need. This helped the interviewer to get more accurate information from the respondents and to clarify questions and other issues where needed.

### **3.7.3 Observation**

The non-participatory observation method was used in the school premises, observing how code switching is used during teaching and learning process with both students and their teachers. Breakwell et al, (2012) observation may reveal what people do, how they do it and how this is influenced by and in turn influences the social setting within which their actions take place. Observation was very helpful in witnessing all activities that were performed during classroom teaching and learning, to see the extent to which code switching was being used and the general teacher-pupils interaction. Under the observation method, the information is sought by way of the investigator's own direct observation, without seeking information from the respondent (Kothari, 2004:96). In this kind of data collection bias is eliminated, especially when observation is done systematically and accurately.

### **3.6.4 Data Analysis and organization**

Data with non-numerical values were subjected content to analysis. The raw data from recorded interviews were organised, summarized and arranged into manageable units and subjected to content analysis to assess the impact of code switching on students' English language proficiency. On the other hand, data in questionnaires with numerical values were tabulated and then translated into meaningful data. Details on this are described in chapter four of this dissertation.

### **3.8 Validity and Reliability of the Research Instruments**

According to Lodico, *et al.*, (2010), Reliability and validity are two concepts that are used to judge the quality of educational measures.

#### **3.8.1 Validity**

Validity often used to establish the trustworthiness of the research findings. It focuses on ensuring that what the instrument claims to measure is what is truly measure (Lodico, *et al* (2010). Kothari (2004) define validity as a measure of accuracy and whether the instruments of measurements are actually measuring what they were intended to measure. In this study validity has been attained in various ways, first by the use of random sampling to reduce biasness, second selection of research respondents to match interviewer characteristics with those interviewees, thus helped to minimize biasness and bring up validity. Validity also has been attained through the use of more than one methods of data collection so as to offset weakness of one method. Furthermore validity in this study has been attained through proper identification of research problem, stating clearly research objectives

and questions that directed us to assess the impact of code-switching on students' English language proficiency.

### **3.8.2 Reliability**

To ensure reliability of the study, the findings were corroborated through the use of different data collection methods, which helped in cross-checking (triangulation) to establish the weaknesses of each instrument used during the data collection. Therefore interview, questionnaire, and observation were used in data collection. Reliability also ensured by the use of appropriate sampling techniques including random sampling and purposive. Again to ensure reliability, questionnaire (both open and closed), and interview (both open and closed) were employed so as to give consistent result on the assessment on impact of code-switching on students' English language proficiency.

### **3.9 Ethical Consideration**

Lodico, et al (2010) stated that, most professional organization has their own code of ethics which need to be considered when conducting research. For a researcher to get a true information from participants and maximize outcomes and minimize risks, ethical consideration under this study has been adhered where by a researcher maintained confidentiality at all times of research like site visiting, data collection and data reporting and this has been done by asking and getting a permission from various authorities before starting any research activity, respect for audiences, use of non-discriminatory language, fair treatment of individuals, ensuring well informed consent, making justice all the time in all activities in research, explaining the

purpose and aims of the study to participants all the times in a clear and well understood way, explaining to participants how the study results would be used, ensuring pettiness of information, respect for human dignity, acknowledging all cited materials to avoid plagiarism as well as making sure that participants or respondents are participating voluntary. Reasonable measures would been taken to protect subjects physically or psychologically, being honest and open all the time of collecting data and often fully explaining the research in advance and debrief respondents afterwards. To conform to ethical consideration the researcher would make sure that all information given would be kept confidential just for only intended reason. Abiding ethical issues would enable the protection of rights, needs, values, and desires of the informant(s) or participants who would participate in the study.

## CHAPTER FOUR

### 4.0 RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Introduction

This chapter presents data analysis on the impact of code switching to students' English language proficiency. The presentation is structured around the research objectives and attendant questions as outlined in Chapter One. To recapitulate, the research objectives were to:

- To identify the cause of code switching in classroom teaching and learning.
- To find out to what extent code switching affects students' English language proficiency.
- To find out the extent code switching can affect the understanding of subject matter in other subject.

Three sets of questionnaires were administered; the first set was administered to teachers and Head of the schools, the second one to the English teachers, and third set to students. These three questionnaires set out to find out different views from all respondents involved on the impacts of code-switching to the students' language proficiency. Presentation of findings and discussion were therefore organized according to research objectives. Research objectives were coordinated in terms of topics so as to bring the intended manner in this study. The data were generated through data collection methods such as; questionnaires, interviews and observation. The study was arranged into two subsections: the first section, depict socioeconomic characteristics of respondents and the second section discusses the impact of code

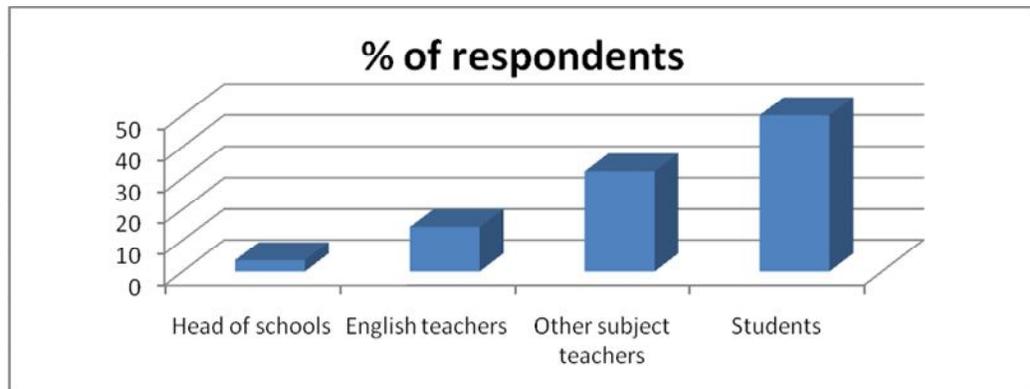
switching to students' English language proficiency. Generally the later section was guided by three specific objectives of this study.

## **4.2 Characteristics of Respondents**

This section is concerned with the respondents' background information on distribution of respondents by age, level of education, gender, and working experience, as they are very useful in obtaining information about the impact of code switching to students' English language proficient.

### **4.2.1 Distribution of Respondents**

The researcher wanted to enhance gender participation in the study. Data were collected from both male and female teachers and students in various secondary schools. This study consists 112 respondents of which 04 headmasters, 16 English Teachers, 36 other subject teachers and 56 Students. The socio-economic characteristic of respondents that participated in the study involves: ages, sex and level of educational attained. The details of respondents were collected and summarized in different ways depending to the usefulness of that data. All respondents' data involved were classified below in figure 4.1.



