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Functions of code-switching in the English language classroom: A case of Dambai College of Education, Ghana

Research article

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Abstract

Code switching is a common linguistic practice among bilingual and multilingual speakers all over the word Ghana is no exception. This phenomenon manifests itself in diverse ways and to achieve different goals. This paper examines the alternating use of English language and Ewe language during English language period against the language policy in Ghana in Dambai College of Education. The medium of instruction from upper primary to tertiary level is solely English language. This paper looks at the reasons for code-switching in the English language classroom, when tutors code switch, types of interactions that necessitate code-switching, interaction groups, functions of code-switching, importance of code-switching and related studies. Data was collected through observation, interview and audio-recordings. Each tutor was observed, their languages use were recorded, transcribed and grouped into themes and then analyzed. The results of the study showed that tutors and students of Dambai College of Education do code-switch for a number of reasons. The analysis of the data also revealed that, in most cases, code switching by tutors of Dambai College of Education was done to serve pedagogical purposes.

Keywords: classroom, code switching, English lesson, multilingual, teachers

Code-switching in the English classroom

Code-switching is very important in learning the second language. As a multilingual country, learners in the English classroom are bound to make use of their native languages for various reasons and functions. Code-switching is used in the English classroom because it enables students to relate well with one another. Here, fairness would prevail in the classroom because the learners come from different language backgrounds. Tutors use code-switching in the English classroom to explain concepts to the learners. It is also seen that code-switching is used in the English classroom to explain unfamiliar concepts to the understanding of the learners. In the classroom situation, tutors code-switch in teaching particular topics that appear to be difficult to the learners. Again, code-switching in the English language classroom helps to create conducive atmosphere for the learning of L2.

Also, code-switching creates a sense of belongingness or solidarity among students. Here, students feel that they belong to one family and understand everybody in the classroom. Code-switching is also used for self-expression. With this, learners feel free to express themselves in the classroom and this helps them to understand concepts better. Inadequacy of topic-related vocabulary and lack of appropriate registers seem to be other reasons for engaging in code-switching in the English classroom. When interacting with specific topics, bilinguals seem to have difficulty in selecting appropriate words that suit a particular topical area. As a result, they tend to choose lexical items that are appropriate from the language where their repertoire is more comprehensive, that is, where the available register contains the lexemes they need in order to express themselves effectively. This necessarily results in code-switching.

In the teaching and learning process, code-switching can be done in order to lay emphasis on relevant points that students need to note and this usually makes them pay close attention to the concepts being taught. That is to emphasize or highlight the semantic significance of a given word or given topic in the speech event. This may bear pedagogic significance because in many cases, it is the use of emphasis or the intent of assigning importance to a word or topic that directly correlates with a given topic and learners' choice of language. Code-switching is used in the classroom as a means of identifying a specific group, to attract the attention of the interlocutors where addressees form a heterogeneous audience. Learners have the tendency to identify themselves with the majority or with a popular linguistic group at any given point in time. This would enable the students develop a rapport with the group. Code-switching seems to be used in the classroom for fulfilling relational and referential functions of language that amount to effective communication. In other words, code-switching is acts as a mediator between one's self and participants in the communicative event. Thus, code-switching enhances effective communication in the classroom.

In addition, code-switching in the classroom is used to capture the attention of the students. That is, stylistic, emphatic and emotional. During the teaching and learning process, teachers may use code-switching to capture the attention of the students. According to Malik (1994), bilinguals or multilingual often explain issues and ideas using code-switching when they cannot find an appropriate expression or vocabulary item or when the language of conversation does not have a particular word needed to smoothly carry on with the conversation. Moreover, code-switching can be employed to find the appropriate register in the L1 when the students lack such facility in the L2. Malik (1994) again, claims that usually when bilinguals are tired or angry, code-switching takes place in a new dimension. This means that when the speaker is in the right state of mind he/she can find appropriate words or expressions in the base language. The mood of the speaker is another factor that triggers code-switching in the classroom. David (2003) describes a range of speech acts like reprimands, directives, requests, and warnings that are conveyed by using different intricate strategy to show semantic significance in setting specific situations. In the classroom, teachers code-switch to reprimand students, request students to perform an action, give directives, and warns students about their behaviour.

