

**EFFECTS OF CODE SWITCHING IN ENGLISH LANGUAGE
TEACHING IN PUBLIC PRIMARY SCHOOLS AMONG THE
MAASAI IN TANZANIA:**

A CASE STUDY OF SIMANJIRO DISTRICT COUNCIL

**By
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**A Dissertation submitted in Partial Fulfillment of the requirement for the
degree of Master of Arts in Education (MAED) of Mzumbe University**

2017

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled, *“The effects of Code Switching in English Language Teaching in public primary schools among the Maasai in Tanzania. A Case study of Simanjiro District Council”* in partial/fulfillment of the requirements for the award of the degree of Master of Arts in Education of Mzumbe University.

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ACKNOWLEDGEMENT

It is difficult for a work of this caliber to be done by an individual and get rid of success to a great extent. As you grasp, this work has the contributions from other people, their efforts prominently through inputs and supports bestowed substantially and rationally an achievement.

In the first place, I thank my Lord Jesus Christ for his mercy and lots of blessings to me from the beginning of master's programme and during the whole undertaking time of this research. "Thank you Lord." I'm also indebted to my supervisor Prof. G. Shumbusho and Mr. D.T. Msabila for their great assistance and professional expertise, guidance, tolerance, encouragement, tremendous comments and instructions that influenced to figure my study. Their easiness and charity, patience and forbearance I got convinced to complete the work.

I also convey the exceptional thanks to Professor Ken for the vast loyalty to carry out a research workshop ensuring we understand every stage and process of conducting research. The gratitude also is due to my lecturers for their inspirational arguments and mutual cooperation during classes.

In a very special way, I would like to express appreciation to the WECs, head teachers, teachers and pupils from the earmarked schools to participate in this research. Special thanks to teachers and pupils of Endonyengijape, Naroksoito and Namalulu schools to allow their pictures to be part of my study. I'm also so grateful to the management of Simanjiro District Council for a permit given to me to conduct this study.

Then my heartfelt thanks to my family, specifically to my lovely wife Wilimina T. Kizito and my children Lauren, Lomayani, Lisbeth and Safia for their tolerance, prayers and encouragement during the whole time of my studies and conducting the due research.

DEDICATION

I dedicate this work to my beloved wife WiliminaT. Kizito and my children Lauren, Lomayani, Lisbeth and Safia who inspired me through their love, support, great tolerance and encouragement during my study.

LIST OF ABBREVIATIONS AND ACRONYMS

AAL	-	African American Language
AAVE	-	African American Vernacular English
CS	-	Code Switching
DAO	-	District Academic Officer
DEO	-	District Education Officer
ESL	-	English as a Second Language
L1	-	First Language
L2	-	Second Language
LAUD	-	Linguistic Agency University of Duisburg-Essen
LOITASA	-	Language of Instruction in Tanzania and South Africa
NUFU	-	Norwegian University Fund
PLS	-	Primary Language Support-
SCQA	-	School Chief Quality Assurer
SQA	-	School Quality Assurer
SPSS	-	Statistical Package for Social Sciences
T/L	-	Teaching or Learning.
TL	-	Target Language
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
URT	-	United Republic of Tanzania
WEC	-	Ward Education Coordinator

ABSTRACT

This study aims to investigate the outcome or effects of Code Switching among the learners in some selected schools in Simanjiro District. The specific objectives are; (i) To assess teachers and students' awareness of the concept of code-switching. (ii) To find out the language skills in which code-switching is mostly applicable in teaching and learning English Language. (iii) To explore how code-switching is applied in teaching and learning English. (iv) To examine whether the use of code-switching improves performance of English subject among the Maasai pupils in Tanzania.

The study design was largely qualitative using a sample of 63 respondents comprising 4 officials, 4 WECs, 7 head teachers, 16 teachers and 32 pupils. The information was gathered using questionnaire, observation, and interview. The questionnaires were applied to district officials; WEC's head teachers and teachers while interviews done to pupils and too few teachers and an Observation technique was applied to teachers. Data analysed in the study were mainly qualitative with very few quantitative aspects involving numerals and percentages. The findings revealed that respondents were well aware of what CS means. It further proved that speaking and listening skills are the most valuable during the use of CS since both involve sense organs and incorporate learners in the English class.

In all-purpose CS is proposed to improve performance when English is integrated with Kiswahili instead of English and Maasai language in schools with native pupils only. Kiswahili is greatly preferred regardless of the locale or setting where English is taught, since it is the national language restricted with policy and regulations, and it is spoken widely by pupils in different areas apart from school environments. The native (Maasai) language was slightly used during the use of CS since many teachers do not know it and it is not as easy as Kiswahili in fostering comprehension.

From the findings, the study concludes that CS is a useful tool in teaching and learning process. Kiswahili encouraged to be used to code switch in formal settings of teaching English contrary to native language as well it highlights recommendations on recruiting teachers with the respective specialties. Native teachers and others with native knowledge should be posted to schools with native pupils. Also to set up language clubs in schools and programmes that enhance English practice to pupils e.g. *"Red Card"* Recurrent training, workshops and seminars and the like are recommended to be carried out. Frequent inspection to remote schools and allocation of native teachers to schools with native pupils are eagerly advised to conform.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

In a technologically advanced world today, it is usual to hear people talking in several different languages in a conversation, or even within one sentence. Such regular exchange, in fact, demonstrates a complex phenomenon called code switching, or “the alternation of languages in the same interactional episode.” (Zhu, 2008).

A bi-multilingual has the reserves of two or extra languages in their linguistic repertoire. When get in touch with others, who share these resources, they can draw upon all their languages to communicate. The term “code switching” henceforth CS is used to refer to the utilization of language resources in multilingual speech. Scotton and Jake (2001) argue that, CS is not hit or miss, and starts with conceptually triggered discourse-level choices. CS has been advanced from unlike theoretical perspectives, and inside these, spending different levels of analyses. CS as an umbrella term in the remainder covers the phenomena of alternating between two languages or dialects of the same language within the same conversation. Scotton (1993) also uses code switching as a cover term and defines it as “alternations of linguistic varieties within the same conversation”. (p.100) of (Scotton 1993)

1.2 Background to the study

There are studies done concerning CS and pupils’ performance in English subject in public primary schools. The distressing performance in public schools examinations in English Language as a subject in recent times and poor communication skills of pupils in our schools has called for a reflection on the present teaching techniques of the subject.

The significance of language in learning cannot be undervalued. Language plays a great part in education since the teaching and learning course of action cannot take place without it. It is through language that learners study, understand, and effectively work together during teaching-learning process. Interaction is effected through inquiring and responding to matters or when conversing issues pertaining to their subjects of interest (Vuzo, 2002).

CS has a long history worldwide in all continents to indicate a comprehensive utilization or learning of L2 in societies for example, code switching as a conversational strategy has been explored in Gibraltar, where Spanish and English have been in contact for several hundred years (Moyer, 1998), social networks used by bilingual communities in Britain (Milroy and Wei, 1995), in New York by Puerto Rican immigrants (Poplack, 1980; Zentella, 1990), Los Angeles by Japanese/English speakers (Yamamoto, 2001), Arizona by Spanish/Neuhuatl speakers (MacSwan, 2000), and numerous of other studies from around the world.

Scotton and Ury (1977), perceived code-switching as the exercise of two or more linguistic diversities in the same substitute or interface. That year, a small group of parents at Martin Luther King Elementary School charged the Ann Arbor School District Board alleging their children were not receiving the same educational opportunities since they were not being taught to use the Standard English language. This case ascertained the legitimacy of African American Language (AAL) in a legal framework and mandated the Ann Arbor School District teach children, using their home speeches, how to read in the Standard English. Later, in 1996, a major lawsuit in California produced the Oakland Ebonics Resolution, which identified AAL/African American Vernacular English (AAVE) as the primary language of the African American learners in the district and entailed that this language be used to support those students to attain and master Standard English.

Primarily due to these consents, sociolinguists began to spend in more thorough research on Black English AAVE, and AAL and the resemblances in structure and grammar to Standard English. Consequently, many big school districts (that is, Los Angeles) formed programmes to tackle the needs of the students who used these dialects in order to make possible the acquisition of Standard English

This sociolinguistic point of view can be seen as a “Macro” approach to the study of code switching, as it delineates analyses to the huge view of code switching as a function of social context and chain of command (Kroskrity, 1993).

The grammatical approach to the learning of code switching is psycholinguistic in character, which demands experimental studies to sustain models of bilingual language course of action. These models try to clarify how bilinguals differ from monolinguals in the manner their languages are internalized. Matters such as message creation, lexical access, and the combination of lexical and syntactic representation in bilingual language merchandising and understanding have been addressed (Grosjean, 1997).

In addition, the grammatical and syntactic examination of code switching is compelled by the belief that there are structural limitations on its production and that there is a schematic favoritism for switches to entail certain forms. The experimental methods used consist of elicitation, comprehension and grammaticality judgment assignments. Studies similar to those by (Woolford 1983) seek to clarify code switching in terms of the Chomskian underlying frameworks for generative grammar. This approach can be seen as a “Micro” perspective, as it concerns itself wholesomely with the syntactic creation of code switched bilingual production and means their languages are internalized.

More currently, awareness has been depicted to code switching as discourse related, in that its application gives the interactional meaning of the utterance and arranges discussion. The verbal interface between bilingual speakers is consequently open to,

as (Auer 1995) has stated, “local processes of language negotiation and code selection”. Forms of code switching, including intra sentential, nonce borrowing, a change to another language for a word or phrase, is nowadays gazed at within the context of conversational communication, as well as change of topic, situation or interlocutor.

The occurrence of code switching in the classroom in post-colonial backgrounds, for example in Africa, has been the subject of intellectual attention for various years. For example, Clegg and Afitska (2011) present a general idea of studies that appraise the pedagogic pertinent of teaching and learning in two languages in African classrooms. They explain that language practices such as code switching within the classroom in sub-Saharan Africa is a disagreement issue as authorities frequently criticize its use and teachers do not accept its use in the classroom. In spite of these negative manners, however, Clegg and Afitska (2011) illustrate that code switching plays vital pedagogic tasks in the classroom.

Code switching is valuable for explicating and elaborating on concepts, increasing classroom sharing, setting up good classroom relationships, make sure for the smooth running of the lesson, and formulating links with the local culture of learners. The authors thus propose teacher-education systems that would feature in the significance of bilingual pedagogy and diverse language practices that teachers could assume to facilitate pupils’ understanding and involvement in the classroom. Based on ethnographic study, Arthur (1996) explores the interactions involving teachers and pupils in grade six classes in two primary schools in northeastern Botswana. The policy based which the schools function stipulates the use of Setswana, which is the national language, from lower school to grade 3 with an evolution to English medium of instruction from grade 4.

Arthur (1996) signifies that teachers use code switching to persuade participation by pupils. Code switching by pupils, conversely, is not all the time an accepted code in the classroom as the policy instructs English as the only medium of instruction. For

instance, in a transcript on contact between a teacher and pupils in a science lesson, the teacher poses a question switching from English to Setswana.

In Ghana, code switching in everyday interactions is common and its use in the classroom in particular has been studied since the 1970s. Forson (1979) pointed out that code switching was not a code option in Ghana until after the early 1950s when English was established as the medium of instruction in the elementary schools. Functioning on Akan-English code switching, Forson (1979) traces that during conferences of bilingual Akan and English speakers fall into code switching was an event for spontaneous giggling, the speaker normally finding himself a participant in the mockery.” Over all these years, mind-set towards code-switching has adjusted. Latest research, for example Yevudey (2012a), acknowledges that code switching in Ghana has grown to be an anticipated code choice as its regularity and suitability has increased among bilinguals and multilingual. It is encountered in domains such as on radio and television, and in churches and classrooms. These, then, hint what Scotton (1983) submits to as marked and unmarked code choices. But code switching was a marked code in the early 1950s; it has become an unmarked code among current bilinguals.

Tanzania similar to various African countries has a wealth of native languages. Counts over 127 languages were spoken in this country of 37 million on the east coast of Africa Tanzania varies from a little of its neighbors in that a lingua Franca, Swahili, is spoken as a second language by a huge majority of the people and is an uncomplicated preference for a public language (Gordon 2005).

As per Tanzania’s Education policy, formal primary education is compulsory to all school age children who should get to standard one ending up with standard seven. In primary level the language for instruction is Kiswahili particularly in public primary schools. English language is taught as a subject from standard one. Many public schools are day schools in which students interact with parents in Kiswahili and for those schools found in interior areas use more native language for example in Simanjiro students interact in Maasai language.

The Maasai, Masai or Maa speech is a component of the East Nilotic branch of the Nilo-Saharan language folks talked by about 900,000 natives in southern Kenya and northern Tanzania. The word *Maasai* refers to "one who articulates the Maa language". Maasai is trained in schools to a little amount; however the languages of order are Swahili and English. There is a Maasai thesaurus, a Maasai version of the Bible, and a small number of other publications, although in general the language is not employed in text very much. ¹

The following are some sentences in Maasai and the English translations in random order.

1. VERB "TO BE" "A

This is equivalent to English - 'am' and 'is': for example

Ara nanu olaiteng'enani. - *I am a teacher.*

Ira iye oloiteng'eni. - *You are a student.*

Ore ninye naa orkenyai. - *He/she is a Kenyan*

2. ILOMON LE DUKUYA- DIALOGUE ONE

Simintei: Kejaa olkekun letaata Sein *what's the news today Madame Sein?*

Sein: Sidai oleng Simintei. *Very fine mister Simon. How are you?*

Simintei: Sidai tenanu. Kaa kop ing'ua? *Fine too. Which country do you come from?*

Sein: Aig'ua enkop ee America. *I come from America and you?*²

¹ <http://www.omniglot.com/writing/maasai.htm>

² <https://www.livelingua.com/peace-corps/Maasai/Maa%20manual.pdf>

1.3 The statement of the problem

Code- switching is a helpful device in English language teaching and learning process, at the organization level where the skill is introduced to the pupils and then comprehension develops. That is why it is used in primary and secondary schools during learning a language as a prospect for language development. This confirms the statement made by (Modupeola 2013) who said, Code- switching facilitates learners to get a head start towards effectual and thriving learning and slowly become capable speakers of English language.

CS is a feature practiced in all continents. In Africa it exists not only in Tanzania but also in other countries like Ghana, Botswana, Kenya, Senegal and others over the years. Learning English language in countries which English is not the language of origin is a calamity. The phenomenon also applies to Tanzania in public primary schools. It is a known problem that is why in Tanzania it has a great concern with a sanction to policies, laws and other provisional regulations subjected to academics. Thus, national language policies and the choice of languages to be used as the media of instruction in schools are of substantial importance for the quality of teaching and learning (UNESCO, 2005). CS has been studied by various scholars investigating various aspects like grammatical, pedagogical linguistics and the like. In Tanzanian schools CS is a common phenomenon; however, it has its depressing effects in the teaching and learning of English language because still poor performance in English subject in public primary schools persists as noted by Badrul (2009) when he argues that a circumstance where a teacher provides an instruction or an idea in one language and duplicates the same in a different language within the same period of time, this would tend to slow down the rate of learning of the target language. It is precisely for this reason, this study intended to prove or disprove Badrul contention as explained above.

1.4 Objectives of the study

1.4.1 General objective

The general objective of the study was to assess the outcomes of using code switching in teaching English language in public primary schools among the Maasai.

1.4.2 Specific objectives

The study was guided by the following specific objectives;

- i. To assess teachers and students' awareness of the concept of code-switching.
- ii. To find out the language skills in which code-switching is mostly applicable in teaching and learning English Language.
- iii. To investigate how code-switching is applied in teaching and learning English
- iv. To examine whether the use of code-switching improves performance of English subject among the Maasai pupils in Tanzania

1.5 Research questions

This study intended to find answers to the following research questions:

- i. Do the teachers and students apply CS during teaching or learning English?
- ii. What language skills is CS applicable in teaching and learning English language?
- iii. Why code-switching is applied in teaching and learning English?
Does the use of code-switching improve performance in English language subject among the Maasai pupils in Tanzania.

1.6 Significance of the study

The study may help the policy makers, education officials, quality assurers, heads of school, and teachers to identify and devise effective ways of using code switching during English sessions. Builds creativity and improves teaching English by developing distinctive use of CS techniques according to the situation or setting of the learning area. In fact the role of teachers in using CS can be manipulated and evaluated and with the successful study completion the findings assert information that other researchers may use when dealing with the related predicaments.

1.7 Delimitation of the study

Definitely the study needed to assess the effects of Code Switching in teaching English subject in public primary schools among the Maasai in Tanzania, in which the researcher explored awareness in CS, language skills in CS, methodologies and CS for performance improvement. The study was conducted in Simanjiro District Council restricted to four wards with eight primary schools. The study was confined to primary level particularly to schools with pure Maasai pupils because among other factors it is the knowledge base/organization locale. The center of attention was education officials at district level (DEO, DAO SCQA and SQA), Ward Education coordinators, head teachers, teachers and the pupils to convey views on what they know about effects of CS in teaching English language.

1.8 Limitations of the study inclined

The researcher encountered the following limitations when conducting the study: Reluctance of some respondents (pupils) to provide required information due to language barrier, they are not conversant with English or Kiswahili.