**Figure 4.1 Distribution of Respondents**

#### 4.2.2 Age of Respondents

The study in its investigation wanted to understand the responses' ages. This goes perpendicular with their level of understanding on the impacts code-switching to the English language proficiency. Their ages were grouped into different intervals as shown in table 4.1

**Table 4.1: Distribution of Respondents by Age (N=112)**

CATEGORY	AGE	FREQUENCY	PERCENTAGE %
Teachers	37+	4	4
	31-36	16	14
	25-30	36	32
Students	19-24	4	4
	13-18	52	46
<b>TOTAL</b>		<b>112</b>	<b>100</b>

**Source: My Own Field Survey (2017)**

The table 4.1 reveals the ages of respondents as tabulated above. This indicates that the respondents involved in this study includes teachers and students, therefore the impacts of code switching are judged and assessed clearly since are the one who

deal with teaching and learning processes. Also this suggests that the information that they provided is reliable since plausible reasoning can be expected from teachers and students of these classes and age. This means that the conclusions of the study are to be trusted.

### 4.2.3 Gender

The researcher intends to enhance gender participation in this study. Data were collected from both male and female teachers and students to represent other public and private secondary school within a District. Their analysis are presented in table 4.2

**Table4.2: Distribution of Respondents by Gender (N=112)**

<b>CATEGORY</b>	<b>RESPONDENTS</b>	<b>TOTAL</b>	<b>PERCENTAGES</b>
MALE	Head masters	4	4
	English teachers	12	11
	Other teachers	28	25
	Students	28	25
FEMALE	Head masters	0	0
	English teachers	4	4
	Other teachers	8	7
	Students	28	25
<b>TOTAL</b>		<b>112</b>	<b>100</b>

**Source: My Own Field Survey (2017)**

In Table 4.2, the study included both gender in order to have cross section of ideas from both sides. It's from this intent that the data collected were originated from both gender so as to remove gender segregation.

#### 4.2.4 Level of Education

Level of education according to the study has been classified into two parts; students and teachers. Students' level of education has been classified according to their classes he or she belongs. Teachers and heads of school evolved in this study have different level of education. Below are the analyses of their level of education as it shown in table 4.3

**Table 4.3 Distribution of Respondents according to Level of Education (N=112).**

Level Of Education		Frequency	Percentages
Students	Form 1	14	13
	FORM 2	14	13
	FORM 3	14	13
	FORM 4	14	13
Diploma Holder		16	14
Bachelor Degree		38	34
Masters Degree		2	2
<b>Total</b>		<b>112</b>	<b>100</b>

**Source: My Own Field Survey (2017)**

In Table 4.3, it is apparent that all the teachers 100% that were involved in the study were qualified teachers, since they were either diploma holders or graduate teachers. The students that participated in the study involved all classes. This reveal that the information obtained from these respondents are convenient in relation to the research objectives.

#### 4.2.5 Respondents Working Experiences

The research was interested to explore the working experience of respondent so as to understand the level of awareness on impacts of code-switching to students' English

language proficiency. The tabulated table below express level of experience among different participants in table 4.4

**Table 4.4 Distribution of Respondents Working Experiences (N=56)**

<b>DURATION</b>	<b>FREQUENCY</b>	<b>PERCENTAGES %</b>
LESS THAN 5 YRS	14	25
5-7 YRS	24	43
8-10 YRS	12	21
11-13 YRS	4	7
15 YRS +	2	4
<b>TOTAL</b>	<b>56</b>	<b>100</b>

**Source: My Own Field Survey (2017)**

In table 4.4 Indicates that most (75%) of them had stayed in their respective schools for at least five years. This indicates that respondents have clear experience on impacts of code-switching to students' English language proficiency. The findings reinforce the expectation that the data that they provide is reasonable, since they were well qualified and had stayed in their respective schools for longtime working for this issue.

### **4.3 Research Findings**

#### **4.3.1 To Identify the causes of Code Switching in Classroom Teaching and Learning in four Selected Schools**

The use of code switching has been the subject of discussion for a long time among various scholars. There are those who argue to support the use of code switching as a strategy used by teachers and learners in classroom during teaching and learning process while others opposing the use of code- switching in classroom during teaching and learning processes. The first group believes that learners feel more

comfortable and learn easier when the interaction was allowed to be held using the two languages. But later seem to have little or no basis in learning and mastering of a second language. They argue that code switching might help in the understanding of subject matter in other classroom subjects, but cannot increase proficiency in English. This discussion precedes up-to-date and triggered researcher to conduct an investigation to observe the causes of this. According to the above scenarios, students, teachers, and headmasters involved in this study responded on this and their responses were classified and specified showing the causes of using code- switching during teaching and learning processes. In this study respondents' views were summarized according to the category of their position. The questionnaire that was held on headmasters, teachers and students when asked that, do teachers and students prefer code-switching while teaching and learning? Their responses were summarized below in table 4.5

**Table 4.5: Responses on Number of Respondents on Code-switching**

<b>TYPE OF RESPONDENT</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Headmasters	3	1	0	0
English Teacher	12	4	0	0
Other Teachers	26	8	2	0
Students	50	6	0	0
<b>TOTAL</b>	<b>91</b>	<b>19</b>	<b>2</b>	<b>0</b>

SA= Strongly Agree, A= Agree, D=Disagree, SD =Strongly Disagree.

Table 4.1 the finding from teachers, headmasters and students shows that large numbers of respondents strongly agree that code switching are preferred by teachers and students during teaching and learning processes. According to the findings, 91 (81%) respondents do prefer code switching since it brings learners attention and

readiness. In the interviews that were held to the head teachers, they were asked to specify the causes that inspire teachers and students prefer code-switching. In response to the research question, one of the head teachers said:

*[Teachers] they do so in order for the students to understand what teachers mean or teach.*

Concurrent to this one of the headmasters when asked the reason for code-switching, he accepted that always code switching has been regarded as one way of simplifying instruction to the students and influencing understanding to the learners. In his responses, he commented that;

