Exploring Teachers' Views in Using Code-switching for Classroom Interaction in Secondary Schools in Temeke District, Tanzania

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ABSTRACT

Code-switching is a common phenomenon among communities in which the medium of instructions is different from the mother tongue. This study aimed to explore the opinions of educators and students on the usage of code-switching in classroom interaction in secondary schools in Temeke District, Tanzania. The study was guided by the markedness theory (sociolinguistic theory) proposed by Carol Myers-Scotton (1993). The study employed a qualitative research approach and a descriptive research design. A total of 52 participants were involved, of whom 12 were teachers and 40 were students from four secondary schools. Data were collected using interviews and focus group discussions. The findings of the study were analysed using thematic analysis. The findings revealed that teachers and students viewed code-switching as switching between languages as a translation, and they encouraged the use of code-switching in classroom contexts. Based on research findings, the study concludes that most teachers and students supported using code-switching in a learning environment to enhance learners understanding of the subject matter. The study recommends that in order to improve effective teaching and learning in secondary schools by using the English language, code-switching is needed but should not jeopardise students' proficiency in the language.

Keywords: *Classroom Interaction, Code-Switching, Secondary Schools, Teachers*
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I. INTRODUCTION

It is common for speakers in a bilingual or multilingual society to switch codes according to certain personal conditions of the communication they are involved in. This process of code alternation is called code switching. It is very common in many countries, including Tanzania, where more than one language is spoken. It may happen consciously or unconsciously, depending on the circumstances that the users find themselves in (Mabule, 2015; Saghier, 2010). However, code-switching is not limited to communities or individual speakers; it is also prevalent in classrooms at various levels, including secondary schools.

Tanzania, like other multilingual countries that were once under colonial power, is facing the situation of switching between the languages, i.e., from English, the colonial language, to Kiswahili, the national language, and vice versa. This is due to the fact that both English and Kiswahili are used as official languages in the country, where English is taught in primary schools as a subject and used as a medium of instruction (MOI) in secondary schools and higher institutions of learning. Kiswahili is the national language, which is spoken by more than 90% of the ethnic community (Petzell, 2012). Vernacular languages are spoken in homes, and they establish the ethnic identities of various communities.

In secondary schools where English is used as a MOI, teachers and students code switch during classroom interaction. Brock-Utne (2007) and Marwa (2014) explain that the switch from Kiswahili as a language of instruction (LOI) at the primary school level to English at the secondary school level brings problems in classroom interactions. This situation makes teachers and students switch from English to Kiswahili to ease communication during the lesson.

Scholars have different perspectives on the use of code-switching in classroom contexts; for example, Modupeola (2013) and Svendsen (2014) believe that code-switching in the classroom is very important because it is used as a strategy or a tool to enhance the teaching and learning process. Skiba (1997) supports that, in the circumstances where code-switching is used due to inability of expression, it saves for continuity in speech instead of presenting interference in language, that is, code-switching saves as a complement in a sentence or conversation in general. In addition, Garza et al. (2005) concur with the use of code-switching by claiming that most teachers believe that code-switching does not interfere with learning but rather indicate that students who code switch are academically

successful; they consider code-switching a result of bilingual education programmes; and that code-switching represents an advantage for bilingual children who are challenged by a second language.

Algarin-Ruiz (2014) agrees with the use of code-switching by asserting that the way professors react when students speak in their native tongue in class has an impact on how well the students behave in the classroom. When pupils use a different language in conversation or writing, it doesn't necessarily indicate that they are less proficient in one language than the other, but rather that their knowledge of both languages is being expanded. It is crucial to embrace kids' cultural history and culture through language.

There are those who view code-switching as an obstacle. Brock-Utne (2007), Johanes (2017), and Roy-Campbell (2001) discourage the use of code-switching in classroom contexts because they believe that it makes students lose interest in learning and practicing the English language. Johansson (2013) reveals that sometimes teachers' code-switching in the classroom is contrary to what the students wish because they can use it just to show their feelings. Brock-Utne (2007) commented that, when students are taught using code-switching, they face difficulties in answering the examination questions. Johanes (2017) adds that code-switching and code mixing (CS-CM) hinder the kids' capacity to master the English language. These researchers contend that just the English language should be employed and that there should be no code-switching.