Sert (2005) also explains that teachers code-switch for the sake of repetition, using it to clarify words and to enhance understanding. The teacher may code-switch in the learners' native language repeatedly for better understanding. Code-switching in the classroom can also be used for explanation and instructions in the classroom. Through this, code-switching is used to instruct students to carry out certain activities and to ask questions. Code-switching may be used to create humour in the classroom. Teachers use code-switching for creating laughter in the classroom, which may create free flow of communication devoid of intimidation and serves as source of motivation to the students. Heller (2003) talks about reiteration and intimates that when students have not transferred the meaning of what is said exactly in the target language, they may code-switch for clarification and confirmation. Again, students reiterate to prove to the teacher that they truly understand what has been said by switching to the first language. Code-switching may be used to make students participate fully in the lesson. When students are allowed to speak freely by the use of code-switching, they would be willing to participate fully in the lesson and this brings about cordial relationship between the teachers and students.

Reasons for code-switching

There are various reasons why speakers code-switch. Code-switching can be either externally- or internally-conditioned. A bilingual speaker switches code due to the person involved, reason, according to the setting, the interlocutor and or topic. Research has shown that bilingual children are very sensitive when it comes to using their two languages and are able to see these according

to the situation of the speech event. When code-switching is externally-conditioned, bilingual speakers switch between their two languages due to their proficiency, their emotional state and their preference. Children in particular would try to use their dominant language rather than their less developed language if the situation allows. Code-switching in the classroom is used by both teachers and students to achieve a specific purpose in the English language classroom. Gumperz and Levinson (1996) argue that code-switching closes the status gap between teachers and their students. Code-switching during the second language learning softens the atmosphere as there may not be equivalent words in English that have same meaning both literally and culturally as the mother tongue of the students.

For teachers to achieve their instructional goals, they use code-switching to facilitate the teaching of some important notes to the students. Code-switching is also used by teachers to transfer points from the target language to the mother tongue for better understanding. Students tend to reason faster in their L1 and equate it to the second language. Code-switching helps students relax and decreases anxiety and stress in the classroom when using the target language. Teachers can resort to code-switching to maintain discipline. In the course of teaching, teachers code-switch to call students to order for them to comply with classroom rules. Teachers also code-switch to save time; in this instance, teachers' code-switching during the English learning session helps facilitate the flow of classroom instruction. This is as a result of teachers having to spend so much time trying to explain to the students or searching for words to clarify any confusion that might arise. The students are able to communicate better and appreciate the target language when they understand what they read and hear from them.

Code-switching becomes the teaching strategy to bring all the different ability groups on board. If teachers do not communicate well for all the students to understand, it becomes a problem. In this case, code-switching provides the opportunity for language development and acquisition. It also allows for the effective flow of communication and transfer of learning. For students to participate fully in the lesson, teachers may code-switch to make the lesson learner-centred. By code-switching, students feel free to participate in the lesson. Conducive atmosphere is created for the learning of the second language by the use of code-switch.

Baker (2006) observes that code-switching can be used to emphasize a particular point, to substitute a word in place of an unknown word in the target language, and to express a concept that has no equivalent in the culture of the other language. He further notes that it is used to reinforce a request, to clarify a point, to express identity and friendship, to ease tension, and to inject humour into a conversation. These situations have been observed in many African countries in which most learners speak a language other than the English language. For example, Merritt et al (1992) in their study show that code-switching and code-mixing are found in their classrooms where English alternated with the mother tongue to reformulate information, bring in new

content, and attract students' attention. Probyn (2006) reports that while most teacher-talk was in English, teachers varied widely in the amount of L1 while others stuck to English as far as possible and used code-switching for increasing comprehension. In a study in Zanzibar, Rea-Dickens and Afiska (2010) report that teachers observed using code-switching did so some of the time in 20% of lesson observed, most of the time in 11%, and rarely in 18%. Most teachers who code-switched and code-mixed did so because they were free to do so as McGlym and Hardman (2009) in Gambia found. They realized that teachers had the right to code-switch in their classrooms, despite an English-only policy in place.