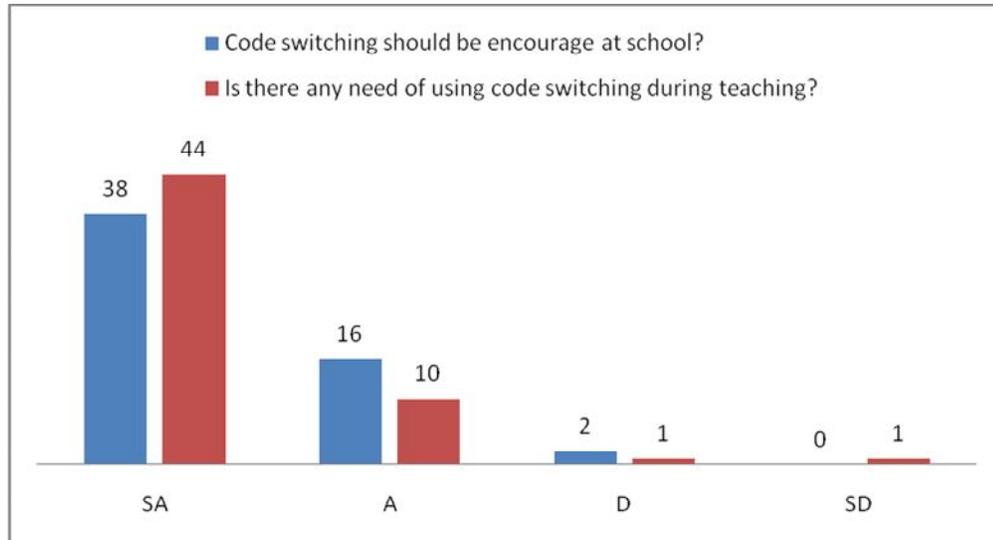
*Code-switching helps the students to understand more about the intended message and objectives. When it is used in classroom he or she become able to translate vocabularies which are very hard to students hence they improve.*

It was noted that although students at our school perform well in various subjects, their performance was generally still weak in some subject due to language barrier. It was revealed by one of the English teacher that student's do performs some of subjects because of interpreting some of instruction through code-switching and code mixing. One of the teachers acknowledged that:

*Our students do perform in some subjects because teachers simplify instructions by using code-switching and mixing. Apart from that, teachers do code-switch simply because some of students are lagging behind when teacher use frequently English language only in the class. These force teachers to code-switch so as to be well understood to all students or pursuing intended objective.*

To generate more information, the students that were involved in the study were also asked to specify whether the code-switching helps them in their studies. In Table 4.2,

the responses of the students that provided specific answers to the questions given as follows; 1) “Is there any need of using code switching during teaching? 2) “Code switching should be encouraged at school? Students’ views on this question were summarized in figure 4.2



SA= Strongly Agree, A= Agree, D=Disagree, SD =Strongly Disagree.

**Figure 4.2 various Responses on causes of Code Switching**

Figure 4.2 summarizes the responses of the students that supports code-switching to be used while teaching processes are proceeding. The findings on these questionnaires, show that large numbers 38 (68%) students strongly agree that code-switching should be encourage at school. Concurrent to this, 44 (78%) students strongly agree that there is a need of using code switching during teaching. Generally both responses indicate that students prefer to use code switching simply that it simplify their learning processes. The study indicates that, the rule of using English only is difficult to the students, since they use code switching in most of their time

especially when communicating outside the classroom. This implies that there is high frequency of code switching, which may lead to poor proficiency of English language. To gain insight into the degree of using code-switching when teacher interviewed on *why code switching are preferred*, their views were summarized as follows;

**Table 4.6 Teachers Views on Students' Preference of Code Switching**

QUESTIONNAIRE	TEACHERS VIEWS
Why code switching is preferred?	<p>For better understanding of the students and correspondences.</p> <p>Helps in learning English language in a simplified way.</p> <p>It helps students to express themselves than using English only.</p> <p>It is the best way to make students understand instructions.</p> <p>It helps students to know the meaning of other words which are not familiar.</p> <p>It helps some students to know different vocabularies of different words.</p>

From the table above all views support the use of code-switching and mixing. The results show that the use of code switching in second language learning makes the students understand their teachers better. Below are some of the questions that were asked to the head of schools whether mixing English and Kiswahili in teaching English is negatively affecting their learners' understanding of English. The responses to these questionnaires were summarized as tabulated in table 4.7

**Table 4.7 Head of Schools' Responses on the use of code-switching**

NO	ITEM	% YES	% NO
1.	Is it true that teachers do prefer code-switching when they are communicating with students ?	56	44
2.	Do you think code-switching do affect negatively students' English language proficiency ?	52	48
3.	Is it true that there are advantages of code-switching in learning language two(English) at school.	59	41
4.	Code-switching should be encouraged at school as it can facilitate smooth learning language two ?	50	50
5.	Code-switching should be discouraged at school because it does hinder smooth learning language two ?	37	63

Table 4.7 stipulates Head of schools responses. Generally the responses show clearly that large percent of head of schools responses really acknowledge the use of code switching as it assists their students because English to them is a second language. Also code switching is used as an asset for the facilitation of second language learning. In addition to the study, most teachers' level of proficiency for English language is moderate or not good. Few of the teacher said that their proficient level was excellent. There is high frequency on the use of code- switching, which implies that teachers themselves are not capable. This implies that most of the teacher's elaborations in the class are based on the use of English and Kiswahili to facilitate interaction in the class. one of the teacher commented that;

*“English as a second or foreign language in Tanzania has many barriers, since most of the time our students and we teachers interact using Swahili. This is due to the fact that Kiswahili is used in different domains at home, in the street, in the media and*

*in public gathering. This tendency makes it unavoidable to be used in the classroom situation”.*

*Code switching also gives a chance for students to understand better the lesson especially in making some points clear like giving meaning of difficult vocabularies and elaborating difficult concept.*

The above provides results of teachers’ opinions towards code switching in learning second language although they said that, language teachers are highly recommended to use English in their English language classroom still it is a problem to avoid it not only by students but also by teachers. However, few of them argued that code switching is a bad practice in second language teaching and learning, since it negatively affects learners’ understanding of second language. It is taken as a factor that negatively hinders the ability of learners to understand their language two and as a deficit of language two which lead to poor proficiency in English language. For ongoing discussion, teachers’ responses during the interview, based on the research objectives and questions. The finding revealed that most of teachers do code switch for different reasons in their English language classrooms. One of the teachers commented that;

*The most important reasons for teachers to code switch is for facilitating the understanding of the lesson, teaching concept explicitly, and sometimes reducing time of explaining difficult vocabularies.*

*Not only for facilitating understanding but also when arranging, organizing and controlling students in their classroom”*