The problem was solved by asking other pupils to interpret in Maasai language so that they understand and give the required information. Also, one group of pupils in one school was not interviewed because the school had no grade 4 to 7. To circumvent this problem, two groups instead of one were interviewed in another school for compensation.

Another challenge encountered during the study was informants filled in the questionnaire in a hurry hence there were several gaps in the questionnaires. These questionnaires were carefully checked and returned to the same informants to persuade them to complete the gaps.

1.9 Study Organization

This dissertation consists of six chapters. Chapter one introduces the study by stating the background, statement of the problem, general and specific objectives, research questions, significance of the study, limitation, delimitation of the study and the last item is organization of the dissertation. Chapter two presents the literature review

covering theoretical and empirical literature, research gap and conceptual framework. Chapter three depicts the methodology, the methods and procedures used in undertaking the study which include area of study, research design, population, sample and sampling procedures. Others are methods of data collection and its instruments. Validation of instruments, data analysis procedures and ethical issues are involved in the study. Chapter four presents the results or research findings while in chapter five the discussion of findings is done in relation to research questions. Chapter six indicates summary, conclusion and recommendations for further studies and stipulates policy implication.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter deals with studies that are related to code switching in teaching English language. The study set out to examine the conception, language skills, methodologies and performance improvement to CS in primary schools. Also, the chapter has appraised works and findings of other scholars about CS in the field of teaching and learning as well as the use of languages such as functions, inter-gender involvement and studies that look at speech acts and code switching among L2 learners.

2.2 Theoretical Literature Review

Basically the author presents the definitions of some key terms originating from the literature. Also there are theories that represent the purpose of meaning formation such as; symbolic theory and constructivism theory whereby the links of theories to the study have been drawn. Furthermore the aspects involving CS are depicted like code switching in bilingual classes, functions of code switching, approaches in code switching and the conceptual framework, as well as empirical literature and eventually research gap

2.2.1 Definition of key terms

The part is set to acknowledge and convey the message carried in words like *Code switching*, *effect*, *public primary schools*, *language development and markedness model* so that the reader, the audience and whoever following the study could be able to understand the meaning of the concepts explicated below:

2.2.2 Code Switching

According to Gardner-Chloros (2009, p.11) code-switching encompasses different meanings and refer to anything we want it to mean. With that, CS is the ability to “alternate between languages in an unchanged background, frequently within the

same speech” (Schendl and Wright, 2011). Milroy and Muysken (1995) define CS as “the substitute use by bilinguals of two or more languages in the similar conversation” (p. 7). They use code-switching as a cover term under which diverse forms of bilingual behavior are considered. Truly CS is the scene of alternating two languages in the same session or class to make sense in order to clarify, certify and convey meaning of a phenomenon

2.2.3 Language development

Lundahl (2009) looks at language development from a socio cultural perspective that learning is social and happens between individuals with the support from others. This can be equated to Vygotsky’s (1998) learning theory which states that in order for language growth to occur, the individual learner needs a socio cultural background, where learners’ language develops by cooperating with others.

In my view, in human there is an inherited aptitude of learning a language; human being mental function has the external or social connection. For the sake of the language development there is a need of social interaction with peers and other skilled or competent members of the society. It steers how other people influence ability to guide and grow thinking capacity of others as the main means for powerful tool of intellectual adaptation since language development cannot be separated from social context hence plays a central role in language cognitive development

2.2.4 Markedness Model

It is an effort to integrate the micro- and the macro- perspectives into CS research. “Habitual language choice in multilingual speech communities is far from being a random matter of momentary inclination” (Scotton, 1993).

In this study the definition I decided to use is the one advocated by *Gardner Chloros* because *it carries the idea of taking in different meanings from languages and alternate between languages with an unchanged background*. The study is also guided by the selected theories in which it comprehensively embrace the identity, meanings and language idealistic features in construing communicating styles and knowledge conceptions to destinations like learners, mass or an audience.

2.2.5 Symbolic interactionism theory

Symbolic interactionism is a micro-level theoretical framework and perspective in sociology that deals with the way in which individuals make and keep up society through face-to-face, repeated, meaningful interactions (Altheide, 2004). This theory is the procedure of interface in the formation of meanings for individuals. Blumer (1969) mentioned three basic principles for his theory, Meaning, Language, and Thought. The theory informs us that it is how people interpret messages and statements. Mead believes that “We obviously utter to ourselves in order to arrange the meaning of a difficult situation.” Fishman (1977) portrays the symbolic nature of language, explaining that it gives out to convey or refer to something other than itself. In that process of symbolizing, languages have a tendency to become valued for its own sake. As members of one group match up to themselves to members of other groups, they look for distinctive worth of their own that will distinguish them from all other groups. Language varieties are a salient means of establishing or validating group identity.

The theory is relevant to the study through the following aspects, *during data collection the theory helps to create good communicative environment between the researcher and the respondents by creating meaningful interaction. The theory facilitates the researcher to choose better research instruments and approaches to use during data collection depending on the research problem. The theory facilitates the researcher to choose the right respondents to be involved in the study that ought to give the right data or information expected. Since the study is about effects of code-switching in the language the theory represents to see the relevance of code switching during teaching languages in creating meanings, understanding of the language ,also language mastery for use and innovations. During analysis of data the theory is relevant in giving meanings of things/issues, characters/words and circumstances found in findings and also to make appropriate choice of the language to use during presenting the findings. The theory assists to make discoveries of language mechanisms, allows developing new ideas during and after the study.*

2.2.7 Constructivism theory

Constructivism is an epistemological view of knowledge acquisition emphasizing knowledge construction rather than knowledge transmission and the recording of information conveyed by others. Moshman (1982) has identified three types of constructivism: exogenous constructivism, endogenous constructivism and dialectical constructivism. Dialectical constructivism or social constructivism (Rogoff, 1990) views the origin of knowledge construction as being the social intersection of people, interactions that involve sharing, comparing and debating among learners and mentors.

All the way throughout a vastly cooperative process, the social setting of learning is accorded center phase and both learners improve their own meanings and aid others get meaning. In this way knowledge is commonly built. “While there are several interpretations of what theory means, most agree that it involves a dramatic change in the focus of teaching, putting the students’ own efforts to understand things at the center of the educational enterprise” (Prawat, 1992). Constructivism develops more systematic, logical and rational concepts as a results of dialogue with a skilled helper. (Santrock, 2009) . A child/student may have social interaction with parents, teachers, peer, and other competent members of the society. Vygotsky (1998) belief in the importance of social influences especially instructions, on children cognitive development are reflected in his concept of Zonal Proximal Development.

Therefore the role of the language in interaction and social construction can be:-

Children/students construct their knowledge, Development cannot be separated from its social context, Learning can lead students to cognitive development, and Language plays a central role in cognitive development.

Meanwhile, according to Santrock, (2009) the relevance of the theory to the study lies during the organization of the ideas. *The gathering of data and an arrangement of the information needs the knowledge and expertise of the scholar. Constructivism theory facilitates the researcher when presenting findings of the study, and as well during findings discussion. It helps to make a good arrangements and flow of ideas, selecting either tables, charts, or other ways of presenting the results to disseminate the message.*

Also, constructivism theory helps the researcher to construct valid ideas by using the information from the respondents according to the research question. In addition, Constructivism theory makes the researcher to be able to recommend on various things brought about by the findings of the study for instance, new ideas found by the study, procedures of phenomena(ways/ methods of addressing issues or problems), the interventions of events or incidences as well as suggestions/ solutions that should be taken over issues

Furthermore constructivism theory is relevant in the study when making association of the findings to policy implication and further studies .The researcher construct showing the use of the study's findings relating to stipulated policies, suggestions, changes/ rectifications or the outright rejection of a phenomenon.

Therefore the two theories relates this study to involve language basis including code switching to repeat certain phenomena in giving meanings, interpretations during interactions in social aspects. Symbolic theory consists with crucial rhetorical concept the art of persuasion to influence sociolinguistic reflection on CS. Is the main supposition that persons take action on the basis of the meaning that things have for them. It has been seen as one viewpoint underpinning qualitative research. As used by Burke (1966), the sense of Symbolic interaction rooted in essential function of the language. The use of language as a symbolic means of inducing cooperation of more than one language to convey meaning/understanding, interaction, and presuppositions of phenomena in beings that by nature respond to symbols (language as a symbol action). In the light of the Burkean system approaching CS is that the latter is a powerful framework to rhetorically understand code-switching. "If one language is not enough to convince you, I will use two" (Burke, 1969).

While constructivism theory intends to serve the conception and facts to assemble information and as an accepted paradigm of thinking for learning a language to the idea that learners construct knowledge through learning and learning involves a language which influences learning. Always learning is intimately associated to connection with others such as teachers and pupils, peers and peers, our family as

well as informal acquaintances, including the people ahead of us or next to us at the reveal. In contrast, progressive education recognizes the social aspect of learning and uses conversation, interaction with others, and the importance of knowledge as an essential aspect of learning. Here the study is linked in such a way that it creates an important base for interlocutors intimately to bring languages in contact for language acquisition.

2.2.8 Code switching in bilingual classes

Scotton (1993, p.75) delineated code-switching as the assortment by bilinguals or multilinguals of structures from an inserted variety in utterances of a matrix variety in the same conversations. Scotton advocated the theory of Markedness Model. This model presumes that in whichever communicative state, code-switching is decided by social forces in the society. It speculates that code-switching is the unmarked choice and an anticipated form of communication in a bilingual society. Therefore, it is upon the interlocutor or speaker to think on the language selection. In her study, Scotton draws on the following example to illustrate the Markedness Model.

The texts in italics denote the English translations.

Clerk (Swahili): Ee-sema.

Okay, what do you want?

Customer: Nipe fomu ya kuchukua pesa.

Give me the form for withdrawing money.

Clerk: Nipe kitabu kwanza.

Give me [your] book first.

(Customer gives him the passbook.)

Customer: Hebu, chukua fomu yangu.

Say, how about taking my form.

Clerk: Bwana, huwezi kutoa pesa Leo kwa sababu hujamaliza siku saba.

Mister, you can't take out money today because you haven't yet finished seven days (since the last withdrawal).

Customer (Luo): KONYA AN MARACH.

Help, I'm in trouble.

Clerk (Luo): ANYALO KONY, KIK INUO KENDO.

I can help you, but don't repeat it.

The conversation took place between a clerk and customer at a bank in Nairobi. The unmarked language choice was Swahili. The customer commenced his discussion in the unmarked Swahili and afterward switches to Luo. Both speakers appeared to switch linking two languages in the conversation and they switched languages as they desired to do some social work (Scotton, 1993 p.100). This posits that language users are rational and they decide which language that marks their rights and requirements in social context. Alternatively, when there is no clear, unmarked language choice, speakers perform code-switching to explore doable language choices. Despite the fact that code-switching is used commonly and frequently in a conversation with bilingual friends, colleagues, superiors, and family members, the attitudes toward it have often been negative as many people consider it “impure,” “lazy,” or expedient (Edwards, 2004).

Since the issues of code-switching stem from the idea of bilingualism, the issues of bilingualism need to be addressed in order to understand the significance of code-switching besides its commonly held view as a compensating strategy. One is the issue of identity with regard to bilingualism as code-switching concerns the different choice of language that reflects the socio-psycho-cultural aspects of the bilingual speakers. Others have focused on the issues of ethnic identity in particular.

People start to converse information through a variety of language register and fashion switching in languages and conversations. Of particular attention to sociolinguistic and developmental researchers, is the exciting aptitude of bilingual speakers to switch with ease at unlike points in conversation; in particular, bilingual learner's integration of languages in the process of language. The education society has paid small attention to the concurrent development of the two attainment has been viewed unfavorably by the mainstream society, and it has been "the least systematically studied" (Romaine, 1989).

2.2.9 Functions of Code-switching

Numerous studies have addressed the question of the role of learners' first language in bilingual and foreign language classes. Jacobson (1981) describes traditional bilingual methodology in the United States that presumed that the two languages being learned would or should be kept detach, whether on the basis of speaker (for example, having different teachers speak different languages to the learners), subject matter, time or place.

Regardless of this traditional supposition of the separation of languages, both languages can also be used at the same time, following different patterns, or switching between the two can be random, following no principled rules (Jacobson, 1990).

In this approach, teachers ought to check their language use in order to guarantee that language alternation accomplishes pedagogically sound goals and that switches take place in reply to definite linguistic, educational and societal prompts which go down into four categories. The classroom strategies include evaluation of material, students' awareness and praise. Second, changes due to curricular signals assist to maintain proper language exploit. Third, teachers are switching in answers to language improvement and at last due to the interpersonal rapport to create friendly or proper attitudes

2.2.10 Approaches to Code Switching

The three main approaches to code-switching are psycholinguistic, linguistic or grammatical and sociolinguistic.

2.2.11 Psycholinguistic Approaches to Code-switching

Psycholinguistic approaches to bilingualism study those features of language aptitude that facilitate speakers to alternating languages. Determining the arrangement and storage of many languages in the brain is one goal of psycholinguistics. Grosjean (1985) suggests that a monolingual vision of language use has shaded a lot of the

study of bilingualism or multilingualism, which has showed the way to prevalent trusts that best bilinguals should be the comparable of two monolinguals.

During the early 1980s there was raised curiosity in studying children's code-switching (Álvarez, 1979; Genishi, 1976; Zentella, 1982, 1997). These studies have shed several light on how bilingual children employ diverse languages according to beneficiary and environment. In the classic code-switching study by Poplack (1980), the result pointed out that code-switching was used by means of those individuals whose language proficiencies in both languages were poised and this may indicate maturity of bilingual communicative competency in children who are still learning second language (Reyes, 2001). Conversely, we do not know well how developing bilingual children build up the ability to code-switch over the years and how they make use of this approach during peer communication.

Many researchers have advised that code-switching in language classroom is not often an obstacle or deficiency in learning a language, except could be considered as a helpful plan in classroom interface, if the purpose is to create meaning clear and to transfer the knowledge to learners in an efficient way (Sert, 2005). Sometimes, the use of code-switching might have a long term negative consequence to the bilinguals in learning the target language. This may guide to failure in fluency of the target language.

The more frequent the pupils use code-switching, the bigger the chance for them to get fluency loss in mastering target language. Excluding that, students might face demotivation in learning English as they use code-switching in most of their study years. This might lead to a number of the undesired manners among the students.

The students probably lose the desire in learning English in the future as they subsequently use their native language to communicate in most of their day-by-day lives inside or outside the class. As mentioned by Sert (2005), a student might lose his or her interest in learning the target language as he/she realizes that he/she will always find the option to code-switch and this might bear in negative educational consequences as the student does not learn the target language properly.

Schechter and Bayley (1997) hint that the use of heritage language in the “intergenerational transmission” is viewed as intimately related to the formation and preservation of the ethnic identity. The relevance of the approach to the study is, it delineates the aptitude on how to address undesired manners and attitudes of teaching or learning a language that make learners to develop dislikes on coding during language class. Helps the study to accommodate forms of language internalization, memories and understanding and devise ways of intervening negative educational consequences to enable to learn using target language properly.

2.2.12 Sociolinguistic approach

The broad interdisciplinary field concerned with the intersection of language, culture, and society” (Bucholtz and Hall 2005). Given the social role of language, it stands to reason that one strand of language study should ponder on the role of language in society. Sociolinguistics has become a gradually more essential and popular field of study, as certain cultures around the world expand their communication base and intergroup and interpersonal associations take on growing importance.

As a field of study CS has a well-off and assorted prose about research found on a variety of theoretical models and research methodologies. The prevailing perceptions in the study of code-switching have been either sociolinguistic or grammatical in character. The sociolinguistic approach has observed languages in contact in bilingual or migrant communities and concerns itself with the social and political inspirations for its application

Trudgill (1995) says in its social context the study of language tells us relatively about how we organize our social relationships within a particular group of people. Addressing a person as *'Mrs.'*, *'Ms.'*, or by a *first name* is not really about simple vocabulary choice but also about the rapport and societal location of the speaker and beneficiary.

In the same way, the use of sentence substitutes such as; -

Pass the salt,

Would you mind passing the salt,

I think this food could use a little salt

Is not a matter of simple sentence structure; the choice involves cultural values and norms of politeness, deference, and status. (Wardhaugh, 1992) The approach is relevant to the study as it facilitates the researcher to notice proper procedures of conducting a study in a particular society, for example approaching language teaching, it is possible to focus on discovering the specific patterns or social rules for conducting conversation and discourse. For instance, during interrogating the respondents describe the rules for opening and closing a conversation, how to take conversational turns and the like. To the researcher, assist to associates and stabilize language choice in a formal and informal setting and among interactants within the given context.

2.2.13 Linguistic Approach to Code Switching

Linguistic approach to code-switching seeks to identify grammatical rules for language alternation that is, the morpho-syntactic constraints that limit language choice within sentences. Poplack (1980)'s work proposed the free morpheme constraint and the equivalence constraint. According to the free morpheme constraint, speakers are more likely to switch languages after constituents that are not bound morphemes. The equivalence constraint suggests that code-switching may occur at points where the surface structures of the languages correspond to each other; that is, the juxtaposition of the elements from the two languages cannot violate syntactic rules of either language. Although these suggested constraints were supported by studies involving typologically closely related language pairs such as English-Spanish and English-French, research with different language pairs questions the universal applicability of such rules. Although Poplack's (1980) constraints may not be universally applicable across all possible groupings of languages, they represent

an important early step in systematically describing the morpho-syntactic workings of code-switching.