Types of interactions that necessitate code-switching

Interaction is synonymous with the learning process itself. Interaction develops the learner's ability in a language so that the learner can get more opportunity to successfully use language. Interaction also measures the learner's progress as it is a hearth of communication. It is in the interaction that everything about communication is found. It can be in the form of sending messages, receiving them, interpreting them, or negotiating meanings. In an interactive class, there are some activities that can be found, such as doing a significant amount of pair work and group work, receiving authentic language input in real world contexts, and producing language for genuine meaningful communication. Others are performing classroom tasks that prepare students for actual language use, practicing oral communication through the 'give-and-take' exchange and the spontaneity of actual conversation, as well as writing to and for real audience. In these activities, students use the language in real communication (Heller, 1990).

In classroom interaction, teachers and students have a reciprocal effect on each other through what they say and do in the classroom. This aspect facilitates the transmission of the message between teacher and students (Malik, 1994). The teacher and the students are not separate parts in the classroom; they are tied together. In the classroom, the purpose of the teacher is to teach a language. Teachers mainly focus on the verbal interaction or communicative interaction and do not separate the non-verbal interaction from it; the non-verbal interaction is used to support the verbal one. Students are normally expected to take an active role in the class and they show their mastery of the language by performing such. Meaningful interaction with others in a target language in the classroom is much more important in language learning. The language learning process is supposed to help conduct activities to get meaningful interaction for language learners. Teachers need to move towards richly interactive language use, such as that found in instructional conversation and collaborative classroom work. What happens in a productive class hour is described by Tickoo (2009) as follows:

a) The teacher interacts with the whole class.
b) The teacher interacts with a group, a pair or an individual student.

c) Students interact with each other: in groups, in pairs, as individuals or as a class.
d) Students work with materials and attempt the task once again individually, in groups and so on.

The teacher sometimes interacts with the class as a whole while at other times sub-groups in the classroom. The teacher introduces variations in the interactions patterns.

Interaction groups that can involve code-switching in the classroom

Todd (2005) has identified the following interaction groups in the English language classroom. These include teacher-whole class, teacher-individual learner (in the whole classroom activity), teacher-individual learner (teacher students) and individual work (student-student interaction).

Teacher-whole class

Most of the time, the teacher spends time interacting with the whole class using the discussion technique. Most commonly mentioned activities during this interaction are explanation of new grammar or topic. Time is also spent on teacher's general questions at the beginning of the lesson, on checking homework or on repeating the grammar from the previous lesson. Teachers code-switch when they want to initiate interaction with the classroom in the target language. The teacher code-switches to the mother tongue of the student and not to only one particular student because the interaction is between the teacher and the whole class; this is done to explain difficult concepts to them.

Teacher-individual learner in the whole classroom activity

Teacher-individual learner interaction sometimes overlaps with the previous one and is also very common. This type of interaction occurs when working on exercises in the course book. The learners are called to answer questions or to pronounce a correct word. The next common activity is the simple conversation between the teacher and the learner before the whole class. In this interaction also, when the teacher realizes that some students are not paying attention, s/he sometimes code-switches to the native language of the students for them to pay attention. Teachers attend to individual students in the second language class because individual attention is very important in teaching and learning process.

Teacher-individual learner in pair or group work

One interaction is between the teacher and individual learner but not in the whole class activity, rather, in pair or in group work. In this type of interaction, the teacher monitors the pairs or small groups, asks additional questions or gives some advice, if requested. Here, students are free to code-switch to communicate with their colleagues. This means that students in the classroom are

not conversant with the English language and may switch code to communicate with their colleagues.