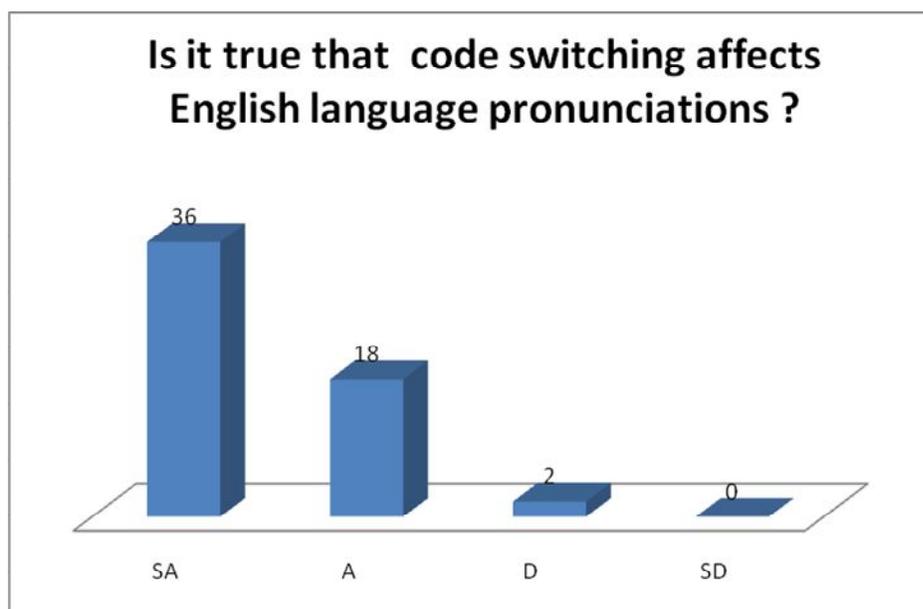
So it seems code-switch in bilingual classroom is unavoidable, basing on what respondents have replied to the above question. And teachers and learners are the

key player in classroom activities, so it is difficult to impose new believes that code-switching is avoidable.

#### **4.4 To Find out to what Extent Code Switching Affects Promotion of English Proficiency among Secondary Schools Learners**

This objective intends to survey on how code switching affects the promotion of English language proficiency. The study speculates this through various data collection methods such as questionnaires, interviews and observation set and prepared by researcher. The study revealed that, apart from positive effects of code-switching to other areas like concepts clarification in different subjects, code-switching affects the promotion of English proficiency negatively as indicated below. The study reveals that code switching affects proper pronunciation (phonology) of words. The finding observe that most of the respondents were not able to pronounce well some of the words in English language basing on the Received Pronunciation (RP) criteria, this is caused by the devotion in their first language hence little effort in second language pronunciation improvement.

The interview that were held to the students concerning the effects of code switching on language pronunciation. The study observed pronunciation of English word and reveals that most of the respondents strongly agree that it affects improvements of English language. Their responses when asked if code switching affects their English language pronunciations were shown below as follows; -



**Figure 4.3: Responses of Students on the Effects of Code Switching to the Language Pronunciations**

Moreover, high degree of code-switching affects the arrangement of sentences (syntax) in the second language, it is normal that when the learner uses much the first language than the way he/she uses the intended language cannot master the syntax of the second language. Under this circumstance researcher through the questionnaires supplied to the students, their responses when observed indicated that students do not arrange sentences in a proper manner. In the interviews conducted to the students, one of them commented that;

*(Students) we do fail to arrange sentences properly because English language is a new language to us, therefore we prefer code switch in order to offset the weakness of using English language only.*

Concurrent to this, when teachers interviewed on impacts of code switching to the students' language proficiency. One of the teachers reveals that:

*Our students fail to construct accurate sentences when are asked to do so. Sometimes they do fail to write proper spelling of specific vocabularies when writing their essay. Their essay always lacks proper terminologies according to the context of the subject matter being discussed.*

Code switching affects fluency of English language to the students. Most of the students who uses code switching in most cases their language fluency lack proper tone language. Different respondents revealed that most of learners who depend on code-switching to learn the second language result into having limited tone of various vocabularies, hence low proficiency in a particular language. This was observed from the way respondents were expressing themselves during the interview.

Apart from the observation taking place to the respondents, the finding reveals that during interview conducted to the respondents, some of respondents lacks proper tone of different words or sometimes pronounce different compared to as it supposed to be pronounced. All this affects English language proficiency to the students. The discussion goes on to the teacher asking them whether code switching affects student's fluency. One of the teachers when interviewed on this, his responses was as follows:

*Code switching hinders and distorts language fluency of the students. This can be observed by comparing students from medium school and public school. Students from medium school have good language fluent while our students have got bad language fluent due to using code switching and sometimes continuously using the first language. Hence poor English language fluency.*

Generally, code-switching affects fluency of the second language; the data collected reveals that most of the respondents have low fluency in English language due to the

maximum use of code-switching in classroom and other environments. Code switching hinder selection of appropriate vocabulary, the study also has revealed that most of secondary school learners have problem of selecting right vocabulary in the right context. This shows that when the students fail to select proper word they code to offset the weakness of lacking proper vocabulary depending to specific domain of subject matter. Below are some of the ways on how students code switch to offset the weakness; One student answered that *is colonial bureaucracy*. Then the teacher asked students *Nani ataeleze maana ya colonialism*

Code switching continues to be used throughout the lesson. When a student asked a question by saying *Am sorry madam me sijaelewa about bureaucracy and a teacher replied ni utawala.*

Moreover, code switching was also made as part of discussion among learners. This was observed during group discussion provided by a teacher, whereby every group was told to outline five features of colonial administration. A discussion in one of the groups was observed where one student said *Aisee naomba kwanza uniexplainie zaidi about hii colonial administration.* The other one replied *ni utawala wa kikoloni uliokuwepo enzi.*

Concurrent to this, teachers also do code switch during teaching in the classroom. Observation reveals that even teachers do code switch because of lacking proper terminology to be used while teaching. The finding observed one of the teachers during classroom observation, Civics teacher in form four was observed starting a lesson by asking some questions about the previous lesson. He said;

*What did we learn in our last period, nani atueleze tulichojifunza kipindi kilichopita ...?*

After few minutes of previous questions he introduced the new topic about ‘Globalization.’ By saying:

*Leo tunaanza new topic ambayo ni Globalization, lakini kabla ya kwenda mbele who can give us the meaning of Globalization...*

On the other hand, one teacher teaching history, a subtopic of colonial administration, in form three. Introduced her lesson in code switching, she started:

*Hii ni subtopic ya Colonial administration. Now, who can define colonial administration?*

Generally, code switching has got clear effects on language proficiency to the users. The finding reveals clearly most of students and teachers who prefer code switching have negative effects on their language proficiency, hence poor mastering and improving English language.