The ongoing debate among scholars about the use of code-switching shows that there is no common consensus among linguists on whether code-switching is a useful act or a problem in a classroom situation. Therefore, this study investigated the use of code-switching in classrooms so as to find out whether code-switching contributes anything to the learners understanding of subject matter. It is in this regard that the researcher explored teachers' and students' views in relation to the use of code-switching in classroom interactions.

II. LITERATURE REVIEW

2.1 The Concept of Code-switching

Several scholars have attempted to define the term code-switching. For example, Myers-Scotton (1993) defines code-switching as a common method of communication in any bilingual or multilingual society where more than one language is used. Hymes (1974) defines code-switching as a phrase used to describe the simultaneous use of two or more languages, dialects of a language, or even speech styles. Johansson (2013) conceptualises code-switching as a phenomenon that exists in bilingual societies where people have the opportunity to use two or more languages to communicate.

According to Atoye (1994), the blending of words, phrases, and sentences from two different grammatical (sub)systems across sentence boundaries within the same speech event is known as code-switching. Code-switching and code-mixing are both defined by Bokamba (1989), who says that code-switching is the mixing of words, phrases, and sentences from two different grammatical (sub) systems across sentence boundaries within the same speech event, while code-mixing is the embedding of different linguistic units like affixes (bound morphemes), words (unbound morphemes), phrases, and clauses from a cooperative activity of participants.

Esen (2010) expands the concept to include any situation in which speakers find themselves switching from one accepted vocabulary, style, action, or set of rules to another. For example, someone may speak to his or her potential employer differently from the way he or she would address a friend, so the switch may be from casual language to professional speaking in certain settings. Code-switching involves tokens of two languages produced in a single speech event during a conversation, which is participated in by speakers who are competent in both languages, such as English and Kiswahili (Lusekelo, 2017). According to this study, code-switching is when speakers move from one language to another and back again within the same conversation. The switching may involve single words or a whole sentence.

2.2 Classification of Code-switching

Code-switching has been classified differently by different scholars. Blom and Gumperz (1976), cited in Eldin (2014), classify code-switching into two types, which are: Situational code-switching and metaphorical code-switching

2.2.1 Situational code-switching:

Each point of switching is motivated by a certain circumstance; 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 Kiswahili when speaking to a Swahili person who understands English.

2.2.2 Metaphorical code-switching:

The topic is primarily what determines the language to use. A metaphorical code involves the use of different kinds of situations because the topic is required for a change in language to occur. Poplack (1980) proposes three different types of switching, which are tag-switching, inter-sentential, and intra-sentential. Esen (2010) identified four types of code switching: inter-sentential switching, intra-sentential switching, tag switching, and intra-word switching. These are described below, with examples from English and Kiswahili.

1. Inter-sentential switching occurs outside the sentence level, i.e., at sentence or clause boundaries. It is sometimes called extra-sentential switching, e.g. *Don't answer the question, isipokuwa nimekuruhusu.*
2. Intra-sentential switching occurs within a sentence or clause, e.g. *You came late to school, kwasababu hauko, serious with your studies.*
3. Tag switching is the switching of either a tag phrase, a word, or both from one language to another, e.g., *Pendo ni msichana mzuri, isn't she?*
4. Intraword switching occurs within a word itself, such as at a morpheme boundary, e.g., *kuenjoy* (English-enjoy with the Kiswahili prefix ku, meaning 'to') (Mazrui & Mazrui, 1995).

2.3 Theoretical Framework

The relevant theory for this study was the markedness theory (sociolinguistic theory) proposed by Carol Myers-Scotton in 1993. The markedness theory proposes that in the languages of the world, certain linguistic elements are more basic, natural, and frequent (unmarked) than others, which are referred to as marked. The markedness theory claims that all language choices are indications of the social negotiation of rights and obligations (RO) that exist between participants in a conversation. This implies that the language choice made in a conversation is determined by either the status of the participants in the conversation, the topic, or the place in which the conversation is taking place. It is the combined effect of the situational features as well as the individual speaker's considerations that determine the type of linguistic choice that is regarded as appropriate for a given conversational situation or topic.