In fact the approach is related to the study because it conscioutize the researcher to track if rules of the target language have been followed by an individual or in the interlocutors' conversation. And in case of a native language, can be noticed, the rules of that particular language have been adhered. Here the consideration is on grammatical rules and its valid applicability to make sense. Therefore a researcher can also be able to see the essence and scrutiny of the language integrated to code-switching in all the approaches.

2.3 The empirical studies on Code Switching

2.3.1 Literature from outside of Tanzania

There have been a number of systematic studies on code-switching, starting already in the 1960s (Levine, 2011). However, it is not possible to carry out an extensive appraise of all. Levin states that depending on the intention of the study there are diverse forms used to try to comprehend this phenomenon. He talks about three explicit principles leading to different frameworks namely; (1) why and what options people make to use two different languages, (2) formal linguistic limits of code-switches and (3) interactional characteristics of turns in a conversation. These three purposes individually would obviously lead to different methods, but it is sensible to use all the three where applicable in order to cover as large a field as possible, which was done in the studies presented below.

One of the earliest studies of code-switching is an ethno linguistic study on a bi-dialectal community in Norway, which dates from 1972 (Mesthrie et al., 2009). Social functions in the communicative use of code-switching between two varieties of Norwegian: Renamål and Bokmål were investigated. Renamål was set up to be the socially casual language applied at home with family and friends but Bokmål was the proper selection utilized in administrative and social institutions such as schools, hospitals and in further official matters like creed and gathering means. It portrayed a dig loss and not a valid code-switching circumstance in which the alternation act

happens in the same speech situation. Nevertheless not a classroom study set the manner for what was to come up to in the study area, as it makes awareness of code-switching in an existing society.

Over last three decades there was a great attention in code-switching in the classroom. Though, as by now pointed out such studies comprise on bilingual and bi-dialectal classrooms, in which pupils in many examples share an L1 and have somewhat identical setting. The most prominent code-switching classroom study has been accomplished in the fascination programs of North America and Canada with the purpose to expose what role code-switching has in the classroom. also it planned at finding out when, by whom, how often, how much code-switching is utilized as well as what the ratio between L1 and L2 was (Dagenais, 2008; Lin, 2013).

The first study describes the Canadian French immersion education model, which came out of a discussion between English speaking parents who wanted their children to develop a bilingual status, as the community was apparently becoming bilingual in the 1960s. In this program English speaking learners were put in one classroom and followed a “one-way” approach. They followed the prevalence language set in the process of learning the L2 hence content-based instructions applied, (Fortune & Tedick, 2008).

The second study, which served linguistically assorted groups engaged Spanish learners in North America, specifically in Miami-Dade County in Florida, and thus was a direct opposite of the immersion model. Here the Spanish-speaking parents adopted a “two-way” bilingual education program, where both Spanish and English speaking learners were put in the same classroom making it a dual language education system (Fortune & Tedick, 2008:6). The main results of this study were the positive cross-culture attitudes learners developed, thus encouraging cultural diversity and the dual language proficiency. From the two above-mentioned studies L1 preference was shown when individual interaction took place in the classroom. These studies revealed that some of the social functions of code-switching were to

express solidarity, checking for comprehension and other social motivations (Mesthrie et al., 2009).

Mesthrie et al. (2009) stress that the meaning and function of code-switching have to be interpreted in a context. However, Mesthrie et al. (2009) also suggest that L2 learning benefits from the development of L1 skills and successful education depends on allowing learners to develop L2 and L1 in parallel, based on the interdependency hypothesis. With the illustration of the “Babel conundrum”, Levine (2011) mentions communication competence, organization, pragmatic and learning strategies, as a prerequisite to intelligibility between conversational partners. The learners’ local need to understand each other and not the teachers’ strategic planning would then lead to L2 development, and this could be the main factor why learners code-switch (Levine, 2011). From these results a conclusion can be drawn that code-switching is beneficial for L2 development.

Zentella (1981) likewise studied bilingual education in the U.S., even though she explains not best codified performances but examined patterns of manner. Her information substantiate earlier studies which propose that bilinguals older than five years tended to respond in the language in which they were addressed; however, she recommends to elder children may also talk their own favorite language if they know that their interlocutors share that language. In general, she advises that teachers’ language alternatives had an apparent result on learners’ language use. This study focused foremost on the influence of interlocutors’ language choice and individual attributes on bilingual classroom code-switching patterns.

On the contrary, added studies of classroom code-switching have focused on the tasks executed by diverse languages. For example, Piasecka (1988) suggests that the use of students’ native language in ESL classes in Poland must be a mutual decision linking teachers and pupils, as soon as the teachers and pupils share a linguistic background, there can be closer understanding involving them since teachers can better understand learners’ complexity than would somebody from a different background (Piasecka, 1997).

Two studies by Polio and Duff (1990, 1994) examined both quantitatively and qualitatively use of English and the foreign language in university foreign language classes in the U.S. The 1990 study gauged the relative amounts of English and the target language spoken in thirteen various level language classes. In spite of having controlled many variables for example, all instructors were native speakers of the languages they taught, there was an immense disparity along with teachers in the amount of the target language spoken in class, ranging from 10-100%.

Polio and Duff (1994) in their second study, observed recordings of the foreign language classes examined in their first study in order to concur on the functions for which English was used in every class. Due to the expense of transcription and translation of the recordings, only six hours of facts from the original study were checked up in the follow-up study - one each from instructors of six different languages. The researchers mentioned eight categories of English use in the classroom: administrative vocabulary, grammar instruction, classroom management, indexing solidarity, for English practice by the teacher, giving translations of unfamiliar objective language vocabulary, remedying apparent lack of student comprehension, and communication outcome involving students' use of English that is, teachers switched to English in response to students' use of English.

Through interviews, the instructors had provided the rationales for their make use of English. The most important one quoted was learners' lack of basic vocabulary and the difficulty and significance of content. Polio and Duff criticize some basis for using the L1 in class, advising that time would be better spent articulating the target language, and they give suggestions for escaping unnecessary use of the students' L1. While they admit that it is hard to make generalizations concerning all instructors stand on these six hours of data, their end results shed some light on teachers' definite use of students' native language in these foreign language classes.

Rationales are referred to teachers and students using students' native language during teaching, but one that is ordinarily named seems to be lexical gaps. In his study of German students of English in a bilingual German school, Butzkamm (1998)

found the students' native language designate what he termed a conversational lubricant. In the group of students he observed, German was not used for social intentions but for instructive ones, as students changed from German to English primarily to ask for the vocabulary they wanted in order to give inputs to a class discussion. The students' L1 was employed only as a bilingual thesaurus and prepared teaching more efficient, as students may possibly learn the words they needed to express themselves.

Butzkamm (1998) suggests that teachers must consider students' native language an innate shortcut to learning that ought to be used where suitable, instead of avoiding code-switching in class completely. It should be indicated that the class observed was a record class in a bilingual school, where pupils most probably have other contact with English and several other opportunities to talk and listen to English; also, the students were in their third year of English and were at that time more advanced in their foreign language than the primary learners in the current study. Hence, the bilingual dictionary function of students' L1 in this class may not be the most ordinary in the classes regarded in the current study.

Many studies in other educational arenas also seek out to describe samples of code switching in foreign and second language classes. In his study of South African high schools, for instance, Adendorff (1996) asserted, code-switching to be a communicative resource that permitted teachers and students to achieve both instructive and societal objectives. In this location, English was the official language of instruction, nevertheless the teacher employed the students' and the teachers' native language, Zulu, to accomplish some social functions such as expressing encouragement and marking unity with students.

Adendorff (1996) advises that instructors apply code-switching to declare solidarity, command and distance. He recommends the need for teacher schooling and awareness-raising in order to persuade teachers to notice multilingualism as a communicative resource rather than an annoyance and to sensitize teachers to the idea that language choice is not neutral but has significant figurative associations.

In studies led by Heller and Martin (2001), which draws on both interpretive and critical research paradigms they relate micro interactional functions of code-switching in the classroom to larger societal issues, such as the reproduction or sometimes contestation of linguistic ideologies in the larger society. They provided some examples on how micro ethnographic studies of classroom code-switching are not actually ‘micro’ in their implications if we see the classroom as a discursive site for reproduction or contestation of linguistic ideologies and hierarchies.

The discursive construction/negotiation of what counts as front stage and back stage and the legitimating of what goes on in the front stage (largely controlled and set up by the teacher) as legitimate, standard, valued language vs. what gets marginalized, reproduced as inferior, non/sub-standard language in the back stage. Usually the societal dominant L2 occupies the first position and students’ L1 occupies the latter position. For instance, in Ndayipfukamiye’s (2001) study of Kirundi-French code-switching in Burundi classrooms, the bilingual teacher is seen to be using Kirundi (students’ familiar language) to annotate, explain and exemplify French (L2) terms and academic content. While the linguistic brokering functions of code-switching is affirmed (i.e., the value of providing students with access to the educationally dominant language, French), the linguistic hierarchy as institutionalized in the French immersion education policy in Burundi is largely reproduced in these code-switching practices.

Andersen (1975) shows that proficiency in the language of instruction is an imperative aspect in academic performance. The result of this is lack of proficiency in the language of instruction, in our case English, causes in poor performance in subjects taught in English. Somewhere else, studies by Cummins (1979) and Krashen (1985) acknowledge that poor performance in the language of instruction results in poor performance not in other subjects only, but also in overall poor performance in the second or foreign language.

The studies done by Birgit Brock-Utne (2002) address that yet the condition in many classrooms in Africa portrays learners do not understand what the teacher is saying. Particularly not if the teacher pursues the official policy she/he is presumed to follow, explicitly to instruct through a foreign language only, a language which the children do not use when they are outside of school, definitely it should have a little exposure to and are not familiar with.

2.3.2 Literature from Tanzania

To make a note of, the rate of schools age children in Tanzania registered to public schools is 99.1% while only 0.9% registered to private schools (URT, 2005). When a student in public sector proceeds to secondary school stage the language of instruction changes to English.

The official policy in Tanzania is that Kiswahili is a language spoken by 95% of the public however for many it is a second language, even though it is the language of instruction in primary school. English is a foreign language in Tanzania, it is a language in which children are not exposed much outside of school but yet it is the language of instruction in secondary and tertiary education. I concur with Holmarsdottir (2003) who has found the difference made by Ringbom (1987) in between the second and foreign language usefulness. Ringbom proposes that in the situation of second language achievement the language is spoken in the instant setting prominence added of the language learner and in this environment the learner has optimistic opportunities to use the language in natural communicative situations and that it may possibly be supplemented by classroom teaching. Then again, in the foreign language-learning situation the language is not spoken in the learner's instant setting and while the mass media may offer opportunities for practicing agreeable skills of the language there is minute or no opportunity for the learner to use the language in a natural communicative situation. Based on this distinction Holmarsdottir has made the following model:

Table 2.1: Foreign Language Learning versus. Second Language Learning

	Foreign Language Learning	Second Language Learning
TIME	Incomplete time in general detained to school only.	Completed time for both conscious and unconscious learning.
INPUT	Partial quantity of highly selected and structured input.	Rich and varied input, but generally unstructured.
TEACHER'S ROLE	Teacher takes part in a most important role with little or no peer learning.	Peers take part in a major role. If formal learning is also entailed it is of secondary importance.
SKILLS	Emphasis on written skills and test taking ability. Oral skills are less important as there is little or no opportunity to practice.	Oral skills are essential and natural speech comprehension is significant.

Source: General & Theoretical Papers (LAUD 2004).

In supporting the existence of code-switching in language classrooms, Skiba (1997) suggests that in the circumstances where code-switching is used due to an inability of expression, it serves for continuity in speech instead of presenting interference in language. In this respect, code-switching stands to be a supporting element in communication of information and in social interaction; therefore serves for communicative purposes in the way that it is used as a tool for transference of meaning.

As teachers switch between codes students attention is gradually drawn to the objective of the teaching. Here code-switching helps the learner to start from the ``known to the unknown``. Situation of code switching in the classroom include topic switch, affective switch and repetitive switch (Sert 2005). Here a teacher can exploit students' previous L1 learning experience to increase their understanding of L2.

Code-switching should not be considered as a sign of defect in the teacher. Instead, it is a careful strategy employed by the teachers. Code-switching should be allowed

whenever necessary with some learners in specific situations (Schweers, 1999). Tanzania is a multilingual country where almost many pupils are taught Kiswahili, from the beginning of preschool or primary school. This means large part of pupils has the other language which is their original or native language. Kiswahili tends to be their second language. When they get to secondary level the teaching and instruction turn to English, which is a third language to both pupils and teachers. (Persson, 2013).

There is some research that has been done pertaining to the language situation in Tanzania and the way it can affect the students learning aptitude. Brolén and Cullfors (2007) conducted a case study within the three primary schools Tanzania focusing the language of instruction. Within the places where this study was carried out many students, and teachers, had Kiswahili as their 2nd language. They established that without the full literacy in the 1st language, learning a new language would cause difficulties, particularly without the steady changeover. They also challenged that English is taught as a subject from standard one, which meant that the students had to learn two parallel languages at the same time.

Brolén and Cullfors (2007) believed that this confuses things unreasonably, to engage the students' first test to read and write, in two separated and anonymous languages at a go, very hard. They noted it's important to give students fundamental skills in their first language for their continued intellectual development. Other Europeans have taken a concern in the language predicaments that take place in several countries in Africa. Under NUFU, LOITASA project conducted between South Africa and Tanzania. The project comprised of two components: "the first one included a description and analysis of current language policies and their implementation whilst the second part involved an experimental design dealing with the language of instruction in South Africa and Tanzania". The plan was to perform an experiment in secondary school, where Tanzania's students begin to use English as the language of instruction. Usually the language of instruction in form 1 in secondary school is English but in LOITASA's study would like to teach one form

1class at each school in Kiswahili, and one class in English and then assess the outcomes(Qorro, Desai & Brock-Utne, 2008),

Vuzo (2008) did a similar research in which she conducted a comparative study in two geography classes. She had the same teacher instruct the same topic in geography through three different language of instruction. The first class was trained in English only and the other class in taught in Kiswahili and the third class the style called code-switching was used, a commonly style mostly used in Tanzania meaning that the teacher switches between English and Kiswahili, using both of them to create a clear understanding and to make sure that they reached out to many students as possible.

In Vuzo's study she concluded that the group of learners who had the highest score on the assessment, in six weeks of instruction, was the one that had been instructed solely in Kiswahili. Next, came up the code-switching group and finally came the English group. There was a highest spread of scores to the group taught in English, meaning that few students did very well compared to the majority who didn't do well at all. Vuzo did a different conclusion that, the teacher felt that when students taught in Kiswahili they participated and understand more. The teacher reported, the classes taught in Kiswahili students expressed themselves with greater freedom and ease in L2, something which the teacher thought not possible in classes taught in English.

Qorro (2006) assets that appearing to the mind or eye the learning process happens to be difficult to many students in secondary schools as the majority of them mostly not have a necessary command of English language. Solorzano (1998) inquired the type of learning theory so as to notify the most excellent approach to teach learners in a language they do not yet understand, read and speak. In other words, when students encompass a firm grasp of their specialized subjects, that understanding gives them a firm view on which to construct the basis for learning a second or foreign language, in this case English.

Halima Mwinsheikhe reported the related findings in her study where the language teachers have a preference to use English in the classroom, Kiswahili or code-switching. Code-switching was the most preferred rather than the others, whereas,

when the exams were in English only, end up a big problem. Vuzo and Mwinsheikhe together concurred that Kiswahili is supposed to be used as the language of instruction because it improves participation and performance in the classroom for both the students' and the teachers' (Mwinsheikhe, 2008).

In 2005 Mary Nzingula Richard performed a study about Kiswahili versus English as a medium of instruction in Tanzanian secondary schools. What she discovered was the many of students considered English was a suitable as the language of instruction though there were great problems. Various problems were reported by some students when they did not understand the subjects taught in English. They stated the cause of poor results in the National Examinations was due to the language barrier; they asserted that they could perform well in their examination if they had to use Kiswahili instead of English. Code-switching between Kiswahili and English has become a custom in daily life in many classrooms (Richard, 2005). Both advantages and disadvantages can be seen here.

Firstly an advantage would be, students felt more pleased when allowed to use Kiswahili as a support language. It also facilitate teachers to be able to teach students to understand contents in lessons as well students understand the teachings well. However, there were vast disadvantages. To start with, it consumes more time to teach using two languages and translate the whole thing that lessens time to impart knowledge. Also, if a teacher had English mastery problems obviously causes difficulties during instruction, which also originate the hampering ability of learning to students. Definitely students loose language flexibility during National Examinations hence poor performance.