Student-student interaction

Students also code-switch among themselves in the classroom during instruction time even with the presence of the tutor. They do so to supplement speech when they are given a group assignment to work on. This enables them to express themselves better which obviously enhances understanding and effective presentation of work. In individual work immediately after the group work, the most favourable interaction used by teachers is the individual work. The common activities for this interaction are exercises in the textbook where learners are supposed to fill the gaps or create their own sentences, reading or listening. Writing is also one of the activities that take place during individual work. Code-switching happens every day between students and teachers, especially when the student talks to the teacher because has not mastered enough vocabulary in the English language. The student communicates with the teacher either to ask question, contribute to discussion or to draw attention to an important issue in the classroom. Students respond in the very language they speak and importantly, when the student is not fluent in the second language.

Functions of code-switching in the English language classroom

Code-switching in the classroom is the usage of more than one linguistic code by a teacher or students. It can include code-mixing as well as code-switching. Even if code-switching may be an automatic and unconscious behaviour, it would necessarily serve some functions. Different scholars report different functions of code-switching. Ferguson (2003) provides an overview of some recent studies of classroom code-switching using the following three main categories of functions:

Code-switching to evaluate curriculum - when a teacher code-switches to assess students or their work. This may help the teacher measures the understanding level of students through the responses that may come from them based on the curriculum. Hence, it is used to meet the different needs of the students. Code-switching to manage classroom – this is when a teacher code-switches to control students. Under classroom management functions, the consideration of how code-switch facilitates the control of classroom interaction systematically and efficiently is given. It is used to open the class, negotiate direction, request help, manage discipline, encourage, for compliments, commands, admonitions or warnings, mitigation, pleading and unofficial interaction. Code-switching can also be used to discuss personal issues. That is, the teacher code-switches while talking to students on topics not related to the lesson (Ferguson, 2003). This is done in order to help them overcome their problems. Similarly, Auerbach (1993) includes functions

such as discussion of syllabus, office work scene setting, administration of the classroom, language research, performance of grammar, phonology, morphology and spelling, and discussion of cross-cultural issues. Tasks or hints, interpretation of mistakes and evaluation of understanding are also included.

On code-switching to discuss cross-cultural issues, it is better for teachers to use code-switching to do so since students can understand issues better in their own language. Interpretation of mistakes made by student is best handled by the use of code-switching. Myers-Scotton (1993) also discusses code-switching functions in the classroom according as the interpretation and clarification of subject, evaluation of comprehension, affirmation and stimulation of participants, management and humour and sign of bilingual identity. The management functions of code-switching helps to create humour and a sign of identity. In this sense, teachers use code-switching to let the student feel that they belong to one family. Students also relate to each other during the teaching and learning sessions. With this, communication becomes effective and every student contributes in class.

Eldridge (1996) examined students' use of code-switching and found four functions. These are equivalence – using equal lexical units from L1 in target language; floor-holding – filling the gaps with L1 use; reiteration – confirmation, underlying or clarification of message that was not understood; and conflict – management of clash of language. In interaction, reiteration happens to be one of the functions of code-switching. In this case, messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood. Switching is often triggered by the teacher's assumption that the class (or specific learners) have not understood the basic, for instance, of a marked lack of response (Altinyelken, 2010; Probyn, 2006). Code-switching can also help teachers to guide learners' conceptualization of curricular concepts in order to guide subsequent teaching (Rollnick& Rutherford, 1996). Also code-switching can be used for introducing new information in L1 by using it mainly to reformulate or explain. Furthermore, it is used to introduce new concepts which have not been mentioned in L2 (Adendorff, 1993). Bunyi (2005) notes that code-switching exists on the difficulty of attempting to convey the meaning of a scientific L2 term into L1 where no L1 equivalent exists. Teachers translate words on a regular basis. In situations like these, repetition of the message, which is in the target language, is done by the teacher and the student tries to give the meaning by making use of repetition technique.