The markedness theory allows code-switching to perform four main functions, namely sequential unmarked choices, code-switching as an unmarked choice, a marked choice, and an exploratory choice (Myers-Scotton, 1993). Sequential unmarked choices consist of a switch from one unmarked choice to another one when external forces (e.g., a new participant, a new topic, or a new place) alter the expected balance of RO and, therefore, the relative markedness of one code vs. another. Code-switching as an unmarked choice is when people switch, but with no changes at all in settings, participants, topic, or any other situational features. It is the expected choice. It is employed as a communicative strategy in a given linguistic exchange so as to save a particular communicative function, usually that of inclusion (Myers-Scotton, 1993). 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 to deliberately exclude or include some members present in a conversational situation. Third, code-switching as an exploratory choice implies that the speaker initiates a conversation in one language, and if what is being addressed is not fully understood, 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.

Therefore, in this study, the researcher used markedness theory so as to determine if code-switching in the classroom complies with the theory by either occurring as a result of the status of the participants in the conversation, due to the topic, or in the context in which the conversation is taking place. Also, the theory helped the researcher to use code-switching as an unmarked choice, which was applicable in a classroom context, and code-switching as an exploratory choice, which was concerned with the use of the language that learners understand better.

III. METHODOLOGY

3.1 Research Design

The study employed qualitative research approach informed by a descriptive research design. The choice of this design was influenced by the nature of the study, which requires information on the use of code-switching in the classroom context. Descriptive research design involves the collection of information by interviewing a sample of respondents. It is very useful when collecting data about people's altitudes, opinions, habits, or any of the variety of education or social sciences (Kombo & Tromp, 2006).

3.2 Study Participants

The sample had 52 participants, comprising 12 teachers and 40 students from 4 secondary schools in Temeke District, Tanzania. Convenient purposive sampling was used to select teachers, while simple random sampling was used to select four secondary schools and 40 students involved in focus group discussions (FGD).

3.3 Data Collection Methods

To achieve the research objectives, this study used two methods of data collection: teacher interviews and focus group discussions with students. A semi-structured interview was used because it provided the researcher and the interviewees with an opportunity to modify the formulated questions or format during the interview process (Ary, Jacob, & Sorensen, 2010). The researcher used interviews in order to capture informants' thoughts, experiences, and views about the use of code-switching in teaching and learning. Also, students' FGD was used to capture students' thoughts, experiences, and views on the use of code-switching in teaching and learning processes.

3.4 Data Analysis Techniques

The findings of this study were subjected to thematic analysis procedures. Thematic analysis is the process of identifying patterns or themes embedded throughout the tool that correspond with the themes indicated in the research objectives (Braun & Clarke, 2006). Data analysis in this study followed six steps by Braun and Clarke, whereby the researcher had the opportunity to read and re-read data in order to become familiar with the data, generated the initial codes by documenting how and where patterns occurred, and organised codes into broader themes that state something about research questions. Others include reviewing themes to see whether they supported the data, naming themes, and writing a final report by using named themes.

3.5 Ethical Considerations

The study adhered to ethical issues such as having a clearance letter from the Vice-Chancellor of the University of Dar es Salaam and from the Temeke District Administrative Secretary. Also, no names of respondents or schools were mentioned so as to ensure confidentiality. For example, schools were represented with the letters J, K, L, and M, and teachers were represented as T_1 to T_{12}. Moreover, participants signed consent forms for their willingness to participate in a study.

IV. RESULTS & DISCUSSIONS

In this study, the opinions of teachers and students regarding the usage of code-switching in classroom interactions were examined. Data for this objective were obtained from teachers' interviews and students' FGD. Generally, the findings revealed that teachers' and students' views on the use of code-switching were divided into two categories: teachers' and students' general knowledge and understanding of the term code-switching and teachers' and students' views on the use of code-switching in the classroom context. Each of the mentioned categories is presented, analysed, and discussed in the following sub-sections.

4.1   General Knowledge of the Term Code-switching

Teachers and students perceived the term code-switching in two different ways: "as the switching between languages" and "as a translation," as described below.

4.1.1 Code-switching as the switching between languages

Interviews held with 8 teachers showed that 6 of the 8 (60%) interviewed teachers from different secondary schools had knowledge about code-switching as switching between languages. Their responses are presented in the quotations that follow. For example, English teacher T11 from school M said that:

> Sometimes, when you teach in the class using the English language, only students understand. In order for them to understand, you can code switch between the Kiswahili language and the English language. As you continue teaching, you keep moving from the English language to the Kiswahili language and vice versa. This depends on the situation of the class you are teaching at that particular time. For example, you can use one word in the English language and another in the Kiswahili language, i.e., classification nini. (What is classification?)