Richard concurred with Vuzo and Mwinsheikhe that, with the language of instruction, it should be the one which is well understood by the learners, the agreed language is Kiswahili. Appropriate learning environment should be provided by the government to students and the teachers to allow proper mastery of foreign language. There were many researches focusing on the language condition in the education system in Tanzania and (Qorro, 2006) addresses the dilemma that the greater part of

all children, especially those found in rural areas, meet up the written word when they start primary school for the first time. Here many of the children is also the first time they come across Kiswahili. One of the school duties is to remove the child's native language and to teach them how Kiswahili is read and written. The assertion described by Qorro (2006) as a disconnection, the elimination of what the student brought from home is done, it never built upon. Also she elevated another issue concerning students' poor performance in English; they do not practice English language outside the classroom.

She notes "English is neither the language of most homes, nor is it the language of social interaction outside the home, for example in the market, bus stations, post office, shops, in the streets, in the bank, churches or mosques". Qorro concluded that the writing skills students undergo in problems from not building on earlier knowledge. She also found that various students duplicated notes because they could not write their own due to deficient understanding in English language, and hence could not interpret or recapitulate (Qorro, 1999).

Nyamubi (2003) took in hand the matter in his study about attitudinal and motivational factors that persuade the performance of the students in English language. He showed in his study that, students who did well in the English language, in most cases, "was from families in which the language is most of the time spoken and who have friends who speak the language". He also stressed that the background of the students influence the availability of teaching aids, and as well students that their families are blessed with higher economic status can access to sufficient learning materials, increasing their opportunities to learn English, while students from little socio-economic families be short of the same chance

In his study, also Nyamubi (2003) established a minor variation between genders. A large number of girls than boys thought to use English as the language of instruction in all subjects. He insisted for a customary practice in speaking English improves the students' performance. Many schools introduced rules and keep an eye on the language of students, imposing punishments for using other languages than English.

Shelimoh (2008) highlighted the reasons that create the poor performance of the students in English language. Considerable material problems were noted in the schools that there were overcrowded classrooms. The number of students in one classroom estimated by Shelimoh could vary from 60-90 regardless of whether the school owned by the governmental or private. The study revealed that one book can be shared by a big number of students, between four to ten students. Shelimoh drew attention that, inadequate teaching/learning material for example books that expected to be an impediment in the learning process.

Yahaya (2010) had the same opinion with Shelimoh, Nyamubi and Vuzo regarding the reality that English language was not part and parcel of the students' normal lives outside of school, He specified on teaching and learning strategies and as Shelimoh did, she sighted to the big number of students in classrooms(overcrowded) which made learning greatly inflexible. Yahaya also said teachers had no appropriate or necessary skills in English so that they master to use it as a language of instruction; they are forced to rely on code-switching.

2.4 Research Gap in the Literature Reviewed

Studies done by other researchers that were reviewed for this study, focused on specific linguistics, functional aspects, patterns of behavior, and ethnographical confined to casual interaction in the classroom particularly using English and other supreme languages during teaching with less out of class environment. Most of the Tanzanian studies did not directly talk on code-switching using English and vernaculars/native languages found within the country implicating on performance. What to weigh out is performance through L2 brought about by learners' background, competence and L1. In studies done by mentioned scholars above several reasons about CS highlighted with no any acquaintance using mother tongue, in this case CS between Maasai language and English because when teachers' code-switch using the language that students understand gradually enable to achieve the goal of teaching.

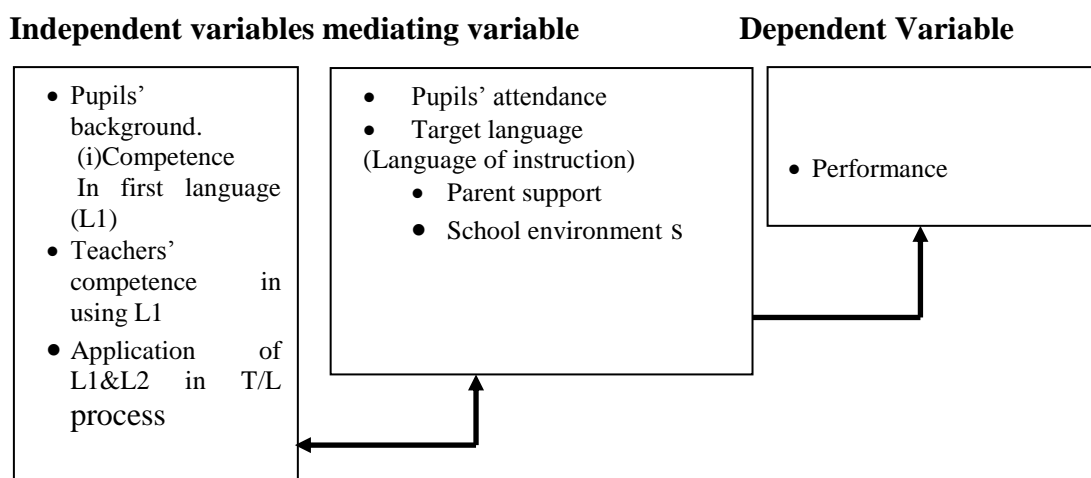
Mazrui (1997) on comparative study stated that the Tanzanian education system of using Kiswahili throughout, the seven years of primary school education has shown how difficult it is for students to learn in English in secondary school. Despite the strategies used in terms of code-switching in class in public primary schools, the performance in English subject was still low. With code-switching in the class between English and Kiswahili in Maasai schools, the results in English subject was still alarming

The study intended to find out if the use of code-switching strategy between Maasai and English could lead to good performance in English. In addition, this was done by investigating teachers' competence, and the methodologies used during teaching as well as learners' background in relation to L2 learning competence so as to find the critical issue underpinning the use of CS. Moreover, learning hours were assessed to determine whether they were adequate or not to effectively learn the English subject

2.5 Conceptual Framework

A relevant and comprehensive conceptual framework supports a researcher to organize his/her ideas for a successful investigation.

Figure 2.1: Conceptual Framework



Source: Researcher' own construct 2017

The above conceptual framework provides the relationship between the *independent variable*, Pupils' background (*competence in first language L1*), Teachers' competence and application of L1&L2 in using Target language and *dependent variable* (Performance) whereby it has to be persuaded by a *mediating variable* meaning pupils' attendance rate, parents support, School environment support and language of instruction are expected to be persuading agents to improve performance.

As the teachers' perception of code-switching in teaching are inextricably embed with improper methodologies to code-switching on the processes of teaching and learning, this relationship generates two opposing views of code-switching as experienced by teachers and students during instruction. On the one hand, code switching may be deemed positive as a practical and useful tool for both learning and teaching especially in cases when the aspects in independent variables are incorporated with mediating variable leads to better performance in a learning environment where English abounds. Meanwhile, code-switching may be viewed negatively. When teachers believe that code-switching is detrimental to instruction which causes the students to misunderstand concepts, they are likely to struggle to express themselves in English throughout class time as mandated by the school and the expectation of the school's stakeholders. Similarly, when the students' perceptions of code-switching are negative during instruction it is thought to bring about confusion in their minds.

In sum, the assumption is, the figure above provides the assessment features that through CS the *performance* as a dependent variable during English class can be brought about by the combination of the aspects of independent and mediating variables.

Indicators of assessment:

- *Target language fluency(English) ,*
- *language competency,*
- *comprehension*

- *knowledge formation* whereas
- Certainly the *excellent performance* in continuous and final assessment shall be a routine.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methods and procedures used in undertaking this study are presented in this chapter. These include area of study, research design, population, sample and sampling procedures, methods of data collection and its instruments, validation of instruments and data analysis procedures. The study used qualitative method mainly because qualitative research focuses on the socially constructed reality.

3.2 Area of study

The study was conducted in Simanjiro District. It was essentially selected because it is a Maasai land and has many schools with native Maasai pupils. The Maasai language is frequently spoken by pupils most all over even in school in and out of the class, thirdly, the nature and original language with regard to English as the third language to teachers and learners. Various English workshops have been conducted through the project between Swiss and Arusha /Manyara teachers' cooperation.

Among other factors it is the knowledge base/organization locale .The District is located in a region between Latitude: -3° 33' 42.55" S and Longitude: 36° 58' 44.22" E. It is highly forested, and it has a population of residents.³The district has four different zones, assorted society in two and in the other two mainly dwelled by the natives (the Maasai). Activities undertaken in this district are largely livestock keeping, mining, agriculture, trades and fishing to a lesser extent.

³<http://latitude.to/map/tz/tanzania/cities/simanjiro-district>).

3.3 Research Design

The study makes the use of case study which used qualitative approach in data collection and analysis to investigate the application of CS in teaching English subject in public primary schools in Simanjiro district. Case studies intend to study cases such as role, small group, organization or system (Punch, 2009). Burnham (2004) said although a case study design can be used for quantitative and qualitative data collection, it tends to be more qualitative by focusing on how to generate a wealth of data for a specific case.

A research design naturally consist of how statistics has been gathered or assembled, what tools have been utilized how the instruments were used and the proposed means for analysing data collected. The research is mainly qualitative, using an *explanatory* design, which the CS has been examined to find out the extent to which code-switching affects teaching and learning process.

3.4 Population, Sample and sampling procedures

3.4.1 The respondents' characteristics

The characteristics of respondents involved in the study shown in different aspects, thus, include number of schools, gender, age and number of informants by positions. The reason behind to study these characteristics is to see if they make use of any implication on effects of code switching in the area of study. Consequently, information relating to these variables would use the findings in some manners. Below are the aspects distributions.

Table 3.1: The distribution of the visited schools

District	Wards	Number of schools	%
Simanjiro	Endonyengijape	3	37.5
	Orkesumet	1	12.5
	Langai	2	25
	Terrat	1	12.5
	Naberera	1	12.5
	Total		8

Source: Field data, 2017

Table 3.1 shows frequencies of number of school disproportionate, the reason is proposed schools with Maasai pupils only are insufficient like Orkesumet and Terrat wards. Instead of the mentioned four wards for a study, Naberera was added by the researcher in order to optimize the required participants in the field. The first plan was equal weight to every ward to have two selected schools for the study

Table 3.2: Age distribution of the respondents

Age	Number of respondents	%
9-11	8	12.69
12-14	24	38.09
18-25	4	6.35
26-33	9	14.29
34-41	11	17.46
42-49	4	6.35
50-57	3	4.76
Total	63	99.99

Source: Field data, 2017

Table 3.2 presents age distribution data of the respondents. They are divided in two categories; from 9 to 14 of age are regarded children still in school and the age of 18 onward termed adults. All ages have the eligibility of conveying the required information for the study at their respective sections.

Table 3.3: Gender distribution of the respondents

Sex	Number of respondents	%
Male	43	68.25
Female	20	31.74
Total	63	99.99

Source: Field data, 2017

Data presented in table 3.3 provides gender distribution of respondents. Males and females represented by numbers and percentages.

3.4.2 Population of the study

For this study the target population was composed of education officials, Ward Education Coordinators, head teachers, teachers, and pupils. The groups were proposed due to their roles, influence, knowledge and consciousness, these attributes to officials, ward education coordinators, head teachers and teachers. The group have the roles to supervise, coordinate, monitor and execute the academic provision including teaching English in schools. Officials and Ward Education Coordinators were purposely involved in the study because they have circulars and policy guidelines of teaching when overseeing the curriculum implementation at all grades in primary schools.

Predominantly head teachers and teachers were involved in the study in view of the fact that they are the key performers in implementing the syllabus. They were picked in the logic their insight of professionalism awareness and other personalities influence the merits of the use of CS in teaching English.

Pupils were included in the sample because they are direct participants in CS situations.; they are the ones who are taught and they are supposed to learn and understand and literally they can express themselves giving their views on how they taught and what they have understood. They were randomly selected. A dispersed population extorted from five wards namely Orkesumet, Langai, Endonyoengijape, Naberera and Terrat.

3.4.3 Sample size

Sample size is defined by Bailey (1987) to refer to the number of representatives respondents selected for interview from a research population. The number depends on the accuracy needed; population size, population heterogeneity and resources available. The sample size of the study comprised 32 pupils, 8 head teachers, 16 ordinary teachers, 4 ward education coordinators, and 2 education officials(DEO& DAO) and 2 school quality assurers (SQA &SCQA). The sample shown in Table 3.4

Table 3.4: Summary of sample size

S/N	Respondents category	Sex		Number	Percentage %
		M	F		
1	Education officials	1	1	2	3.125
2	School Quality Assurers	1	1	2	3.125
3	Ward education coordinators	3	1	4	6.25
4	Head teachers	8	-	8	12.5
5	Ordinary teachers	9	7	16	25
6	Pupils	16	16	32	50

Source: Researcher's own construct 2016

3.4.4 Sampling Procedures

The study made use of purposive and simple random techniques. The District Officials, Ward Education Coordinators and the head teachers were selected since they have the required information such as government circulars, policies, inspection reports that guide super visionary execution of the curriculum functioning and its implementation. Meanwhile to avoid bias, teachers and pupils were randomly selected.

3.5 Data Collection methods and research instruments

Cohen *et al.* (2000) said that no single method can act in isolation because it can bias or distort the whole picture of reality that the research is investigating. Both primary and secondary data sources were used. Data were collected by using relevant instruments. For primary data, interviews, questionnaires and observation were used whereas for secondary data documentaries analysis which includes research and office reports were utilised.

3.5.1 Semi structured Interviews

This instrument was utilized to gather information from pupils in schools as well to teachers to some few aspects. The study used semi-structured interview that is only

face-to-face interaction drawn to collect data. This was used to all 32 target respondents in all schools to see awareness, preferences on CS and to get opinions and feelings about the way in which teachers use CS to teach English to them. Also the instrument was used to pupils because it is flexible enriches the conversation between parties also the interviewer can ask many questions where necessary. All the respondents were given same questions. The responses were taken by using a note book and recording. This category of interview brings detailed data in a style that is to some extent conversational. In addition semi-structured interviews are regularly used when the researcher desires to delve intensely into a topic and to comprehend thoroughly the answers provided. In sum the instrument was relevant to the study since it brought about coherent anticipated information/data from the respondents parties.

3.5.2 Questionnaires

The questionnaires were administered to 4 officials, 4 WEC's, 8 head teachers and 16 teachers with both open and close ended questions. The motive for open ended questions was to get experience and feelings from the respondents about awareness, experience and application of CS in teaching the language, English in particular and to incorporate vernacular languages, in this case "Maasai language". Responses obtained from questionnaires were then based on the study's objectives. All opened ended questions responses were summed up and then entered in the table and closed ended questions were organized to catch the information expected from the respondents. The researcher decided to make use of questionnaires because it is easy to run and logically could supply a vast research data at a relatively low cost in terms of materials, money and time.

Kothari (1990) highlighted the advantages of questionnaires as they are not expensive; they are free from bias of the interviewer. Respondents have adequate time to give well thoughts answers and respondents who are easily approachable can also be reached conveniently. This instrument aimed at obtaining information/data that could not be obtained through other instruments. Vastly the instrument favored the study since most information gathered through it with the dissolved data.

3.5.3 Observation

Marshall and Rossman (1989) define observation as “the systematic description of events, behaviors, and artifacts in the social setting chosen for study” (p.79). Through observation technique data collected through witnessing and recording information from the field without inquiring the informants. An informal observation was utilized to notice what and how CS was put into practice during teaching English. The researcher conducted non-participant observation in three classes in different schools namely Endonyengijape, Narok-soito and Namalulu. Possibly he was able to see, to hear and notice the arts of interchanging the use of CS comprehensively. Also the practice matched with the information obtained through questionnaires and interviews, a visit in and outside the class was made and CS teaching strategies were noted. Observation technique is important diversely to researchers. Award researchers with ways to check for nonverbal expression of feelings, they show who interacts with whom, they show how participants communicate with each other, and they help in determining the time spent on various activities (Schmuck, 1997).

3.5.4 Documentary Analysis

Payne and Payne (2004) express the documentary method as the methods employed to sort out, explore, construe and identify the constraints of physical sources, most ordinarily written manuscripts whether in the private or public domain. During undertaking the study documents like files, journals, reports, books, articles and webs undergone through by the researcher to get the information or data pertaining to effects of CS in teaching English languages in primary schools.

3.6 Validation and reliability test for research instruments

Modifying and testing the study’s instruments is purposively a significant stage. It is conducted to discover impending predicament locales and deficits in the research tools and protocol prior to implementation for the duration of the actual study. Both of those aspects were of vital importance in this proposed study. Pilot study was conducted before an actual data collection exercise done in Simanjiro district Council. The researcher carried out a pilot study at Mvomero headquarters and at one of the primary school where pupils from Maasai society are enrolled. The intention

was to test the effectiveness of the instruments (questionnaires and interviews) for the study to see if they need improvement or not. The pre-test of the instruments done at Mvomero District involving 4 officials at headquarter the ward education coordinator at Dakawa ward and from Sokoine primary school the head teacher and two teachers were involved.

The analysis of the data collected during pre-test was done. Information given by respondents had almost some acquaintances of understanding about CS in teaching English language. Together, the officials, WEC, head teacher and teachers had 82.4% of the awareness and other aspects that CS is used in teaching English especially English /Swahili, meanwhile 17.6% said CS there is an essence of using English /Maasai in order to help those pupils who still have problems in Kiswahili.