In conclusion, all three types of data collected provided answers to both the research questions objectives. It is now clear why teachers code switch. The observation carried out showed that most teachers’ purposes for the use of code switching included making points clearer, elaborating difficult concept, and avoiding misunderstanding among learners.

#### **4.5 To what Extent Code Switching affects Understanding of Subject Matter in Other Subjects**

The researcher was interested to find out the extent to which code switching affects understanding of content of other subjects taught in English. As a point of controversy, the idea of code switching is still debatable; while some people think that code switching cannot help improve one's proficiency of a language, others think it might still be a useful tool in helping pupils understand other subjects. It has been noted that code switching affects proficiency of a language for the learner. Teacher's ability in using language is low; this situation lowers students' proficiency as well. The issue has been noted in the interviews, questionnaires and during observations. In addition, it has been pointed out that teachers code switch because they are not proficient in the English language (for this case).

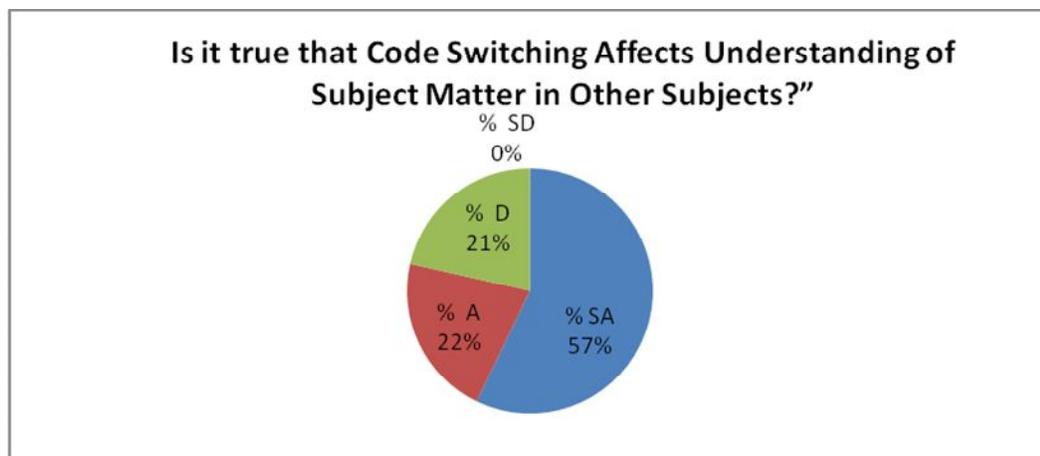
The idea that is also supported by Crystal (1997) as cited in Mareva and Mapako (2012) that a speaker's language deficiency is one of the contributing factors for code switching. According to the data obtained through questionnaires on the effects of code switching on English proficiency and how it affects understanding content of other subjects, most teachers say that learners understand better when teachers code switch. An interesting observation here is that most teachers reported that learners understand better when they code switch but most of English teachers argued that the best way for one to master any language is when one does not mix it with another language. One of the teachers said, *Students understand better when I code switch.* On the other hand the majority of the English teachers said: *The best way to master any language is when you do not mix it with another language.* This contradiction

shows that most of the teachers realise that code switching cannot help learner to be proficient in a language, but rather it hinders proficiency. This indicates that the use of code switching affects the proficiency of a language negatively. This is supported by Hoffman (1991), as cited in Garza and Nava (2005:100) who argues that code switching is considered to be interference to language learning, as it involves transferring phonological, grammatical, lexical and orthographical elements from one language to another.

On the other hand, the results seems to show that code switching actually helps pupils grasp information better, as teachers clarify concepts especially in specialized subjects. Learner grasps information much quicker in such subjects. However, this advantage of code switching will not make learner becomes more proficient in a language. This situation implies that code switching helps one to understand the subject matter of specialist subjects but hinders proficiency in English language.

Addition, the study found that most of the teachers pretend not to be aware of the rules that require them to use English only in class. This state of affairs can be taken to be a serious problem on the part of teachers, who are core implementers of the curriculum. They go against what has been stipulated in the Tanzania Ordinary Level Syllabus as given by TIE, which declares that one among the objectives of secondary education, is to promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language (TIE 2007: 13). It was noted further through pupils' questionnaires that most of the learners admitted that teachers code switch frequently in classrooms. Interestingly, there is contradiction on the part of learners. Most of them said that

they thought they would become more proficient when a teacher uses only English when teaching, but the situation is different because the frequency of code switching in the class is high. This suggests that when a teacher code switches, it negatively affects students' language proficiency. Again, most pupils said that teachers initiate the use of code switching in the class. However, most of the teachers admitted that they are aware of the rules that require them to use only English in class, but when they were asked if they follow the rules most of them said that they do not follow the rules. This situation might affect proficiency on the part of teachers and learners directly. The interview that conducted to get more information concerning the use of code switching in second language classroom. The interview was conducted to English teachers asking them that "Is it true that Code Switching Affects Understanding of Subject Matter in Other Subjects?" The results were summarized in figure 4.4



**Figure 4.4 Responses of Teachers on the Impacts of Code Switching To other Subjects**

The results from the interviews show that teachers are aware on the impacts of code switching to other subjects for learners. The finding reveals that 57% of teachers strongly agree that code switching have great impacts on other subjects. Again, the face-to-face interview results indicate that some of the English teachers do not code switch. When they were asked what they do when their learners do not understand them, they said that they use all communicative strategies, such as simplification, gestures, and real objects, to help their learners understand what they are being taught.

Moreover, most learners say that they often communicate with their teachers outside the classroom using Swahili, and they sometimes code switch. This situation slows down the rate of mastery of the language by the learners, and it automatically affects their proficiency. This situation was verified when the pupils were being interviewed. Most of them had very poor English and some of them failed to respond questions totally. The classroom observation revealed that most teachers code switch when asking questions pertaining to previous lessons, before they started a new lesson. This tendency gives the impression to learners that code switching is a normal behaviour. Because the results of questionnaires indicate that the majority of pupils feel that in order to become proficient in English, teachers should use an English only strategy, and teachers need to adopt such strategy as much as possible. This was observed during group discussion provided by a teacher, whereby every group was told to construct four sentences using different types of past tense. A discussion in one of the groups was observed where one student said *Jamani* that sentence is not correct: *ngoja tuiipange vema kwanza alafu ndio tuiandike*, the other one replied *ni*

*kweli inatakiwa kuwa* I have been reading since morning. Also classroom observation revealed that during teacher-learner interaction, there is very little effort on the part of teachers and learners to avoid the use of code switching. . Most of the teachers and pupils communication is based on code switching. The teachers used mixed methods in teaching; they used both non participatory method (transmission approach) and participatory method.