The above quotation clearly indicates that code-switching was defined by teachers as the process of switching between languages during a discourse such that one moves from English to Kiswahili and vice versa. Language alternations seem to be commonly used in classroom contexts and in communication in general. Teachers and students

code switch when conducting a lesson in classrooms, i.e., they use both languages (English and Kiswahili) interchangeably.

Also, the geography teacher (T8) from school L had the same conception about code-switching as the shifting between languages by adding that:

> *When you are in a classroom context interacting with your students, you can use more than one language, i.e., English and Kiswahili. This happens sometimes when you ask your students questions and fail to answer them; that is, when you switch from one language to another". For example, after teaching about "Majimaji War," you can ask your students, "When and where was Majimaji War?" When they don't comprehend, you switch the question into Kiswahili, i.e.,Majimaji war ilitokea wapi na lini?*

This suggests that teacher T8 and teacher T11 had similar understandings of the concept of code-switching. They both conceptualise code-switching as the shifting between languages, that is, English and Kiswahili, in the same conversation. This signifies that code-switching is a normal thing in classroom communication among teachers and students, i.e., they may use code-switching to make their students understand and answer the questions.

These findings were supported by the students' FGD, as it was noted from all groups that students viewed code-switching as the mixing of languages during classroom interactions. For example, one student from school L said:

> *In classroom interaction, teachers don't use one language; they tend to mix Kiswahili and English because of our nature as students. Our teachers can move from English to Kiswahili during the teaching and learning process so as to make all students understand the subject matter. So, they normally switch from one language to another to accommodate all students at that moment.*

The informant's response implies that the act of mixing languages is important to both teachers and students during classroom instruction. For students to understand more easily in the classroom, there should be a mixing of two languages, i.e., English and Kiswahili, in one conversation. This is because English is the foreign language for most students in Tanzanian secondary schools, making it difficult for them to understand the subject matter presented exclusively in English. The means by which teachers provide instruction are of great importance for students' achievement of the intended outcomes; thus, language is a key factor for students to learn.

The findings suggest that code-switching is widely understood by most teachers and students in secondary schools, as some scholars conceptualise it. For example, Jamshidi & Navehebraim (2013), in their study about code-switching in the English classroom, thought of code-switching as the alternating use of two languages inside a single argument, clause, or sentence. Classroom code-switching is also defined by Lin (2007) as the alternating use of multiple linguistic codes in the classroom by any of the participants, such as teachers and students.

Additionally, code-switching is defined as the mixing of words, phrases, and sentences from two different grammatical (sub)systems across sentence boundaries within the same speech event, according to Toye (1994). Furthermore, Myers-Scotton (1993) argues that code-switching is a common method of communication in a classroom context where people with different ethnic languages (bilingual or multilingual) meet for the purpose of teaching and learning processes. Generally, code switching can be conceptualised as the situation when speakers move from one language to another and back again within the same conversation. The switching may involve single words or whole sentences.

4.1.2 Code-switching as a translation

Findings from teachers' interviews indicated that few teachers from different subjects in secondary schools had closely related code-switching to translation. Their responses are presented in quotations below. For example, biology teacher T$_1$ from school J said that:

> *Some of the vocabulary in biology cannot be easily understood by using the English language alone but can be easily understood when translated to Kiswahili. For example, words like Acridomorpha, which is the scientific name for grasshopper, are translated as "Panzi" in Kiswahili, which makes it easier for learners to understand.*

The quotation above indicates that the lack of some English vocabulary in different subjects among students forces teachers to translate some words into Kiswahili to facilitate knowledge of the topic. The act of teachers translating some difficult vocabulary into students' own language makes students realise that what they are learning is something common in their lives, but the problem is the MOI.

In addition, history teacher T$_5$ from school K argued in the same line on code-switching as a translation method by adding that:

Most students who are joining secondary schools don't know the English language, which is the MOI; therefore, it is sometimes better to translate into Kiswahili so as to enhance their understanding of the subject matter.

These findings indicate that the process of students joining secondary schools where MOI is English from primary schools where MOI is Kiswahili makes it difficult for teachers to teach students by using English only. Brock-Utne (2007) comments that the switch from Kiswahili as a language of instruction (LOI) at the primary school level to English as a medium of instruction (MOI) at the secondary level brings problems in classroom interactions. This is due to the fact that students have a poor background in the English language, and therefore, teachers are required to translate the subject matter into Kiswahili so that it can be understood.