Where necessary the rectification of the instruments was considered. Krishnaswami (1993) defines validity as the effectiveness (or success) of an instrument in measuring the specific property which intends to measure and reliability is the consistency of results that an instrument will give when applied in the investigation.⁷

3.7 Data Analysis Methods

The study exploited a qualitative approach that was coordinated and organized to acknowledge concepts of the proposed respondents who are pupils, teachers, head teachers, ward education coordinators and district officials on effects of CS in teaching English. The Statistical Package for Social Sciences (SPSS) was used to analyze and coding data to comply with the research's objectives. Data presentation is in tabular forms, narratives and calculated percentages for drawing up conclusions on correct observations as well as directs analysis of text for meaning has been used.

3.8 Ethical issues and consideration

Qualitative research in case study investigates the role, events, or knowledge of people (William, 2005).The researcher has to evade forcing the respondents; he/she has to take care of them and to ensure mutual rapport and trust between investigator and respondents (Silverman, 2007).

The clearance form for research proposal was offered as well the letter of acknowledgment to the director of Simanjiro district Council was also offered by the University. This was done to acknowledge and get research permits from educational officials and other stakeholders in the district, ward, and school level in Simanjiro.

The consent from all respondents to give the information was requested, personal privacy such as credentials of subject, security of identities and to ensure all issues of confidentiality were kept through the use of codes, writing the comments, ticking correct words and not otherwise. Respondents or interviewees were not allowed to write their names.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

The chapter presents results pertaining to “*Effects of code switching in teaching English subject in public primary schools*”. In the field all respondents, the education officials/supervisors, WECs, head teachers, teachers and pupils were tasked to express their views on how code switching was facilitating performance in teaching English among the Maasai society. The information/ data were obtained through questionnaires given to officials/supervisors, and teachers. Interviews were conducted with pupils; observation was gratified during teaching in the class while other findings are extracted from the picked documents.

The results from the responses given coincide with the based research objectives which include awareness on CS, language skills, recommended methodologies and how CS contributes to performance improvement of the English subject in public primary schools among the Maasai in Tanzania. Presentations of findings are in form of tables, figures connected with explanation of the contents in brief.

4.2 Respondents

The study make use of five groups of respondents from the respective sampled wards and schools in Simanjiro District including *officials from the headquarters*, as shown in Table 4.1 .

Table 4.1: Respondents Distribution

Category	Expected	Reached	%
Council officials	4	4	100
WEC's	4	4	100
H/T's	8	7	87.5
Teachers	16	16	100
Pupils	32	32	100
Total	64	63	98.4

Source: Field data, 2017

Table 4.1 shows 4 *WEC's and 16 teachers* in 100% whose responses were through questionnaires meanwhile observation were carried out to some teachers during teachings delivery. *Head teachers and pupils* were involved as shown in Table 4.1 as well. It depicts that the expected head teachers were 8 but only 7 were reached equivalent to 87.5%. Data in Table 4.1 show that a total of 32 pupils participated in the study by having a face-to-face interview at their respective schools particularly grade 4 and 7. Fortunately all were reached, constituting 100%.

4.3 The synopsis of findings organized according to the research objectives

The outline of findings is organized systematically following the serial pattern of the research objectives, that is to say objective one starts and it ends with the last one as it can be seen below.

4.3.1. Teachers' and pupils statistics

There were 16 teachers in total who taught English in those sampled schools for the study that were requested to fill in the questionnaires.

Table 4.2: Teachers' gender distribution

Category	Frequency	Percent	Valid percent	Cumulative percent
Male	13	81.2	81.2	81.2
Female	3	18.8	18.8	100
Total	16	100	100	

Source: Field data, 2017.

As indicated in Table 4.2, thirteen males' equivalent to 81.2% and 3 female equivalents to 18.8% were able to complete the tasks. This indicates that more male teachers than females were in those schools located to teach English.

Table 4.3: Pupils gender distribution

Category	Frequency	Percent	Valid percent	Cumulative percent
Boys	16	50.0	50.0	50.0
Girls	16	50.0	50.0	100.0
Total	32	100.0	100.0	

Source: Field data, 2017

Table 4.3 shows 32 pupils in total who were supposed to participate in the interview sessions. They were equally distributed in gender, 50% boys and 50% girls. In reference to age of respondents in table 3.2 in chapter three, more cumulative percent is based on 12-14 of age who were 24 (75%). compared to 9-11 of age who were 8 (25%). It is the matured age able to understand and consolidate knowledge. The results in percentage vary showing 9-11 age were fewer in schools, though both were legally supposed to have been enrolled in school equally. However, pupils aged ranging from 12-14 is potential and acceptable group expected to provide information requested.

The responses given hereunder are for objective one which requires an explicit knowledge of teachers and pupils on CS. The situation shows sensibly there was an awareness of respondents regarding the concept of CS contrary to the assumption that students were not aware. Findings were obtained through questionnaires and interviews.

4.3.1.1. To assess teachers and pupils' awareness on the concept of Code Switching

This section express about the extent to which pupils and teachers are aware on Code switching. Under the first objective, various responses obtained are presented in the summary shown in Table 4.4 and 4.5.

4.3.1.2 Teachers' perceptions on CS in teaching English in primary schools

Table 4.4: Perceptions of teachers on CS

Teachers' reasons	No. of respondents	%
i. The use of multiple languages to acquire knowledge on vocabularies and sentence meanings.	13	81.25
ii Facilitate the process of teaching and learning more than one language	8	43.75
iii. Create understanding of the subject contents	7	43.75
iv. Make all pupils feel part and parcel of the lesson	3	18.75
v. Draw the attention of pupils to the lesson	2	12.5

Source: Field data, 2017

The information shown in Table 4.4 based on collection of responses from teachers relatively to the research question which need the awareness and how Cs is applied in the teaching and learning process.

As indicated in the table 4.4, teachers presented different reasons that tell about the awareness to CS and language they use to code switch. Firstly, 13 teachers (81.25%) gave reasons of the same meaning, among those is *“Code Switching is the use of more than one language that help pupils to acquire knowledge when learning vocabularies and to give the meaning of different sentences in the class”* The second reason carries 50% that 8 teachers said, *“Code Switching help teachers to teach and pupils to learn other languages like English and others apart from their mother tongue”*.

The other 7 respondents gave another reason that, *“Code switching helps pupils to understand the subject matter of a certain language/English lesson taught at a*

particular period". Furthermore, the 3 respondents stated that pupils can get chance to participate in the lesson for instance, "*Help pupils to understand and contribute their views when the teacher translates or gives meanings of words or sentences using the language they understand*". Last but not least, 2 respondents asserted that code switching draws the attention of pupils to the lesson, for example, "*Code switching makes pupils to listen carefully to teachers in the class*"

4.3.1.3 Pupils' ideas on CS in learning English

Pupils involved in the study were 32; the plan was 4 from each school equal to 12.5%, but one school had no pupils of the class or grade required to be interviewed instead 8 pupils were interviewed in the other school to compensate the unavailable 4 pupils.

These respondents asserted their perception about CS in relation to teaching and learning English; their views were obtained through the open ended interviews conducted openly and also through the questionnaires, their ideas are written down in Table 4.5 to denote CS insights obtained through questionnaires.

Table 4.5: Pupils' concepts on CS

Pupils' View	No. of pupils	Percent
Bilingualism	17	53.1
Language interchanging by the interlocutors	7	21.9
A technique of teaching a new language to pupils	5	15.6
Ways that teachers use to make the understanding of something to pupils during English class.	3	9.4
Total	32	100

Source: Field data, 2017

During interview session, Seventeen (53.1%) pupils expressed 17 viewpoints about CS; some carry the same meaning with those from the questionnaires for instance an assertion in table 4.5 roman one have the same meaning as the one viewpoint from an interview which says "*The ability of the teacher to speak the other language like Kiswahili during teaching English*". Also, is an example deems to 7 (21.9%) given

by pupils as, *“The action of the people to change the language they are using at a time”*. This has the same meaning with the statement in table 4.6 roman two. In addition to that, 5 (15.6 %) pupils mentioned that *“It is a technique which our teachers use to teach languages that pupils do not know”*. And 3(9.4%) respondents articulated CS can be *“when the teacher talks the other language known by the pupils in order to make them to understand what he/she teaches”*

Briefly, teachers and pupils navigated around same ideas about the awareness of CS in teaching English in the class. For instance, 13 (81.25%) teachers asserted multiple language use, while 17(53.1%) pupils commented bilingualism; both parties showed there is an acquaintance on awareness of CS in its concept and application in teaching English in classes which corresponds with Scotton’s theory of Markedness model that presumes code switching is unmarked (safe and sound) choice and an expected form of communication in a bilingual society. Hence, it is upon the interlocutor or speaker to choose the language he/she wants to use. Also,(Sert, 2005)contention“.....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 concur with the ideas of respondents that CS makes meaning and transfer knowledge to pupils.

4.3.2 To find out the language skills in which Code Switching is mostly applicable in teaching and learning English Language

The second research objective sought to ascertain findings on language skills that CS is applicable in teaching and learning English language. Methods utilized in collecting data were interview to pupils and questionnaires to the rest of the respondents. The researcher guessed that there were the most liked skills that suit the process in the application of CS in teaching English particularly among the Maasai land schools. The respondents falling under this objective are; H/Ts, WEC’s teachers and pupils.

According to the ideas of respondents in their groups, speaking is found the fore most skill that when integrated with CS during teaching a language, apparently permits the prominent understanding of the language in this case the English subject in public primary schools.

Table 4.6: Respondents’ comments on language skills

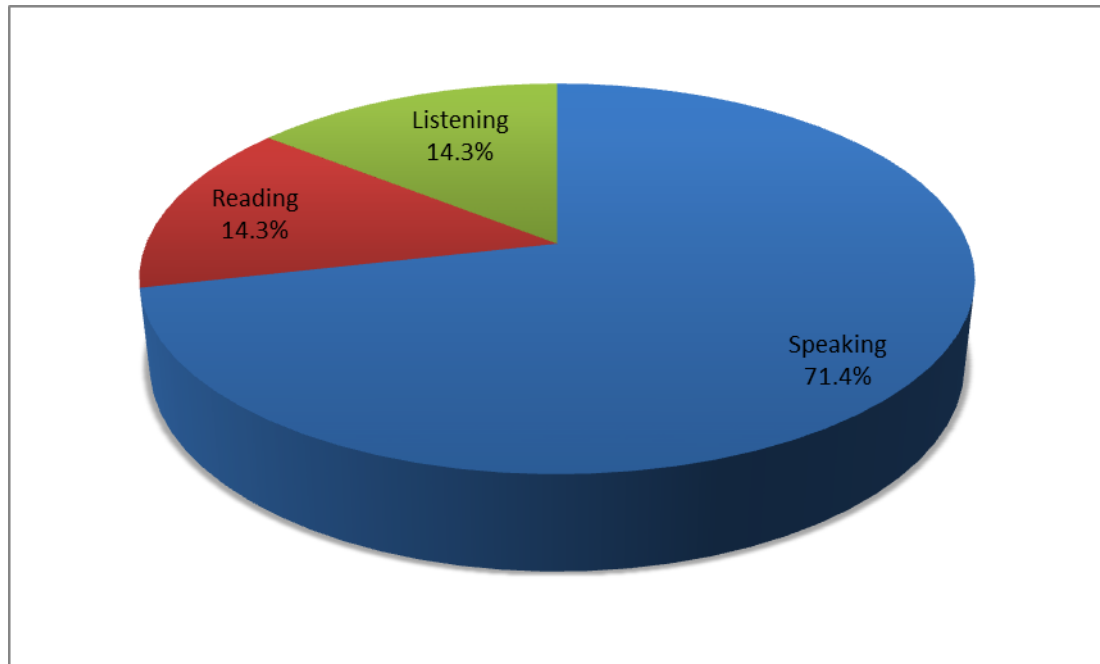
SKILLS	WECs		H/Ts		TEACHERS		PUPILS	
	Freq uenc y	Perc ent	Frequen cy	Percent	Frequenc y	Percent	Frequenc y	Percent
Speaking	3	75	5	71.4	11	68.8	1	3.1
Reading	0	0	1	14.3	0	0	1	3.1
Writing	1	25	0	0	1	25	6	18.8
Listening	0	0	1	14.3	4	6.2	24	75
Total	4	100	7	100	16	100	32	100

Source: Field data, 2017

Table 4.6above and the pie chart below illustrate the informants’ statistics that reveals the significance of language skills in priority. Many respondents (almost 71.4%) stated that speaking skill is the most effective during the session of teaching/ learning English; however, the pupils preferred the *listening* skill by 75% as shown in table 4.6 above. They strongly emphasized listening facilitate to get knowledge prior to other skills.

Figure 4.1: Respondents' comments on language skills

Among speaking, writing, reading and listening which one do you think is suitable / used to code switch during teaching English?



Source: Field data, 2017

In Figure 4.1 the speaking language skill is by far (71.4%) the predominant skill within which CS takes place in the process of teaching and learning a language in so far as it involves exchange of information between/among interlocutors. The following are Additional arguments of the respondents as to why CS is considered prevalent in those skills.

4.3.2.1 WECs arguments

Ward Education coordinators (WECs) are among education key supervisors, their main activity is to monitor the entire process of teaching and learning as well as whether appropriate materials are available. This is what they said: Speaking gives pupils an opportunity to learn from each other, builds up confidence during learning English and it arouse pupils' interests of learning English. This was attested by 3

WECs equivalent to 75%, while 1WEC (25%) said that CS is best performed through writing skill.

4.3.2.2 Head teachers arguments

Five (5) head teachers, equivalent to 71.4% indicated *speaking* skill as the most important skill within which CS takes place. They elaborated that speaking skill facilitates the progress of imitating the language, orient pupils into practicing the language and enhance pronunciation of words/vocabulary.

4.3.2.3 Teachers' arguments

Eleven 11 (68%) teachers in Table 4.7 above indicated that speaking *skill* was the most effective skill within which CS takes place during teaching and learning the English language. They defended their choice by making the following reasons: Speaking skill develops proper pronunciations through conversations, discussions and debating among teachers and pupils and among pupils themselves. They argued further that speaking skill supports the development of other skills, saves time, and facilitates the grasping of sounds and intonations of words and finally improves understanding through explanations given by the teacher.

4.3.2.4 Pupils' opinions

The result of 24(75%) of all respondents find out listening skill a preference. The matter is arousing understanding of the pupils during learning English through CS .Writing taken the second priority for 18.8% cited by 6 respondents insisting revising for remembrance if they could be given the CS written materials. With reading and speaking carry 6.2% less precedence but with its vitality with all purpose, the situation convinces that *speaking* and *listening* skills are of vital importance in the use of CS during English class. Speaking skill synchronizes a great part of CS exploitation for both the teacher and the pupil while *listening* contemplates the process largely to pupils.

4.3.3 To investigate how Code Switching is applied in teaching and learning English considering teaching methodology

Information regarding this objective was obtained through questionnaires and observation, some aspects relating to methods and techniques (methodology) during learning English in connection to CS have been identified. Informants involved at this caption are the officials (DEO, DAO, SCQA, and SQA), H/Ts and Teachers.

4.3.3.1 The views of the officials

The officials are grouped together and their views are given hereunder; data was collected through the questionnaires, preferably the DEO, DAO and SQA had the same ideas that the most effective method/technique of using CS in teaching and learning English is *group discussion*, they supported by saying that ... “*However, strength of the groups in language skills is a determinant to quality group works*” the statistics gone against one quality assurer(SCQA) who considered *questions and answers* as an effective technique, he substantiated that CS is used rarely for the case of new vocabulary item that has no direct explanation in English. See the table below.

Table 4.7: Officials’ responses

Methods	DEO		DAO		SCQA		SQA	
	Yes	No	Yes	No	Yes	No	Yes	No
Group discussion	<input checked="" type="checkbox"/>	-	<input checked="" type="checkbox"/>	-	-	-	<input checked="" type="checkbox"/>	-
Question& answers	-	-	-	-	<input checked="" type="checkbox"/>	-	-	-
Lecturing	-	-	-	-	-	-	-	-

Source: Field data, 2017.

About 75% of all respondents in Table 4.7 above tended to support group discussion as the best technique for CS during teaching and learning English or a language. If pupils engage in discussing language based issues, they can easily adapt. Only 25% of respondents opted for *Questions and answers*..No respondent opted for *lecturing* method.

4.3.3.2 Head teachers' views

Four 4 (57.1%) head teachers choose for *group discussion as the best method for CS* during teaching and learning English, while 3(42.9%) respondents thought *questions and answers were the best. This information was collected through questionnaires as indicated in table 4.8below:*

Table 4.8: Head teachers' responses

Methods	HEAD TEACHERS													
	First		Second		Third		Fourth		Fifth		Sixth		Seventh	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Group discussion	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
Question& answers			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>									<input checked="" type="checkbox"/>
Lecturing														

Source: Field data, 2017.

4.3.3.3 Teachers' views

All 16 (100%) teachers thought that CS is best applied in teaching English through *participatory method*. Additionally, 7 teachers equal to 43.75% thought, *question and answers* technique was the most appropriate to apply CS in the teaching and learning process because through that pupils' doubts/questions are cleared. Furthermore, 6 teachers equal to (37.5%) choose for *group discussion* technique as the best method for CS to be applied in improving knowledge sharing and to create understanding among pupils by means of interacting to each other.