Hymes (1972) also focused on students' switching and identified five basic communicative functions. These are expressive function that suggests the use of code-switching to express emotions; directive function that suggests a speaker's will to direct someone on to get the listener's attention; metalinguistic function, which includes the definition of terms, paraphrasing others' words and some metaphors; poetic functions - when during the conversation, the speaker

inserts some jokes, stories, poetic quotations to add a sense of humour; and contact - using code-switching to make learners have a sense of belonging or to enhance their activities. The conclusion to be drawn from these studies is that code-switching in the classroom takes place for various purposes such as educational, social, and psychological. For instance, teachers and learners code-switch to explain lessons, to create humour, to give instructions, to express emotions, to show solidarity, and to clarify understanding. Although some teachers' and students' attitudes towards code-switching are negative, most of them have positive attitudes towards it. The majority of the studies focused on code-switching between different languages in EFL contexts or in English medium classes in ESL context although English as a medium has been widely introduced in various non-native English-speaking countries.

Importance of code-switching in the classroom

English language learners learn best when their needs are met (Ovando& Carols, 2012). The flexibility of the teacher in the classroom in terms of code-switching can support language learning. Also, it is important to be culturally sensitive and aware. Using code-switching as a tool to acquire a second language enables teachers to increase those *aha moments* in the students. Additionally, it can promote a positive environment in the classroom. By allowing students to learn new words, phrases or terms while feeling that their previous knowledge in their mother tongue is valuable and is a part of them, learners are helped to succeed in the new environment. There is a huge increase in people who support the use of code-switching in the classroom. For teachers, it is important to ensure that when they use quotes, students understand the message and, therefore, in many cases, in order to help students understand quotations, the insertion of words or direct translations is required.

Fakeye (2012) recommends that parents and teachers should have a positive attitude towards code-switching and that it should not be seen as a sign of linguistic incompetence. The code change should be utilized and is beneficial in bilingual classrooms for the following reasons:

- to provide essential means to create successful lessons across the curriculum and work with texts that are mostly written in English;
- To learn new vocabulary in the classroom; and
- To establish a relationship with students or assert the authority of the teacher.

Becker (2001) indicates that code-switching storytelling provides students the opportunity to gain experience with the linguistic, psycholinguistic and social-communicative aspects of two languages and to signal meaning by shifts. As such, teachers should consider code-switching as a viable academic phenomenon and explore ways for bilingual students to use this activity to enhance verbal skills and reading development.

De Mejia (1998) investigated two Colombian pre-school teachers' use of code-switching in storytelling sessions. Her research suggests that the teachers' use of code-switching can facilitate comprehension and narrative skill development that are critical to school-related activities with literacy development. Shin and Milroy (2000) also investigated code-switching as a contextual cue in the sequential development of conversational interaction among elementary Korean-English children in classroom activities. They report that code-switching can be a useful technique in classroom interaction, especially if the goal is to clarify and convey information to students in an efficient way. In effect, better understanding of code-switching and bilingualism has had impact on the planning for bilingual education. Programme developers and policy makers should bear in mind that in language learning we develop understanding even as we develop our competence in the language (Moghadam et al, 2012).

Conclusion

There is no better way of learning and practising the English language than by using a code of conduct to consolidate code-switching. The code of conduct helped students to view the main areas of using or not using native language in the school in general and classroom in particular. This chapter has discussed the role of first language in learning a second language in the classroom because it serves as a springboard upon which other languages are built. Arguments in favour of English-only were also discussed to comprehend the situation surrounding the teaching and learning of English language, especially as a second language. Teachers code-switch to the students' native languages for some reasons; among them are to explain concept, to substitute a word in place of another, to create humour, to clarify issues and to show belongingness. Several scholars have discovered the functions of code-switching in the ESL classroom. Some of these are classroom management functions, content transmission functions, and socializing functions. Research has shown that teachers and students see code-switching in ESL classroom as a very important tool for learning the second language, especially in bilingual and multilingual environments. Code-switching is therefore employed in the classroom for varied reasons. Looking at its importance, and usage in the ESL classroom, it would be good if teachers and students use it judiciously to enhance second language acquisition.