Findings from classroom observation supported teachers' views of code-switching as a translation. For example, an English teacher T_6 from school K taught a lesson on literary works to two students by using both English and Kiswahili languages, in which the teacher translated sentence by sentence as follows:

Literary works are works of art that use language imaginatively or creatively (Fasihi ni kazi ya sanaa inayotumia lugha kwa ustadi au ubunifu). There are two categories of literary works, which include oral literature and written literature (Kuna aina mbili za kazi ya fasihi ambazo ni Fasihi simulizi na Fasihi andishi).

The findings above entail the extent to which teachers translate during classroom instruction. Classroom observations showed how teachers translated the content from English to Kiswahili for easier understanding of the lessons. The use of translation in teaching and learning varied among teachers. There are some who spent much of their time translating word to word or sentence to sentence, as observed in the quotation above, while other teachers translated only a few words.

Students' FGD supported the findings from both teachers' interviews and classroom observations, as it was noted that, from all 4 groups, students demanded the mixing of languages during classroom interactions. Most students had misconceptions about the term code-switching as a translation method. For example, one student from school L said:

It is important for the teacher to mix English and Kiswahili during the teaching and learning process. They should teach in English and then translate in Kiswahili so as to make us understand the subject matter easily.

The preceding quotation implies that students feel comfortable when their teachers code-switching during classroom interaction, despite the misconception of the term. It shows vividly that teachers translate the content from English to Kiswahili for easier understanding of the lessons. Translation in the classroom was seen to be common among teachers and students, and it was basically done to make the teaching and learning process easier.

Generally, the findings above reveal that teachers' and students' understanding of code-switching as a translation was also reflected during classroom observation. Despite the fact that translation is one of the teaching and learning methods, some scholars consider it a form of code-switching.

The above findings are in line with the findings by Fachriyah (2017), who found that translation is a form of code-switching in which speakers translate a statement or question so as to make the listener understand better the meaning of the statement or question. Similar findings were reported by Myers-Scotton (1993), who illustrated code-switching as the translation from English to Kiswahili by saying, "Mister, you can't take out money today because you haven't yet finished seven days. Bwana, huwezi kutoa pesa leo kwa sababu hujamaliza siku saba" (p. 9). Moreover, Bloomberg (2004) found that code-switching as translation has a positive impact on teaching and learning as it eases communication between teachers and students and students themselves when they interact in pairs or groups.

4.2 Teachers' and Students' Views on the Use of Code-switching

The interviews held with eight teachers from four selected ordinary-level secondary schools in Temeke district on the use of code-switching resulted in different views among the teachers and students. The findings revealed that 6 of 8 (60%) of the interviewed teachers had a positive attitude towards code-switching and encouraged the use of it in classroom interactions. The teachers were told to use code-switching in the classroom as a way to accommodate kids with varying reading levels and linguistic obstacles. According to a different perspective, code-switching was a way to respect students' identities, foster a healthy environment, and aid in the kids' understanding. There are various reasons for teachers to use code-switching during classroom interactions. For example, in an interview held with chemistry teacher T_7 from school L on the views teachers and students had on the use of code-switching in classroom context, T_7 said that:

> *To be honest, I frequently use code-switching during teaching and learning chemistry because it helps me a lot to interact with students. Being a science teacher, it is not an easy task to teach students with poor foundations in the English language without mixing it with the Kiswahili language.*

The findings above suggest that teachers use and encourage the use of code-switching during classroom interactions. They claim that code-switching is needed because most students have poor English language backgrounds, which makes it difficult for students to understand the subject matter if presented in English only.

In addition, history teacher T_5 from school K, arguing in the same manner, encouraged the use of code-switching in teaching and learning by saying:

> *There are terms that cannot be easily understood by students by using only English. In order to make students understand the concept, I use both English and Kiswahili simultaneously when teaching.*

The findings above entail that technical terms used in different subjects become obstacles for learners to understand the subject matter if not well described. As a result, teachers are forced to switch to a familiar language for more clarification. Thus, code-switching is perceived in a positive way. Moreover, geography teacher T_8 from school L had an opinion towards the use of code-switching in the classroom as time-saving by saying:

> *There are concepts that need illustrations, descriptions, diagrams, and examples for the students to understand, which may consume much time and energy when presented in the English language only, while the same concept can be easily understood when switched into the Kiswahili language and save time on clarifications.*