Likewise, 3 (18.75%) out of 16 respondents cited role play technique arguing that it enhances CS in teaching English. Moreover, observation was applied to collect data at this subsection. The episode took place at Endonyengijape, Namalulu and Naroksoito schools. The aspects observed refers to modes of teaching(application) of CS, methods applied involving CS, skills used, pupils participation in the lesson

including their feelings, contributions and comprehension of subject matters. Observation was carried out when teachers were delivering materials in the class.

4.3.4 To examine whether the use of Code Switching improves performance of English subject

The results of this part are from the questionnaires given to officials including (DEO, SCQA, DAO and SQA), WECS, head teachers and teachers. The objective was intended to investigate how CS contributes in improving the performance of pupils among the Maasai schools in Tanzania. Informants were allocated in four groups .The following are the findings from their questionnaire.

4.3.4.1 Opinions of the DEO&DAO

The use of CS can improve the performance of English when inset programmes are established, as the management they need to infix for capacity building contented with CS to teachers of English to reduce taking too long to acquire a language, the government should employ more qualified teachers, and to enhance methodology and contents and academic refresher courses or seminar are essentially required.

4.3.4.2 Opinion of SCQA and SQA

Since pupils are supposed to learn Kiswahili then Code Switching must be in Kiswahili and English, the reason is when code switching conducted in English and Maasai, it can hinder pupils to learn the national language. As well the arbitrates predetermined that Maasai language is the vernacular pupils should learn Kiswahili then if CS considered must be in Kiswahili and English.

4.3.4.3 Opinions of WECs

Through questionnaires WECs pointed out that the use of CS improves performance in learning English only when the following reasons are considered; The first one is to conduct cadre seminars to teachers of English. They emphasized, seminars sharpen teachers' knowledge and keep informed on contents needed by their pupils. Secondly, competent teachers should be employed. They proposed, the staffing authority to make sure potential teachers of English should be posted to each school.

On availability of the adequate teaching facilities, the WECs hinted to the authority to ensure the necessary teaching facilities are in place to simplify service provision in schools.

Furthermore, on the choice of appropriate teaching methodology, they suggested teachers to opt for appropriate teaching methods encompassed with various techniques that facilitate understanding.

Moreover, in the use of Maasai/English code switching, some said the use of indigenous language in learning a foreign language fastens learning and understanding in schools with native pupils only. To grasp more see the table 4.9 below.

Table 4.9: WECs opinions

Opinions	Frequency	%
To conduct cadre seminars to teachers of English	4	100
Competent teachers should be employed.	3	75
Availability of the adequate teaching facilities	4	80
Choice of appropriate teaching methodology	4	100
Use of Maasai/English code switching.	2	50

Source: Field data 2017

4.3.4.4 Opinion from head teachers

In their contributions head teachers speculated that English language performance can raise if pupils are convinced to speak English all the time rather than mother tongue. The entire stakeholders have to encourage pupils to keep on speaking English in different settings, at school, home, in an out of the class at church and the like. To apply translation techniques during teaching, this should be practiced by teachers during teaching English, giving meanings of words, sentences, phrases simplify learning English to pupils like those in Tanzanian’s public schools.

The head teachers thought that allocation of teachers who are Maasai speakers to schools that have enrolled Maasai pupils only, was helpful to native pupils to learn English in that CS would only be practiced between two languages than if CS would first be done between English and Kiswahili before it is switched in Maasai.

Table 4.10: The opinions from head teachers

Opinions	Frequency	%
To convince pupils to speak English all the time rather than mother tongue.	7	87.5
To apply translation techniques during teaching.	5	62.5
Allocation of teachers who are the Maasai to schools with Maasai pupils only.	3	37.5.3
To use native language against English in schools.	3	7.5
Tasking pupils with enough exercise.	7	87.5

Source: Field data 2017

Table 4.11 encompasses the summary with the analyzed arguments of the head teacher seen in percentage in which it determines that the aspects with high percentage frequency has to be given great priority in order to enhance performance.

4.3.4.5 Opinion from teachers

Teachers' opinions in particular are considered significant since they are the core teaching practitioners. Their opinions obtained through the questionnaires seeking the importance of using code switching in teaching English to improve performance.

Table 4.12 Illustrates the status of responses given out according to this question, *“Which language between Kiswahili and maasai can help to improve performance when you code switch with English”?*

Table 4.11: The distribution of teachers' opinions

Language category	Frequency	Percent
Kiswahili	13	81.2
Maasai	3	18.8
Total	16	100

Source: Field data, 2017

The results in Table 4.11 reveal 13 (81.2%) respondents argued that still Kiswahili is mostly helpful when teaching the language and using code switching in Maasai locales. The Maasai language had 3 frequencies which carries 18.8%. Below are the opinions from teachers as to why they expressed such opinions following an additional question: *why is it helpful? Kiswahili is a language of instruction in public primary schools. Many teachers are from different societies they cannot speak Maasai language. Kiswahili is commonly understood and used indifferent areas/places for example at home, school, in church, mosques and other gathering arenas. Motivate pupils to understand the imparted material. Simplify the work of the teacher and easy understanding of subject matters.*

Table 4.12: Teachers supports

Opinions	Frequency	%
Kiswahili is a language of instruction in public primary schools.		
Many teachers are from different societies they cannot speak Maasai language.	16	100
Kiswahili is commonly understood and used indifferent areas/places for example at home, school, in church, mosques and other gathering arenas.	16	100
Motivate pupils to understand the imparted material	15	93.75
Simplify the work of the teacher and easy understanding of subject matters.	13	81.25
	16	100

Source: Field data, 2017

Statistics in Table 4.12 hereunder indicates the number of teachers at each opinion supporting Kiswahili is still a helpful language to improve performance. With those opinions above, the average of 15 teachers equal to 93.75% suggested the government to employ and allocate to schools enough and qualified teachers with English skills, in order to raise performance of the English subject in public primary schools. One of those teachers equal to 6.25% strongly suggested if possible “native languages” to be included in the curriculum so that it can be used to code switch during English classes in primary schools.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1 Introduction

The chapter presents the discussion of the major findings depicted from results of the research objectives put in place chronologically. The study's research objectives are; to find out if teachers and students' were aware of the concept of CS; second, in which language skills CS is mostly applicable in teaching and learning English Language; third, to explore how CS is applied in teaching and learning English, last but not least to examine whether the use of CS improves performance of English subject. The research findings are linked with the literature reviewed in chapter two.

5.2 Awareness of the concept of CS

The focal point to the first objective is the awareness of teachers and students about CS. Regarding the responses from the informants various aspects have been raised pertaining to teachers and pupils perception on CS. Gardner-Chloros (2009) mentioned that CS can have several different meanings and refers to whatever we want it to mean. Therefore, the analysis requires an explicit understanding of teachers and pupils/students on CS with regard to the particular assumption of teaching and learning English subject.

In addition, the theory of symbolic interactionism in chapter two page 60 denotes individuals create and maintain through face to face, repeated, and meaningful interaction (Altheide, 2004). The theory states that language is experienced all the way through interaction to form logic. With that, CS is the ability to "alternate between languages in an unchanged setting, often within the same utterance" (Schendl and Wright, 2011). The data presented in tables 4.4 and 4.5 is a testimony showing that all respondents were well aware of the concept of CS.

All 16 teachers equal to 100% were aware about CS in that they can work with all aspects that facilitate teaching the language. This is because most of the ideas given

by teachers carries the use of more than one language in any debate or a conversation Example, refer to 81.25% of all 16 teachers who said CS is the use of *more than one language* ...while others said that CS enables teachers *to teach other language*..pupils are *able to understand and contribute to develop communication* and create *attention to pupils*..... It denotes, CS is useful in knowledge formation it facilitates learning and develops a language. Teachers need to be conversant with many proper techniques, more languages and skills that assist them to teach English in schools.

The findings of this study agree with the existence of CS in previous studies conducted. For example, Skiba (1997) suggests that CS is used due to the inability of expression; it serves for continuity in speech instead of presenting interference in language. CS stands to be a supporting element in communication of information; in teaching and learning process by using T/L one can influence the knowledge through L1 of learners serves for communicative purposes, used as a tool for transference of meaning. As teachers switch between codes students attention is gradually drawn to the objective of the teaching. Here CS helps the learner to start from the ``known to unknown``. Also, the situation of CS in the classroom includes topic switch, affective switch and repetitive switch (Sert 2005). Here a teacher can develop students' previous L1 learning experience to increase their understanding of L2.

5.3 Language skills

The second objective calls for the language skills which CS is applicable in teaching and learning English language. Respondents were requested to notify which language skills are regularly applicable in teaching English language. All tried to inform accordingly, questionnaires and interviews were used for collection of data. The study intends to scrutinize the suitability of language skills in relation to CS during teaching English.

It is important for a teacher to choose language skills she/he can use during the language class. The choices of an appropriate skill during teaching a particular topic of English consent to fruitful instruction. The respondents, WECs, head teachers and

teachers (71.4%) who are the trained resource pointed out that *speaking skill* as an effective skill when teaching the language with CS. Table 4.6 in chapter four illustrates the responses of respondents. However, pupils had differently chosen *listening* skill as an effective skill among the others. Their choice is based on the belief that “the one who listens construct meaning, comprehends and understand language as well as responding to matters”, they argued, when there is a verbal interaction in the class whether between a teacher and pupils or otherwise you need to listen in order to get meaning and understanding. This tally with a statement in constructivism theory which says ...“*Through a highly interactive process, the social setting of learning is accorded center stage and learners both refine their own meanings and help others find meaning. In this way knowledge is mutually built. While there are several interpretations of what theory means, most agree that it involves a dramatic change in the focus of teaching, putting the students’ own efforts to understand at the center of the educational enterprise*” (Prawat, 1992).

Also Vuzo insisted:“*it is through language that learners read, comprehend and interact which is effected through asking and responding to questions or when discussing issues pertaining to their subjects of interest*” (Vuzo, 2002). Truly all these involve listening to establish the context.

5.3.1 WECs, Head teachers and teachers’ opinions

The respondents proposed matters pertaining to *speaking skill* as an effective one when integrated with CS in the English class. WECs, head teachers and teachers are educational practitioners. Basing on their opinions in chapter four, when speaking skill is applied during the use of CS it enhances functional and grammatical aspect of the language. Their opinions concur with the argument as in the approach according to Jacobson (1990), who asserted that, *teachers must monitor their language use in order to ensure that language alternation achieves pedagogically sound objectives and that switches occur in response to specific linguistic, educational and social cues which falls into four categories. The classroom strategies include review of material, students’ attention and praise. Second, switches due to curricular cues help to maintain appropriate language use. Third, teachers are switching in response to*

language development and finally due to the interpersonal relationship to establish intimate or formal tones.

In reflecting the assertion above, WECs opinions triggers the speaking skill gives pupils an opportunity to learn from each other, this fall under the third assertion which says, *“teachers are switching in response to language development and finally due to the interpersonal relationship to establish intimate or formal tones”* and then the other views say, builds up confidence, attentiveness and arouse pupils’ interests using and learning English, fall under the first and the second assertion as it is *“The classroom strategies include review of material, students’ attention and praise”* and *switches due to curricular cues help to maintain appropriate language use.*

The second part of 1st first assertion which is the classroom..... *“Help to maintain appropriate language use* assimilates the *Head teachers’* remarks that says speaking skill smooth the orientation progress of imitating the language, and as well speaking skill engage pupils into practicing the language and enhance pronunciation of words/vocabulary during learning the language then it is a source of other skills e.g. through speaking is where we can read and write.

Teachers rationalized by producing the following views; Speaking skill develops proper pronunciations, allow conversations, discussions and debating among teachers and pupils and among pupils themselves. Definitely, it matches with the third assertion, *“teachers are switching in response to language development and finally due to the interpersonal relationship to establish intimate or formal tones.* They added, speaking skill improvises the development of other skills, saves time, and facilitates the grasping of sounds and intonations of words and finally improves understanding through explanations given by the teacher,1st and 2nd assertion admit this. However, the listening skill was recommended by 4 (25%) respondents attributing comprehending phenomena. Next to, is the reading skill attained 6.2% denoted by 1 respondent raising the essence of knowledge generation from written words.

5.3.2 Pupils' opinions

Information from the respondents obtained by means of interviews. Thirty-two (32) interviewees were thoroughly reached who claimed listening skill is the most effective in applying CS during teaching English language. When asked why they chose that, many of them insisted “when a teacher gets in the class, absolutely someone is needed to listen”. As well, “when you listen from the teacher you understand,” then the other skills come later. For example a teacher may tell pupils to answer some questions or else to read words or a passage in the book, comes the *speaking or reading* skill, thereafter the assignment may be provided, definitely writing skill is used. Alternating a language using proper skill determine influence learning. Do you understand your teacher when he/she teaches English by using code switching in the class?

Table 4.6 in chapter four reveals the decisions of informants. The result of 24 (75%) of all respondents find out listening skill a preference. Writing took the second priority in that 18.8% cited by 6 respondents insisting revising for remembrance if they could be given the CS written materials. Reading and speaking carried 6.2% although in reality reading is important.

Generally, the situation convinces that *speaking* and *listening* skills are of vital importance in the use of CS during English class. Speaking skill synchronizes a great part of CS exploitation for both the teacher and the pupil while *listening* contemplates the process largely to pupils.

5.4 CS application as per methodology

The search of the study prescribes the demand of the third objective which is exploring several methods and techniques in which they are suitable in the application of CS in learning a language. Similarly, Clegg and Afitska (2011) presented an overview of studies that assessed the pedagogical relevance of teaching and learning in two languages in African classrooms. An account entails respondents are grouped into 3 categories such as officials, head teachers and teachers. The

techniques applied to attain the results were questionnaires to all respondents, questionnaires and observation to teachers.

5.4.1 Officials category

The category asserted that the most effective technique which facilitates CS applicability is the *group discussion*. The analysis can be observed in Table 4.7 showing scores status, for instance *yes* score for group discussion were three equal to 75 percent and *Yes* score for question and answers was one equal to 25 percent. “*However, strength of the groups in language skills is a determinant to quality group works.*” That means a group discussion depends on the expertise, talent or ability of the discussants pertaining to a particular aspect. To discuss is to get the knowledge and a solution of a phenomenon, therefore, CS applies to discussion among the participants during English class.

They elaborated that the teachers of the language should be proficient and eager to choose an appropriate method and skill count with CS in use. They added the use of CS can be fruitful if at all teachers would be able to improvise different techniques/language that brings pupils together when learning, for example, one respondent the SQA construct says “*Cs should be used by teachers/students by altering their language according to the topic that is under discussion to persuade sharing of skill, understanding and knowledge.*” He also gave the reasons when he was asked to show which are the credible techniques to be used frequently with CS during English class in a school with a purely Maasai pupils. He says, “*By using CS teachers should rely on principles of learning and teaching a foreign language as per educational policy and regulations.*”

The phrases match up with Arthur (1996) who indicates that teachers use code switching to encourage participation by pupils. Code switching by pupils, on the other hand, is not always an accepted code in the classroom as the policy stipulates English as the only medium of instruction. For example, in a transcript on interaction between a teacher and pupils in a science lesson, the teacher asks a question switching from English to Setswana.

5.4.2 Head teachers category

The respondents had consent with group discussion though there was disproportion between the techniques. Four (4)57.1% respondents agreed with *group discussion* and 3 (42.9%) respondents *for questions and answers*. Questionnaires were used to collect the information. Nevertheless an added advantage was given by these respondents through oral conversation with the researcher that methods given fall under participatory approach where by a learner /pupil is a focus.

They insisted that both methods greatly incorporate learners in the learning process, for instance, CS is applicable to group discussion among pupils themselves when teachers assigns them and also when a teacher leads the discussion in the class. One of them said “To use intelligent pupils in groups to use Kiswahili and Maasai to help their fellows to grasp meaning, hence knowledge.” He said it in Kiswahili as follows: (*Kutumia wanafunzi waelewa katika vikundi kuwaelewesha wengine kwa Kiswahili na kwa kimasai*). He continued, When pupils discuss together you will find Kiswahili and Maasai language used simultaneously to make others to understand a topic/subject matter.

When the teacher is leading the discussion session he/she can even give chances for them to tell some aspects using both languages inclined to English. For question and answers technique; the central focus of the respondents was the emphasis on how it applies to bilingual and multilingual outcome. Questions and answers through the language they know facilitate pupils to comprehend the phenomenon. Similar to this is a contention which says, it is through language that learners read, comprehend, and effectively interact during teaching-learning process. Interaction is effected through asking and responding to questions or when discussing issues pertaining to their subjects of interest (Vuzo, 2002).

5.4.3 Teachers’ views

In education provision field, a teacher is a key factor to trigger goals achievement. Sixteen (16) teachers were involved in the study. All 16 teachers (100%) proposed that CS is applied in teaching English through *participatory method* because strongly incorporate pupils in the process of learning. Additionally, 7 teachers equal to

43.75% remarked that the *question and answers* technique is frequently used because of its nature of being participatory and therefore CS is best applied here which in turn improves sharing and clearing of doubts among pupils.