However, the case is different in private schools. Teachers try to use all possible means to avoid the use of code switching. Although code switching was still employed in some areas but the rate of using it was relatively low compared to public schools. Therefore, from classroom observations, it is quite clear that a teacher's use of code switching might be useful as it helps students to grasp what has been intended to be taught in other subjects. But, on the other side, the situation impedes pupils' proficiency in English.

#### **4.6 Summary of the Research Findings**

The findings were grounded on the research objective. First the researcher ought to find out the causes of code switching in secondary schools. The findings revealed that, low competency among teachers on the use of English language, elaboration purposes and the sake of understanding were the causes of why teachers code switch during deliverance of subject matter. But in most cases code switching is caused by incompetence of both teachers and students in using English language. Secondly, the study goes further in finding out to what extent code switching affect the promotion of English language among secondary school students and found out that, code switching affect pronunciation of English words, affects the arrangement of

sentences and on the whole it reduce fluency of English language to students, thus the higher the degree of code switching the more the student become incompetent in using English language.

Lastly, the researcher ought to find out to what extent code switching affect the understanding of subject matter of other subjects, and found out that, despite the fact that code switching hinder students' English language proficiency; it helps in the understanding of subject matter of other subjects. Thus it was important to consider both aspects that code switching may hinder the students' English language proficiency while on the other hand it facilitate the acquisition of subject matter of other subjects.

## CHAPTER FIVE

### 5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter draws the summary of the study. It also shows the conclusions from the findings and provides the recommendations of the study with the aim of providing insight to teachers and learners towards the causes of code switching, its effect on learners English proficiency, and to what extent might help understandings of other subject.

#### 5.2 Summary of the Study

This study assessed the effects of code switching on students 'English language proficiency, and the effect of code switching in understanding other subjects taught in English. There were three specific objectives that guided the study. The first one was to identify causes of code switching in classroom teaching and learning. The second was to find out the extent to which code switching affects promotion of English proficiency among pupils who use English as a second language. Third objective was to find out the extent to which code switching affects the understanding of subject matter in other subjects taught in English.

The study area was Muleba District in Pemba. Four schools including Bureza Secondary School, St. Archileus Kijwile Secondary School, Gwanseli Secondary School and Muleba Secondary School were involved. Questionnaires, face-to-face interviews and observation were used as research instruments. Three questionnaires (for English teachers, for other subject teachers and the other for students) were

administered. Thirty (8) students and five (4) English teachers and (5) other subject teachers in each school were also involved in filling questionnaires. Ten (9) teachers and twenty (30) students were also involved in the interview and Eight (6) lessons of different subjects were also involved. The data collected was analysed into a tabular form, in relation to the type of questions from each data collection instrument.

The presentation of findings and discussion was based on research objectives. Research questions, which were formulated from three specific objectives, were answered in two themes namely identifying causes of code switching and the extent to which code switching affects students' English language proficiency and the understanding of other subjects taught in English. Analysis of the data has been made qualitatively and quantitatively through explanation and numerical description of the findings and interpretation of data.

### **5.3 Conclusions**

Basing on the study findings, analysis of the data and discussion of the findings, it can be concluded that for the first theme which addressed the identification of the causes of code switching in classroom, there are genuine reasons for teachers' to use of code switching. It has been pointed out that code switching helps in clarifying points, elaborating new concept by using appropriate words among users. Also, students feel comfortable when they communicate elaborating points, avoiding misunderstanding and when there is lack of through code switching. For the second theme which was to do with the extent to which code switching affects the students' English language proficiency, it can be concluded that code switching affects the level of proficiency for students. As it has been observed, teachers' level of

proficiency is low. Observation from the study indicated that teachers are aware of the rules that require them to use English only in class but they do not implement it; this situation leads learners to become poor in English.

In addition, in the case of Muleba being a part of Tanzania teachers and learners are not proficiency enough to use English throughout the lesson, due to their language backgrounds. This being the problem and the language policy of Tanzania pointed out that, students should be able to use Kiswahili and at least one foreign language, and Kiswahili being used as the medium of instruction in primary schools and English from secondary to higher levels, therefore teachers and learners used code switching as their communicative strategy to overcome language barriers in their second language. In such a situation, the background and frequency of use of code switching amongst teachers and their learners, inside and outside the classroom will automatically lower the proficiency level among them. Therefore, it affects the way learners learn and the way teachers teach all subjects.

Observation from the field also revealed that code switching cannot help learner to become proficient in a language. However, it helps to understand other subject better. Most of the teachers and learners said that code switching helps in understanding of a concept but, it cannot lead to English language proficiency. It can also be concluded that most of the teachers do not try hard enough to improve their students' proficiency level, especially in public schools. This conclusion has been made on the basis of what has been observed in classrooms. Most of the teachers begin their lesson using code switching. Important observation here is that for private schools, teachers seemed to introduce their lessons in an English-only strategy, a situation that

was very rarely seen in public schools. Therefore, this study correlates with the fact that code switching cannot help the proficiency level of a learner; instead, it can hinder the level of proficiency for the learners. However, code switching is helpful in understanding of subjects other than English. Hence, there has to be a clear difference on how code switching helps in the understanding of a language, as opposed to how it affects English language proficiency among the learners.

## **5.4 Implications**

### **5.4.1 Implication for Policy**

The study findings imply that, there is a need for considering positive code switching among students since it assists them in mastering and becoming fluent in English language. However the negative code switching should be highly prohibited since it lessens students' abilities of mastering English language. In due regard education officers, school heads, teachers as well as other education stakeholders should take into account both the benefit and negative impact of code switching so that they can construct policy which will address the issue of code switching clearly in secondary schools.

## **5.5 Recommendations**

English language proficiency cannot be achieved through the use of code switching in teaching and learning. In order for teachers and learners to become more proficient in English language, the researcher recommends a number of measures to be taken. First, further studies on the matter of code switching should be carried out in other parts of Tanzania. They help us to see the extent to which the situation is affecting other areas of the country. Since the study involved Ordinary Level teachers and

students, the researcher also recommends that the effect of code switching be assessed in Advanced Level of education for the purpose of investigating how proficiency is affected by code switching and its effects at tertiary level of education for learners. This will be a very useful and helpful study because it would then assist us to find out how much of code switching is 'carried over' to high school. Presumably if the teachers who teach in high school are different and more proficient in the language, the learners would be the same learners who were using code switching at O-Level.

