

Use of code-switching in English language teaching in Bagamoyo public primary schools

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This study investigated the use of code switching (CS) in English language teaching and learning process in public primary schools in Bagamoyo district, Pwani - Tanzania. The study was guided by three research objectives which were: to identify patterns of code switching in English language teaching and learning process in public primary schools; to explore the perceptions of primary school teachers and students on the use of code switching in English language teaching and learning process and lastly to examine how the use of code switching affects English language teaching and learning process in public primary schools. Qualitative research approach was used. The study used a case study research design. Purposive sampling technique was used in this study in selecting schools and respondents. The study used interviews; focus group discussion and observation data collection instruments. In this study, thematic data analysis strategy was used to analyse the data. The findings from this study revealed that teachers and students use code switching between English and Kiswahili languages during English language teaching and learning process in public primary schools. CS patterns manifested were: CS for translation; CS for giving vocabulary equivalents from English to Kiswahili; student – teacher and teacher – student communication used both English and Kiswahili languages as well as the use of target language for instruction while the familiar language is used for classroom management. The findings also revealed that school inspectors, heads of English language departments and most of English language teachers have negative perceptions towards the use of CS for English language teaching (ELT). On the contrary, all students argued that they like CS because it helped them understand English lessons. The findings showed that the use of CS helps students understand English lessons hence it enhances teaching and learning process. The findings further showed that CS impedes English language teaching and learning process by lowering students' ability in mastering English language; hindering students to reach the expected level of proficiency as well as failure to prepare a student for secondary education in which English is the medium of instruction. CS also seemed to make students stagnant due to frequent translations. CS is not used for writing assignments and examinations and in that case it fails to help students. The finding concluded that the use of CS impedes English language teaching and learning process in public primary schools. The study recommended that teachers should

avoid the use of CS in English language teaching and learning process so that students develop a tendency for practicing speaking English language during English sessions.