Furthermore, 6 teachers equal to (37.5%) commented *group discussion* technique in CS increase the improvement of knowledge sharing, create understanding for pupils then they convey what they know to their fellow even by using their mother tongue. Likewise, 3 (18.75%) out of 16 respondents cited the role-play technique insisting it enforces CS relevance in teaching English.

Moreover, observation was applied to collect data at this subsection. An observation exercise conducted during teaching in class. The episode took place at Endonyengijape, Namalulu and Naroksoito schools.

Endonyengijape School

At Endonyengijape the topic was about *expressing quantity* taught in class four. The teacher started to speak English and Kiswahili interchangeably in the introductory part. She code switched using those two languages to remind pupils the previous lesson. She went on with the new topic. She used English interchangeably with Kiswahili /Maasai languages. With the sub topic *counting numbers*, she taught how to utter 120 in English as the following excerpt illustrates,

120 in English - One hundred and twenty.

In Kiswahili-Mia moja na ishirini.

In Maasai Iip nabo oo ndomoni arre.

The teacher code-switched between English and Kiswahili and at times the teacher was forced to switch to Maasai because there were some pupils who still did not understand Kiswahili. This tallies with Scotton's (1993) ideas which states that *English translation conversation between interlocutors as unmarked choice*. Language users choose which language that marks their rights and obligations in social context where there is unmarked language choice, speakers practice code-switching to explore possible language choices. The event continued in tripling CS in

order to construct meaning during teaching English. The phenomenon revealed the ways teachers express and deliver the contents in bilingual or multilingual situation. In fact pupils appeared to accept, comprehend and feel the essential part of the class.

Naroksoito School

At Naroksoito School, the teacher started to teach pupils of class seven about “*If clause*” for some minutes without any shifting between languages. There was a great silence signifying that no one was following or understanding. When he turned to Kiswahili there was a response. He asked them to give the meaning of the sentence with “*if*” clause in Kiswahili. He told them the grammatical function and its meaning in Kiswahili as indicated in the examples below:

English - “*If I go to Mwanza I will visit my uncle*”

Swahili- Kama nitaenda Mwanza nitamtembelea mjomba

But some pupils still did not understand, he asked them the meaning of the sentence in Maasai language. He asked pupils to tell their fellow, few tried to answer but with mistakes. Briefly he told them and become like this.

English - “*If I go to Mwanza I will visit my uncle*”

Swahili- “Kama nitaenda Mwanza nitamtembelea mjomba “

Maasai language – *Tenalo Mwansa nalo airoroki olakwi*

By switching to Kiswahili and Maasai languages, pupils understood and become active. He asked pupils to construct some more sentences in English then translate in Kiswahili and Maasai. The researcher noted that when pupils understand they become active and contribute.

Namalulu School

In the class at Namalulu School, the teacher introduced the topic *Expressing Concession* in class seven. The teacher used two languages English and Kiswahili immediately when she entered in the class. The researcher noted that the class was energetic and attentive because most pupils were aware of the subject matter. Some pupils, especially those who did not know Kiswahili well were being helped by their

colleagues by using Maasai language because the teacher did not code switch to Maasai, the language they know well.

Generally, Code switching is an important aspect in teaching or learning English. Switching between languages in Tanzania classrooms is unavoidable; in particular for the schools with Maasai pupils only their language should be assimilated in the process of teaching English to encourage understanding among the pupils. Teachers should choose appropriate techniques that assist pupils not to struggle.

The contention concurs with the assertion of Clegg and Afitska (2011) which show that CS is useful for explaining and elaborating on concepts, increasing classroom participation, establishing good classroom relationships, ensuring the smooth running of the lesson, and making connections with *the local culture of learners*. The authors therefore recommend teacher-education systems that would factor in the importance of bilingual pedagogy and various language practices that teachers could adopt to facilitate pupils' understanding and participation in the classroom.

5.5 Use of CS improves performance of English subject

The research objective centered on examining various aspects of the use of CS in teaching English subject to improve performance. The respondents were asked to say something on efforts, suggestions and strategies in using CS to improve performance of English subject. Also, the study aimed to see if there were some refresher courses or English cadre seminars conducted to teachers to sharpen skills for improving teaching English. In addition, they had to show if there was any importance to code switch between English and Maasai language particularly for schools found to have enrolled with only Maasai pupils. In fact, participants tried to articulate what they have.

5.5.1 The DEO &DAO

The District Education Officer and the District Academic Officer commented that the use of CS definitely facilitate the improvement of the performance of English when effective program will be established. Employing qualified teachers with language skills is a strategic programme that could help to boost performance when posted to schools. Staffing is an essential exercise to balance manpower for the teachers of English. The DEO said they did not send teachers who were Maasai by tribe to schools with Maasai pupils only because they were not available; even if there would be a school with one Maasai teacher still it might not work out well to use CS because the workload would be too heavy for him/her, so he/she has would have to use Kiswahili

The other observation from the officials is, the syllabus for teachers training should capture all communicative and professional characteristics for both in-service and pre-service teachers as it concurs with Adendorff (1996) who suggests the need for teacher training and consciousness-raising in order to encourage a communicative resource with important symbolic associations.

Furthermore, the officials continued to comment that, there must be various language workshops, cadre seminars and the like so that teachers can be able to enhance language proficiency which help all the teachers of English to facilitate rising of performance, similar to a contention which shows that proficiency in the language of instruction is an important factor in educational performance (Andersen 1975).

5.5.2 The SCQA and SQA

The SCQA and SQA as the education quality assurers insisted the beginners and lower primary (class II-V) not allowed to use CS because it limits pupils 'self expression in English when they join higher classes. The SCQA contended he never experienced the application of Maasai/English CS in Maasai area due to shortage of teachers of English from the Maasai society, and hence pupils may face difficulty to learn Kiswahili the national language.

They added, according to the educational policy and its regulation an instructional language in primary level in Tanzanian schools is Kiswahili, so during the application of CS the language that is supposed to code switch is Kiswahili.

Therefore, the uses of CS for the sake of rising performance in natural Maasai catchment schools have to get along pupils to learn Kiswahili first then English. Also, performance can be improved if teachers use English frequently during teaching English; however, one of them said, Maasai language are a vernacular that a teacher who speaks it may use it to simplify learning and quicken understanding of subject matter in line with CS.

Comparable to Butzkamm (1998) noted that the students' *native language* to be what he called a *conversational lubricant*. He suggests that teachers should consider students' *native language* a natural shortcut to learning that should be utilized where appropriate, instead of avoiding code switching in class entirely.

5.5.3 The WECs opinions

WECs had different opinion regarding quality education provision in their areas of command. As they all agreed they take time to monitor and evaluate the approaches that CS is applied during teaching English. All had the same opinion that CS is best practiced between English and Kiswahili. It is a manner that applies even for primary and secondary schools under which comfortable teaching and learning occur for parties, teachers and pupils/students. Richard (2005) argues that CS between Kiswahili and English has become the *everyday life* in many classrooms. They had both advantages and disadvantages. Students felt more *comfortable* being allowed to use Kiswahili as a *backup* language. In mentioning remarks for better performance teachers use translation technique by code switching using English/Kiswahili during teaching vocabularies. The essence is, Kiswahili is effective as it causes pupils to comprehend themes. Furthermore, as a national language Kiswahili has to dominate to preserve national identity. Pupils should be encouraged to use it interchangeably with English.

In addition, short courses or seminars with CS contents should be carried out to teachers to develop language teaching skills. The usefulness of English /Kiswahili in CS encodes the easiest ways for teachers to teach language grammatical and syntactical rules. Despite of the above observations, one WEC suggested whenever possible there is a need to ascertain the use of a *vernacular* for example Maasai /English CS in teaching a language especially in periphery areas or in schools with unassorted society where Kiswahili is still not well known to help pupils for easy acquisition of the language.

5.5.4 The head teachers views

Like the other respondents' opinions, 4 head teachers equal to 57.1% encouraged the switch between English and Kiswahili in classroom in order to improve language performance. The head teachers suggested the appropriate languages to code switch in order to improve the language performance during teaching of English was to switch between English and Kiswahili and not between English and Maasai language. Many times in Tanzanian primary schools during the English language sessions, Kiswahili is used frequently to reinforce or to strengthen the lesson where pupils have not understood. Another observation of the respondents was that language skilled teacher's influence on a good performance of the language. Teachers who are conversant with English language skills should be the ones to be posted to schools; they can apply better methodology, improvisation of productive language teaching techniques such as the application of CS, they are also helpful to pupils by using mother tongue. With regard to CS, teachers have the great chance to convince pupils to speak English in school rather than at any other place. A point of reference can be school rules, expertise power, and the pupils self esteem towards education.

However, they had the opinion that English /Maasai code switching would be effective if teachers would be able to use it. The head teacher of Lormorjoi School certified the statement, for the reason that 100% of the pupils in his school are Maasai by tribe. As he termed it as a strong reason, he continued, English/Maasai would be functional in view of the fact that to them, Kiswahili is not a popular

language while their mother tongue is prevalent almost all over among the whole school community. He added, the DEO should intentionally send at least one teacher who speaks the Maasai language well to those schools with Maasai pupils only to aid language paraphrasing and transformation in and out of classes. He/she can be a focal person with regard to pupils' mother tongue in translations, interpretations, and restatements.

Indeed, it seems that there is a need of using the vernacular during teaching a language but for the case of Simanjiro the use of CS between English/ Kiswahili is the best choice. The head teachers had the views that the country's policy stipulated Kiswahili as a medium of instruction in public primary schools, and no other language is allowed to be used within the school compounds. Teachers do adhere and anticipate emphasizing switching to Kiswahili at any circumstance during the language class, it is a familiar style used all over because it assists meaning and understanding.

These ideas are similar to the study done by Vuzo (2008), Qorro (2006) and Mwinsheikhe (2008) who reported similar findings of which language teachers prefer to use in the classroom between English and Kiswahili or code-switching. Nonetheless, in the case of Simanjiro it is possible to code-switch between English and Kiswahili and, Maasai languages. The intention is to enhance understanding. This study concurs with the findings of the mentioned scholars since in public primary schools in Tanzania you cannot find a language class whereby a teacher uses English throughout the period without switching to Kiswahili the language understood by the majority of pupils.

5.5.5 Teachers views

Findings from teachers were obtained through the questionnaires seeking teacher's opinion on the importance of using code switching in teaching English to improve performance. In chapter four, Table 4.12 illustrates the status of responses given out according to this question, "*Which language between Kiswahili and maasai can help to improve performance when you code switch with English*"?

Similar to previous respondents, teachers were of the opinion that switching from English to Kiswahili was probably the best approach than switching to Maasai language because ultimately Kiswahili is not just the medium of instruction but it is also the country's lingua franca. The majority of the teachers about 81.2% supported the switch between Kiswahili and English. Teachers' opinions in particular are considered significant since they are the core teaching practitioners.

Another reason why most teachers preferred switching between English and Kiswahili rather than English and Maasai is that non-Maasai speaking teachers are the majority in Simanjiro District. These non-Maasai speaking teachers cannot code-switch between English and Maasai,

However, for the Maasai speaking teachers can still code-switch between English and Maasai for the purpose of expressing encouragement and creating solidarity with students as observed by Adendorff (1996) when he says that although English was the official language of instruction in Zululand, teachers used the students' and the teachers' native language, Zulu, to fulfill several social functions such as expressing encouragement and marking solidarity with students.

Many teachers do not entertain using Maasai language in CS either because they do not know it, the official policy do not allow or with personal interests they might don't want to use it. Apart from those opinions above teachers as well suggested the government to employ and allocate enough and qualified teachers and if possible native languages can be included in the curriculum specifically so that it can be used to code switch during English classes in primary schools

In sum, respondents preferred to use Kiswahili rather than a native language to code-switch in the English class. However, they proposed that when the number of Maasai speaking teachers increases, then code-switching between English and Maasai would be a better option

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The study set out to investigate the effects of CS in teaching English subject in public primary schools among the Maasai in Tanzania. The case study was Simanjiro District in 5 wards where schools with native Maasai pupils only are available. The aim was to determine if CS between English and Maasai language can be applied during the English class to improve performance. CS is an important aspect in teaching English especially to such pupils whom English is the third language. The final chapter presents summary conclusion, and recommendations of the study basing on the research questions and it will also suggest areas for future researches.

6.2 Summary of the Findings

The study aimed at looking at the *effects of CS in teaching English subject in public primary schools among the Maasai in Tanzania*. Five groups of participants were involved i.e. the officials, WECs, head teachers, teachers and pupils. Apart from the officials and WECs the rest respondents shared the same environment regardless of positions and responsibilities. They are all found in schools with native (Maasai) pupils only.

The findings show that CS takes place in a situation whereby more than one language is used. It has been also established that CS in reality is widely well known and thought to be relevant to use during learning and teaching languages to build comprehension. Although little Maasai is used sometimes to code-switch, Kiswahili language is used more frequently during teaching and learning of English language. It has been recognized that when CS approach is adopted, understanding is enhanced and so that an improved performance, that means the acquisition of English is improved. However, in the Education policy of 2014 nowhere stipulate to allow the use of CS in the process of teaching or learning a language

Likewise, during code-switching all the four language skills are used simultaneously and hence improve performance in English language. Skills call for all sense organs of pupils during learning a language to enable them to listen, speak, read and write to accomplish understanding, hence performance. Speaking was found to be predominant skill (picked by other groups other than pupils) where CS takes place during teaching English since it allows language interchange by the interlocutors. Meanwhile pupils had exceptionally relied to listening skill in the sense that they conceptualize ideas as they listen from teachers.

Furthermore, the use of appropriate methods or techniques with CS was found to be very important and effective especially during discussing or debating, this helps to promote language learning. Appropriate application of CS through appropriate method/technique coupled with language proficiency of teachers facilitates pupils to grasp knowledge. During the observation sessions the teachers code-switched in order for the pupils' better understanding of the lesson.

The study acknowledges that Code Switching between English and Kiswahili is still the most preferable approach of teaching English Language in Tanzania although Kiswahili is the second language of pupils in Simanjiro; the preference was not surprising because Kiswahili is used widely in different locales compared to Maasai language. And English is rarely found in the entire community in the area like Simanjiro district. Pupils meet the language in the class only during the learning sessions.

Lack of enough English teaching facilities like books, teaching aids either the readymade or those improvised according to the learning setting were raised by the respondents that, to a certain extent contributed to weaken CS practical application. In addition, few teachers of English in Simanjiro primary schools contributed to the lower performance of English because some among the available seems to be indecisive to teach English due to incompetence on the subject.

6.3 Conclusion

In the basis of findings the researcher made various conclusions that include;-

Firstly, According to collections of references, the use of CS was deemed positive as a practical and useful tool for both teaching and learning a language, in this case English. CS enhances teaching a language in the society using Target Language and other languages including Maasai in Tanzania.

Secondly, Kiswahili is an inevitable intermediary language between the mother tongue and English in Tanzanian societies. The schools with native pupils in Simanjiro District have to learn English by means of CS with the integration of Kiswahili a language spoken almost everywhere, in and out of school and also native language whenever possible, but the majority of teachers are not able to speak a native language. It is well known Kiswahili is the language which teachers use frequently to code switch during teaching English in public primary schools in Simanjiro District and all over the country.

Thirdly, sometimes native language can also be used in CS, though according to Tanzania's education policy of 2014, no where justifies CS is allowed to be used in the learning process, instead Kiswahili stipulated as the medium of instruction in primary level. The respondents picked Kiswahili as an appropriate language for CS than the native language regardless of the setting or location they operate in.

Fourthly, a discovery shows many teachers in primary schools are not English proficiency. They are little acquainted with English language in which they cannot win over a learning of a language. A lot of mistakes were noted during the observation sessions. This is probably a result of the practice whereby primary school teachers are normally posted to schools to teach all subjects without considering specializations or subject mastery.

Last but not least, in reference to Badrul's assertion, it is still had to get positive results by using different languages whether Kiswahili or Maasai in teaching English to interior schools of Simanjiro District with Maasai pupils only. This is because Kiswahili is mostly found in schools or in the class and not in the entire community.

Pupils speak Kiswahili when they are in the class or when given instruction by teachers. They mostly use Maasai language in and out of school. Also English is just spoken or heard in the class during teaching, you neither hear spoken out of class in the school surroundings during other extracurricular time nor in other activities.

Even in the entire community of the Maasai English and Kiswahili is not casually spoken consequently the circumstance would tend to slow down the rate of learning the target language.

6.4 Recommendations

Teaching profession should be considered a very important field since basically it is the mother of all other professions, so the preparation of teachers should be given a great attention by the government including identifying language talents. From findings and conclusion I recommend the following to be done:

The government/authority should refrain from the practice of forcing each and every primary school teacher to teach all subjects in the curriculum. Teachers should be allowed to teach subjects of their interest. By so doing, teachers of English would at least be those with acceptable proficiency in English language.

Since almost all pupils in Simanjiro District are Maasai speakers, the District authority should consider allocating native speakers of Maasai teachers or those with the knowledge of the Maasai language to schools with native pupils in order for them to integrate the native language with CS during language classes to simplify knowledge transmission.

Conservative areas like the Maasai land and others should have inspections beyond the schedule in order to monitor improvements among subjected schools and also detailed counteractive follow ups should be done internally and externally to boost the language learning manners.