In addition, communicative language teaching approach should be implemented and closely monitored, since what is stated in the curriculum, is not what is practised at school. Teachers understand the effects of code switching and know that it hinders language proficiency, yet the frequency of use of code switching by teachers is high outside and inside the classroom. Besides, MoEST has to critically examine the issue of introducing communicative language teaching while neglecting teaching grammar, as it is the foundation and basic knowledge for mastering of any language, English included.

Also, extra effort from teachers, to raise language proficiency levels is recommended. Teachers have to take different measures to update their knowledge in terms of communicative skills so that they become proficient and confident, in using the English language while teaching. The Ministry of Education Science and Technology has to take serious measures to improve levels of proficiency among learners in Tanzania. For example, provision of in service training for English teachers, as well as other subjects that use English as the medium of instruction.

Again, schools have to establish various English clubs and competitions which may help learners to become confident and proficient in public presentations.

Moreover, from what has been observed in this study, code switching can be used as a strategy in teaching some new concepts that seem to be difficult for learners to understand easily, if it is used systematically and carefully so that it does not hinder the mastery of English. Code switching can also be useful and helpful in teaching content in other subjects taught in English. Also, teachers of other subjects taught in English need to assist learners in proper use of English language. This will help them gain proficiency in English language. However, for English lessons, teachers are advised to avoid as much as possible the use of code switching as it impedes the proficiency of a language.

## **5.6 Recommendation for Further Research**

Findings of the study recommend the following possible areas for further research undertaking. There is a need for a continuation of the same study to be conducted with a large sample including all secondary schools in Tanzania as an existing study cannot be conclusive.

Equally, the same study could be undertaken using different methodologies and different research tools in order to have further reliable findings to be generalized in Tanzania.

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**APPENDICES****LETTER TO THE RESPONDENTS**

Dear respondents,

My name is Dickson Martine, I am a post graduate student, pursuing Master of Education Administration, planning and policy studies (MEDAPPS) at Open University of Tanzania. I am carrying out a study on the impact of code-switching to students' language proficiency in secondary school in Muleba District. Kindly I request your assistance in writing a research report, please feel free to provide the relevant information, all information given by responds will be kept confidential.

Your responses to the items below shall contribute greatly to success of this study.

Please, fill in the Questionnaire following the given instructions.

Your co-operation shall highly be appreciated.

Yours,

.....

Dickson Martine

**APPENDIX 1:****Questionnaire to the Student**

I am a Masters of education administration planning and policy studies. (MED APPS) student carrying out research on “An assessment of the impact of Code-Switching to student English proficiency and among secondary students Learners in Tanzania: A Case of Muleba”. The questionnaire below is designed to find out students’ opinions on classroom use of code-switching (i.e. for English and Kiswahili in this case), and how code switching affects proficiency (ability to speak, understand, read and write) in using the English language.

Please give your response based on your classroom experience, for your secondary education. Please, do not write your name anywhere on this questionnaire.

Please, fill in this questionnaire on your own; do not share ideas with your fellow teacher.

Name of your school.....

Private/ government.....

1. Sex? (a)Male (b) Female ( )
2. Age? (A) 12-13 (b) 14-15 (c) 16-18 ( )
3. Of the two options, which one do you think can make you become more proficient in English language?
  - a) When the teacher uses only English language.
  - b) When the teacher code-switches between English and Kiswahili
4. Do you think code-switching do affects positively students’ English language proficiency?

(A)Strongly agree, (B) Agree, (C) Disagree (D) strongly disagree ( )

Why? And explain

.....  
.....

5. Is there any need of using code-switching during teaching English language?

(A)Strongly agree, (B) Agree, (C) Disagree (D) strongly disagree ( )

Why? And explain

.....  
.....

6. Why do your teachers use code switching? (Please tick one)

- a) When students are new in studying English ( )
- b) They are used to doing this ( )
- c) They are not confident in using English ( )

7. Code-Switching should be encouraged at school!

(A)Strongly agree, (B) Agree, (C) Disagree (D) strongly disagree ( )

Why? And explain

.....  
.....

8. If teachers use code-switching frequently, do you think this will help you in mastering English language? A) Yes.....(B)No.....

9. If yes how..... and If No why?.....

**APPENDIX II:****1. Questionnaire to English Teachers**

I am a Masters of education administration planning and policy studies. (MED APPS) student carrying out research on “An assessment of the impact of Code-Switching to student English proficiency and among secondary students Learners in Tanzania: A Case of Muleba”. The questionnaire below is designed to find out English teachers’ opinions on classroom use of code-switching (i.e. for English and Kiswahili in this case), and how code switching affects proficiency (ability to speak, understand, read and write) in using the English language.

Please give your response based on your classroom experience, for your secondary education. Please, do not write your name anywhere on this questionnaire.

Please, fill in this questionnaire on your own; do not share ideas with your fellow teacher.

Name of your school.....

Private/ government.....

1. Level of education? (A) Diploma holder (B) Degree holder ( )

2. Marital status? (A) Single (B) Married ( )

3. What is your age?

(A) 20-30 (B) 31-40 (C) 41-50 (D) 51-60 ( )

4. How long have you been in work?

(A) 12 months

(B) 24 months ( )

(C) 36 months

(D) 60months and above

5. Is it true that most of students do prefer code-switching?

(A)Strongly agree, (B) Agree, (C) Disagree (D) strongly disagree ( )

Why? And explain

.....  
.....

6. Do code-switching affect students' language performance?

(A)Strongly agree, (B) Agree, (C)Disagree (D) strongly disagree ( )

Why? And explain

.....  
.....

7. Is there any advantage of using code-switching in learning or teaching English language?(A)Strongly agree, (B)Agree, (C)Disagree (D) strongly disagree ( )

Why? And explain

.....  
.....

8. Code-switching should be encouraged during teaching English at secondary school? (A)Strongly agree, (B) Agree, (C) Disagree (D) strongly disagree ( )

Why? And explain

.....  
.....

9. Code-switching should be discouraged during teaching English at secondary school? (A)Strongly agree, (B) Agree, (C) Disagree (D) strongly disagree ( )

Why? And explain

.....  
.....

10. Is there any best strategies of using code-switching during teaching English language at secondary school?

(A)Strongly agree, (B) Agree, (C) Disagree (D) strongly disagree ( )

Why? And explain

.....  
.....

11. What is your opinion on the use of code switching (Please comment)

.....  
.....  
.....  
.....

### APPENDIX III

#### Questionnaire to the teachers and Head of School

I am a Masters of education administration planning and policy studies. (MED APPS) student carrying out research on “An assessment of the impact of Code-Switching to student English proficiency and among secondary students Learners in Tanzania: A Case of Muleba”. The questionnaire below is designed to find out teachers’ and head of schools’ opinions on classroom use of code-switching (i.e. for English and Kiswahili in this case), and how code switching affects proficiency (ability to speak, understand, read and write) in using the English language.