The above findings suggest that there is a requirement for teachers to code-switch during the teaching and learning process in the classroom in order to avoid taking a lot of time for clarification. There are some terminologies in the English language that demand much effort and time to explain to students, but the same terminologies, when explained in the Kiswahili language, become easily understood by learners, saving both time and energy for teachers. However, 2 of 8 (40%) teachers had viewed the use of code-switching negatively in classroom instructions, claiming that code-switching makes students lazy and is a sign of language weakness. For example, English teacher T_2 from school J contended that:

> *Students are lazy about finding the meaning of words in dictionaries and other sources; they just wait for teachers to translate the words into Kiswahili and code switch between English and Kiswahili. My opinion is that only English should be used in all subjects except for Kiswahili in order for students to master the English language as MOI.*

The quotation above shows that some teachers discourage the use of code-switching by claiming that code-switching makes students lazy by depending on their teachers to translate for them. Their argument is that English should be emphasised in its entire speaking zone (i.e., schools), in which both students and teachers should not be heard speaking Kiswahili except when teaching and learning Kiswahili.

> *Also, physics teacher T_{12} discouraged the use of code-switching in higher classes of form three and form four but encouraged it to be used in lower classes of form one and form two. Teacher T_{12} from school M had this to say:*
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> *Code-switching should be used for Forms 1 and 2 only because of the transition from primary school, where Kiswahili is the MOI, to secondary school, where English is the MOI, so as to help students be able to express themselves in the required language. (Interview, T_{12} at school, M, 2019)*

The above data emphasises that if code-switching is to be used during classroom instructions, it should only be used in lower classes for form one and form two students, but not for form three and four. Teachers' argument is that the use of code-switching has resulted in students' failure to express themselves in either Kiswahili or English.

Findings from students' FGD complemented teachers' interviews since students confessed that they want their teachers to code switch for clarification of concepts. For example, a student from school K said that:

> *Sometimes we don't understand properly when teachers teach us by using only English and we fail to ask and answer questions, so it is better for teachers to mix with Kiswahili in order to make us understand easily.*

The response above suggests that students use and encourage the use of code-switching during classroom interactions. They claim that code-switching is needed because it enhances understanding of the subject matter. Students need code-switching in classroom interaction because code-switching provides the opportunity for students to ask and answer questions whenever necessary, as well as give their ideas because students are not *tabula rasa*.

Moreover, a student from school M arguing in the same line with the fellow student from school K on the use of code-switching said that:

Code-switching saves time because instead of the teacher explaining difficult concepts in the English language, which is not well mastered by students for a long time, he or she can switch to Kiswahili because it is clear to the majority of the students and reduces the time for explanation.

This quotation shows that using code-switching in the classroom saves time, especially for teachers. It helps the teachers clarify different concepts within a short time and make them clear to the learners. The above findings are in line with the findings by Ayeomoni (2006), who contended that teachers and students code-switch during the classroom teaching and learning process to ease communication between them. Ayeomoni further added that code-switching in classroom interaction is of great importance and should be encouraged, especially where the MOI is an unfamiliar language to learners.

Meanwhile, Baker (2006) reported that code-switching during teaching and learning is used as a teaching strategy or a tool to enhance understanding of the subject matter. This entails that teachers may intentionally use code-switching in the classroom to teach their students a particular concept. This concurs with findings reported by Macaro (2001) and Martine (2018), who encouraged the use of code-switching in classroom contexts as a teaching and learning strategy in bilingual or multilingual classrooms.

However, findings by Brock-Utne (2007) and Johanes (2017) discourage the use of code-switching in classroom contexts because they believe that it makes students lose interest in learning and practicing the English language. They further comment that the use of code-switching reduces the ability of learners to master the target language and retards the pace of learning and teaching the English language.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

The study's goal was to learn more about how teachers and students felt about using code-switching in classroom interactions. The findings revealed that most of the interviewed teachers viewed code-switching as the switching between languages during classroom interactions, and few of them viewed code-switching as a translation. Additionally, most teachers use code-switching and do encourage the use of it in classroom contexts, while few of them discourage the use of code-switching in the teaching and learning process.

5.2 Recommendations

Based on these findings, the study recommends a need to conduct similar studies in other secondary schools in other districts so as to obtain reliable information on the use of code-switching in secondary school classrooms because the current study employed qualitative research involving 52 participants from only four selected ordinary-level secondary schools in Temeke District, Tanzania, which makes it difficult to generalise.

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