Language clubs including English club should to be established in such schools to stimulate speaking practices in and out of class among pupils themselves, teachers and other stakeholders. Diverse practice or systems can be established like those

practiced to some secondary schools for example “Red card system” there shall be a red card kept by a class leader that should be handled to any class member who happen to speak English within the school surrounding his/her name is written and later subjected to a punishment.

Another is the slogan “No English No service”. If a pupil doesn’t speak English she/he’ll not given any service for example, *if a teacher help to solve a difficult mathematics problem*. This can be narrowed down to English subject only and is applicable to pupils from class five to seven although to some schools even from class four. Within a week one or two days demand the procedure, consequently behavior is shaped.

Recurrent trainings, seminars, workshops, and other corresponding gathering full of English language themes including CS should be conducted to teachers of the English language to sharpen their knowledge. Last but not least, the government should employ more teachers and to be posted in areas with great..

6.5 Policy implications

With regard to the above recommendations, the study terms policy implication for successful application of CS. The Tanzania’s Education Policy of 2014 should extend to stipulate the programs and processes of training teachers of particular subjects to teach at primary schools afterwards when they are done with the course; instead of the probable present program that one teacher is imagined to teach all subjects. Even though in teacher education/institution language trainings sections should be established deemed by the policy. This certainly improve language teaching in primary schools that create confidence to teachers, ease the use of CS during classes, render understanding hence assures performance in English language.

Through policy accountable organs, language teaching methodology restructuring should be considered as it has been done in the subjects Mathematics and Science stipulated in part 3.2.7 and 3.2.8 by the Tanzania’s Education policy of 2014 to harness native language involvement during teaching English in order to conform

comprehension to learners hence authorize the allocation of native teachers who teaches English to schools with native pupils.

Education quality assurance unit should devise the system, methods (techniques) and the philosophy with more frequencies of school inspection in rural locales where the natives are the majority, let the teaching and inspection of a language in those vicinities be included correspondently with improving all levels of education as stipulated in part 3.2.17 in the Tanzania's Education Policy of 2014. Probably it can mend understanding to youth and pupils during learning a language in those areas in particular and elsewhere.

6.6 Recommendations for Further Studies

Although my study shown that code-switching helps language acquisition, Badrul (2009) argues the opposite, that "code-switching slows down the rate of learning of the target language".

It is against this backdrop I propose that further research, particularly an experimental study be conducted whereby an experimental group would be taught the English language through code-switching and a control group would be taught strictly through the target language. At the end of a term, a test would be administered to determine if would be significant difference in terms of language proficiency of the two groups.

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APPENDICES

Appendix .I: Questionnaire for the District Education Officer

This questionnaire is designed to collect information on the assessment of effects of code switching in teaching English in public primary schools among the Maasai in Simanjiro DC in Tanzania. Kindly complete the questionnaire by ticking the appropriate response or by inserting your answers in the space provided. I assure you that information collected will be used for research purpose only. To maintain the obscurity and confidentiality, please do not write your name.

Sex: *Male.....Female.....*

Age in years : (18-25)... (26-33)... (34-41)... (42-49)... (50-57)...

District

Name of School/institute.....

1. For how long have you been the head of the department?

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

2. Are there adequate teaching facilities for English subject in your district?

Yes/No...

If Yes, (a) Sufficient (b) More than half (c) Less than half (d) ()

If NO, give 3 reasons.

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

3. How many qualified teachers are needed in your district to teach English.....?

Is there any shortage? Yes/NoHow many?

4. Do you know anything about code switching as a strategy to English learning? Yes/No.

5. Do you purposely send the teachers who are the Maasai to the schools with the Maasai pupils only? Yes/No

If Yes why?

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

If NO, why?

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

6. Does code switching applied by teachers when they teach English in their classes? Yes/No.....

7. Do you think learning skills like listening, writing, speaking and reading are involved during using code switching? (a) Yes, I think there is...(b) No, there is no... (c) I'm not sure.

Which one(s) are the most effective?,,

Why?

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

8. What are the efforts made by the district management to facilitate the improvement of teaching and learning English language?

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

9. Since you are key education supervisor at the district level and you always anticipate to monitor the implementation of education provision what do you think are the most effective methods(techniques) of using code switching in teaching and learning English among the following ?

(1)Question and answers (2) lecturing (3) group work (4)

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

10. Can you analyze the problems prevailing in the process of teaching and learning English particularly in the schools with only the Maasai learners or pupils?

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

11. What is your attitude towards code switching as a strategy to English Language teaching? Is it good or bad practice? Yes/No.....it is bad/good(cross unrequired)

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

12. What strategies have you analysed as a district to arrest the emerging weaknesses of using code switching in the English classes?

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.....
.....

Thank you for your concern

Appendix .II: Questionnaire for the District Academic Officer

This questionnaire is designed to collect information on the assessment of effects of code switching in teaching English in public primary schools among the Maasai in Simanjiro DC in Tanzania. Kindly complete the questionnaire by ticking the appropriate response or by inserting your answers in the space provided. I assure you that information collected will be used for research purpose only. To maintain the obscurity and confidentiality, please do not write your name.

Sex: *Male.....Female.....*

Age in years : (18-25)... (26-33)... (34-41)... (42-49)... (50-57)...

District

Name of School/institute.....

1. For how long have you been the head of the department?

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

2. Are there adequate teaching facilities for English subject in your district?

Yes/No...

If Yes, (a) Sufficient (b) More than half (c) Less than half (d) ()

If NO, give 3 reasons.

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

3. How many qualified teachers are needed in your district to teach English.....?

Is there any shortage? Yes/No How many?

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

4. Do you know anything about code switching as a strategy to English learning? Yes/No.
.....
.....
.....
5. Do you purposely send the teachers who are the Maasai to the schools with the Maasai pupils only? Yes/No
If Yes why?
.....
.....
If NO, why?
.....
.....
6. Does code switching applied by teachers when they teach English in their classes? Yes/No.....
.....
.....
7. Do you think learning skills like listening, writing, speaking and reading are involved during using code switching? (a) Yes, I think there is...(b) No, there is no... (c) I'm not sure.
Which one(s) are the most effective?,, why?
.....
8. What are the efforts made by the district management to facilitate the improvement of teaching and learning English language?
.....
.....
.....
9. Since you are key education supervisor at the district level and you always anticipate to monitor the implementation of education provision what do you think are the most effective methods(techniques) of using code switching in teaching and learning English among the following ?

(1) Question and answers (2) lecturing (3) group work (4)

Rank in ascending order e.g. 1 stands for most effective method .2 effective.

3. Satisfactory 4. Not most effective(a)

.....
.....

10. Can you analyze the problems prevailing in the process of teaching and learning English particularly in the schools with only the Maasai learners or pupils?

.....

What is your attitude towards code switching as a strategy to English Language teaching? Is it good or bad practice? Yes/No.....it is bad/good (cross unrequired)

.....
.....

11. What strategies have you analysed as a district to arrest the emerging weaknesses of using code switching in the English classes?

.....
.....

Thank you for your concern

Appendix .III: Questionnaire for the District Chief Inspector of School

This questionnaire is designed to collect information on the assessment of effects of code switching in teaching English in public primary schools among the Maasai in Simanjiro DC in Tanzania. Kindly complete the questionnaire by ticking the appropriate response or by inserting your answers in the space provided. I assure you that information collected will be used for research purpose only.

To maintain the obscurity and confidentiality, please do not write your name.

Sex: *Male.....Female.....*

Age in years : (18-25)... (26-33)... (34-41)... (42-49)... (50-57)...

District

Name of School/institute.....

1. Have you ever inspected a class in the English period of code switching application? Yes/No
2. Does code switching helpful in improving English performance in particular? Yes/No...Why?
.....
.....
.....
3. Are there problems happen when code switching is used during teaching English? Mention few of them.
.....
.....
.....
4. Have you ever experienced the application of Maasai/English code switching in the class? Yes/No...If Yes, What's the outcome
.....
.....
.....

If NO, What do you think to code switch using the Maasai and English in enhancing performance?

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

5. Are there inspection reports which analyze the best ways of using code switching for effective results? If yes what are the critical suggestions given, mention at least 3.

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

6. Any action taken forth by the management to the inspection report?

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

7. Which are the credible techniques you suggest to be frequently used during code switching in the English class especially the purely maasai schools? Give reasons why?

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

8. Since you are key education quality assurer at the district level and you always anticipate to monitor the implementation of education provision what do you think are the most effective methods of using code switching in teaching and learning English among the maasai schools?

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

9. Any more suggestions on how to improve the use of code switching for good performance in English language in the purely Maasai catchment schools.

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.....
.....

Thank you for your co operation

Appendix .IV: Questionnaire for the Inspector of School

This questionnaire is designed to collect information on the assessment of effects of code switching in teaching English in public primary schools among the Maasai in Simanjiro DC in Tanzania. Kindly complete the questionnaire by ticking the appropriate response or by inserting your answers in the space provided. I assure you that information collected will be used for research purpose only.

To maintain the obscurity and confidentiality, please do not write your name.

Sex: *Male.....Female.....*

Age in years : *(18-25)... (26-33)... (34-41)... (42-49)... (50-57)...*

District

Name of School/institute.....

1. Have you ever inspected a class in the English period of code switching application? Yes/No

2. Does code switching helpful in improving English performance in particular? Yes/No.....Why?
.....
.....
.....

3. Are there problems happen when code switching is used during teaching English? Mention few of them.
.....
.....
.....

4. Have you ever experienced the application of maasai/English code switching in the class? Yes/No...If Yes, What's the outcome
.....
.....

If NO, What do you think to code switch using Maasai and English in enhancing performance?
.....
.....

5. Are there inspection reports which analyse the best ways of using code switching for effective results? If yes what are they,

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

6. Which are the credible techniques you suggest to be frequently used during code switching in the English class?

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

7. Since you are key education quality assurer at the district level and you always anticipate to monitor the implementation of education provision what do you think are the most effective methods of using code switching in teaching and learning English among the maasai schools?

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

8. Any suggestions on how to improve the use of code switching for good performance in English language,

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Thank you for your co operation

Appendix .V: Questionnaire for Ward Education Coordinator

This questionnaire is designed to collect information on the assessment of effects of code switching in teaching English in public primary schools among the Maasai in Simanjiro DC in Tanzania. Kindly complete the questionnaire by ticking the appropriate response or by inserting your answers in the space provided. I assure you that information collected will be used for research purpose only.

To maintain the obscurity and confidentiality, please do not write your name.

Sex: Male.....Female.....

Age in years :(18-25)... (26-33)... (34-41)... (42-49)... (50-57)...

District

Name of School/institute.....

1. Do teachers in your schools use code switching during English class?

Yes/No.....

2. Do you take time to monitor the ways which code switching is applied during teaching English? Yes/NO.....

If yes, how? (a) Between Eng and Kiswahili (b) Eng and Maasai (c) any other languages ().

If they do use English and Maasai, why do they use?

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

If they don't what do they do to improve performance of the English subject?

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

3. Which one among the two seems to be effective? English /Kiswahili code switching or English /maasai code switching?

Why?

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

4. Mention at least 5 problems that teachers face when they use code switching during teaching English among the Maasai schools.

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

5. Among **speaking, writing, reading and listening as the learning skills** which one do you think is suitable/used to code switch during teaching English?

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

Why?

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

6. Can you mention the techniques usually used by teachers to code switch in teaching English in the pure Maasai schools of your area of supervision.

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

7. Are there adequate teaching facilities for English subject in your area of jurisdiction? If Yes, (a) Sufficient (b) $\left. \begin{matrix} \text{More than} \\ \text{half} \end{matrix} \right\}$ (c) Less than half (d) No at all. ()

8. How many qualified teachers are needed in your ward to teach English? ()
Is there any shortage? How many? ()

9. Do teachers who teach English attend in-service English seminars?
Yes/No....

If Yes, are there course contents which include code switching?.....

How does it delivered to be taken especially in maasai schools?

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

10. What can you suggest to improve teaching and Learning English by using code switching in Maasai land schools?

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11. What strategies are in place to address the associating problems in order to improve the performance of English subject?

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Thank you for your co operation

Appendix .VI: Questionnaire for head teacher

This questionnaire is designed to collect information on the assessment of effects of code switching in teaching English in public primary schools among the Maasai in Simanjiro DC in Tanzania. Kindly complete the questionnaire by ticking the appropriate response or by inserting your answers in the space provided. I assure you that information collected will be used for research purpose only.

To maintain the obscurity and confidentiality, please do not write your name.

Sex: *Male.....Female.....*

Age in years : (18-25)... (26-33)... (34-41)... (42-49)... (50-57)...

District

Name of School/institute.....

1. Do teachers in your schools use code switching during English class?
Yes/No.....

2. Do you take time to monitor the ways which code switching is applied during teaching English? **Yes/NO**.....

If yes, how? (a) Between Eng and Kiswahili (b) Eng and Maasai (c) any other languages ().

If they do use English and the Maasai, why do they use?
.....
.....
.....

If they don't what do they do to improve performance of the English subject?
.....
.....
.....

3. Which one among the two seems to be effective? English /Kiswahili code switching or English /Maasai code switching?
Why?

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

4. Mention at least 5 problems that teachers face when they use code switching during teaching English among the Maasai schools.

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

5. Among **speaking, writing, reading and listening skills** which one do you think is suitable/used to code switch during teaching English?

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

Why?

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

6. Can you mention the techniques usually used by teachers to code switch in teaching English in your schools?

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

7. Are there adequate teaching facilities for English subject in your school? If Yes, (a) Sufficient (b) More than half (c) Less than half (d) No at all. ()

How many qualified teachers are needed in your ward to teach English? ()

Is there any shortage? How many? ()

8. Do teachers who teach English attend in-service English seminars?

Yes/No....

If Yes, are there course contents which include code switching?.....

How does it delivered to be taken especially in Maasai schools?

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

9. What can you suggest to improve teaching and Learning English by using code switching in Maasai land schools?

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.....

10. What strategies are in place to address the associating problems in order to improve the performance of English subject?

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Thank you for your co operation

Appendix .VII: Questionnaire for the teacher

This questionnaire is designed to collect information on the assessment of effects of code switching in teaching English in public primary schools among the Maasai in Simanjiro DC in Tanzania. Kindly complete the questionnaire by ticking the appropriate response or by inserting your answers in the space provided. I assure you that information collected will be used for research purpose only.

To maintain the obscurity and confidentiality, please do not write your name.

Sex: *Male.....Female.....*

Age in years : (18-25)... (26-33)... (34-41)... (42-49)... (50-57)...

District

Name of School/institute.....

Class eg Class IV.....

Subject.....

1. Do you know anything about CS? Yes/No...What is it?
2. Do you use code switching during teaching English in the class? Yes/No....
what does it help?
3. Which language do you use to code switch with English, (a) Kiswahili (b) Maasai language (c) both? ()
4. Which language between Kiswahili and Maasai can help to improve performance when you code switch with English...

Why is it helpful?
.....
.....
.....

5. Are there any problems you face when you use code switching during teaching English? Yes/No.....

Mention at least 3
.....
.....
.....

6. Are there any problems faced by your pupils during learning English in code switching? Yes/No.....

Mention at least 4

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

7. Which skill among the following **speaking, writing, reading and listening** is the most effective in code switching during teaching English language?

.....

Why do you think so?

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

8. Which method(s) do you prefer when using code switching in teaching English in your class?.....

.....

Why?

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

9. What techniques do you think is fruitful when you code switch between maasai language/English in your class

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

10. Are there adequate teaching facilities for English subject in your class? If Yes, a) Sufficient (b) More than half (c) Less than half (d) No at all. ()

11. Have you ever attended any in-service English seminars? Yes/No

If yes, were there any contents concerning code switching?

What did you benefit from?

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

12. Do you think there is any importance of using code switching in improving teaching and Learning English in English and Maasai language? Yes/No.....
Why do you think so?

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.....

13. What strategies are in place to address the problems of using code switching particularly among the Maasai schools?

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Thank you for your co operation

Appendix .VIII: **Questionnaire for students/pupils**

This questionnaire is designed to collect information on the assessment of effects of code switching in teaching English in public primary schools among the Maasai in Simanjiro DC in Tanzania. Kindly complete the questionnaire by ticking the appropriate response or by inserting your answers in the space provided. I assure you that information collected will be used for research purpose only.

To maintain the obscurity and confidentiality, please do not write your name.

Sex: *Male.....Female.....*

Age in years : *(9-11)..... (12-14)... ..*

District

Name of School/institute.....

Class eg Class IV.....

Subject.....

1. What language do you use at school?
2. Have you ever heard about the term Code switching? .Yes/No....
3. What do you know about it?
4. Do you learn English by using code switching?
5. Do you understand your teacher when he/she teaches English by using code switching in the class?
6. Which language does your teacher use to code switch when teaching English?
What is the reason behind?
7. Which language do you like your teacher to code switch during teaching English; Kiswahili or Maasai lang.? Why?
8. How many times do you learn English in a week?
9. Does your teacher give you an opportunity to read English words/vocabulary and you translate it using your mother tongue in order to enhance understanding?
10. What methods do your teacher use to teach in the class
11. Do you prefer to write or to listen when the teacher teaches English in the class?

12. Do you speak English when you are outside the class or at home?