Please give your response based on your classroom experience, for your secondary education. Please, do not write your name anywhere on this questionnaire.

Please, fill in this questionnaire on your own; do not share ideas with your fellow teacher.

Name of your school.....

Private/ government.....

1. Level of education? (A) Diploma holder (B) Degree holder ( )
2. Marital status? (A) Single (B) Married ( )
3. What is your age?  
(A) 20-30 (B) 31-40 (C) 41-50 (D) 51-60 ( )
4. How long have you been in work?  
(A) 12 months (B) 24 months (C) 36 months (D) 60 months and above. ( )
5. Is true that teachers do prefer code-switching when communicate with students?  
(A) Strongly agree, (B) Agree, (C) Disagree (D) strongly disagree ( )

Why? And explain

.....  
.....

6. Do you think code-switching do affect negatively students' English language proficiency?

(A)Strongly agree, (B) Agree, (C) Disagree (D) strongly disagree ( )

Why? And explain

.....  
.....

7. Is it true that there are advantages of code-switching in learning language two (English) at school.

(A)Strongly agree, (B) Agree, (C) Disagree (D)strongly disagree ( )

Why? And explain

.....  
.....

8. Code-switching should be encouraged at school because it can facilitate smooth learning language two?

(A)Strongly agree, (B) Agree, (C) Disagree (D) strongly disagree ( )

Why? And explain

.....  
.....

9. Code-switching should be discouraged at school because it does hinder smooth learning language two?

(A)Strongly agree, (B) Agree, (C) Disagree (D) strongly disagree ( )

Why? And explain

.....  
.....

10. Is there any best strategies for applying code-switching at school to facilitate learning language two?

(A)Strongly agree, (B) Agree, (C) Disagree (D) strongly disagree ( )

Why? and explain.....

11. What is your opinion on the use of code switching (Please Comment?)

.....  
.....  
.....  
.....  
.....  
.....  
.....

**APPENDIX IV****INTERVIEW GUIDE FOR TEACHERS**

1. Do you ever code switch in your second language classroom?
2. If yes. What are the advantages of code switching in second language classroom?
3. What are the disadvantages of code switching?
4. Can you comment on the use of code switching in relation to second language learning?
5. Which languages (s) are used in introducing the lesson, elaborating new vocabularies, explaining difficult concepts e.t.c. in teaching and learning process?
6. Do you think code switching may improve the understanding of second language to second language learners?

**APPENDIX V**

**INTERVIEW SCHEDULE FOR STUDENTS**

1. Do you enjoy learning when a teacher code switches?
2. How do you communicate with your teachers outside the classrooms?
3. Do you manage to understand better questions (in your exams) for subjects that use English as its medium?
4. Why do you think code switching can help you in the mastering of the English language?

## APPENDIX VI

### CHECKLIST FOR OBSERVATION

The observation based on the situation where secondary school teachers will teach.

The researcher will observe teachers classroom lessons and how code switching is performed. Also, the researcher will observe the participation of the students in classroom. The following items will be observed.

**NAME OF SCHOOL**.....

**SUBJECT**.....

	<b>Teachers / Students</b>	<b>Tick</b>	<b>Example</b>
1.	Code switching to begin a lesson		
2.	Code switching to ask questions about previous lesson		
3.	Code switching to enhance interaction in the class		
4.	Code switching to elaborate difficult concepts		
5.	Code switching to explain concepts		
6.	Effort in avoidance to use Kiswahili (for teachers)		
7.	Students code switch to ask for explanations		
8.	Student code switch to help themselves in classroom interaction		
9.	Students make effort to use English		

## LETTER FOR DATA COLLECTION



THE UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
REGIONAL AUTHORITIES AND LOCAL GOVERNMENT



## MULEBA DISTRICT COUNCIL

All letters should be sent to:

Phone: 028-2224013.

Fax: 028 - 2224168

District Executive Director's Office,

P.O. BOX 131,

Muleba, Kagera.

For reply please use:

Email: [ded@mulebadc.go.tz](mailto:ded@mulebadc.go.tz)

REF. No.KGR/HW/ML/S/DM/PF.405/29

Date 27/7/2017

DICKSON MARTINE,  
KAIGARA SEC. SCHOOL,  
P.O. BOX 253,  
MULEBA.

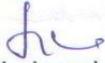
UFS.  
THE HEADMASTER,  
KAIGARA SEC. SCHOOL,  
P.O. BOX. 253,  
MULEBA.

Forwarded  
for the HEAD OF SCHOOL  
KAIGARA SEC. SCHOOL  
P.O. Box 253 MULEBA  
28<sup>th</sup> July 2017

REF: YOUR REQUEST FOR THE PERMIT OF DATA COLLECTION AT BUREZA,  
MULEBA, ST. ACHILEUS AND GWANSELI SECONDARY SCHOOLS.

Refer to the above subject and your letter which has no reference number dated 25<sup>th</sup> July, 2017.

Through that letter, you requested a permit to collect data at the named Schools above. The permission has been given to you from 1<sup>st</sup> August 2017 to 15<sup>th</sup> August 2017 in accordance to your request.

  
Mulashani L. Josephat,  
For: District Executive Director,  
Muleba.

(M) MKURUGENZI MTENDAJI (M)  
MULEBA

**CLEARANCE LETTER**

THE OPEN UNIVERSITY OF TANZANIA  
 DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

Kawawa Road, Kinondoni Municipality,  
 P.O. Box 23409  
 Dar es Salaam, Tanzania  
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445  
 Ext.2101  
 Fax: 255-22-2668759,  
 E-mail: [drps@out.ac.tz](mailto:drps@out.ac.tz)

Date: July 20<sup>th</sup>, 2017.

District Executive Director,  
 Muleba District Council,  
 P.O.Box 131  
 Muleba,  
 Kagera,

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Mr. Dickson Martin with Reg. HD/E/514/T.13 pursuing Masters of Education in Administration, Planning and Policy Studies. We hereby grant this clearance to conduct a research titled "*An assessment of Impact of Code Switching to Students' English Proficiency in Tanzania.*". He will collect his data at Muleba District Council in Kagera Region from July 24<sup>th</sup>, 2017 to September 24<sup>th</sup>, 2017.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

  
 Prof Hossea Rwegoshora  
 For: **VICE CHANCELLOR**  
**THE OPEN UNIVERSITY OF TANZANIA**