Research Site

The research site was Dambai College of Education, Dambai. The college is the only highest institution in the Krachi-East Municipality in the Oti Region in Ghana. The members of the college community were drawn from diverse ethnic and linguistic backgrounds in the Ghanaian community. The college has a student population of 500. Out of the 500 students, 250 (50%) speak Ewe as their first language, 200 (40%) speak Twi and 50 (10%) speak other Ghanaian languages.

All the students are bilingual/multilingual speakers. The bilingual/multilingual speakers are mostly English-Ewe, English-Twi and English-Ewe-Twi speakers. The tutors are also bilingual/multilingual speakers. Their linguistic breakdown is not different from that of the students. Table 1 presents information regarding the linguistic background of the students.

Table 3.1. Linguistic background of students

Language Background	No. of students	Percentage
Ewe	450	90%
Twi	30	6%
Other	20	4%
Total	500	100%

Research design and methodology

The study employed the qualitative method to observe, analyze and interpret data collected on code-switching in the ESL classroom at Dambai College of Education. This method of research design has been chosen by the researcher because it paves way for the researcher to have direct contact with the target group in order to be informed by the real situation as it comes up naturally. The design was considered appropriate to the study with the reason that it offers opportunity to the researcher to capture most of all the aspects of language use in real natural situations. According to Seidu (2012), ethnographic design is a complete or a partial involvement of the researcher in the study to share experiences and better comprehend the system as an insider. This, to a large extent, enables a researcher to study a phenomenon in its natural setting.

This type of design emanated from anthropological field work technique employed by Boas and his followers (Hymes, 1972). Ethnographic research design situates investigators to deal with social phenomena or human interaction. This research design is based on participant recordings of natural talk. The core of the data is recordings of the lessons of the participants. Interview and classroom observation also formed part of the elicitation techniques used by researcher in collecting data. These additional instruments were used to serve as a supplement to the information gathered from the recordings to make up for any shortcomings the recordings might present. This is to help gather comprehensive data. As cited in Quarcoo (2013), there are four aspects in ethnographic approach (Barton & Hamilton, 1998). These are:

a) Ethnographic is interpretative and by that, the research sought to highlight what interlocutors say and mean in their discourse. The study is interpretive in approach such that it does not predefine dependent or independent variables and also does not set out to test hypothesis. But rather, it seeks to bring to the fore of understanding the social context of the phenomenon and

the process by which the phenomenon influences and is influenced by the social context (Walsham, 1995 cited in Rowlands, 2005). The study is to establish how linguistic choices made by students and their tutors are influenced by the college environment

b) Ethnography studies real world settings (Baton & Hamilton, 1998). That is, it studies situations in their natural environment, and the study of code-switching as a language phenomenon needs to be studied in natural speech. The research focused on tutors' and students' use of language in real life that uses code-switching to conduct certain activities in their college setting.

c) To effectively study the social meaning in language variation, one needs to combine different research practices (Eckert, 2000). This must include the incorporation of everyday local observations of a community being studied to be able to extract key elements of social structure, social practice, and social meaning that can correlate with the variable use of principle forms (Eckert, 2000). The work therefore combines different research instruments. All these are employed to triangulate the study.

d) The approach is holistic, giving a true representation. Ethnography is holistic, based on its diversity of studies. This research currently, concentrates on all aspects of the students' and tutors' life, most especially their language use to interact in different classroom activities.

Population

According to Seidu (2012), population is the entire group of people, objects, animals which the researcher wants to study. In this case, the population of this research comprises the tutors and students in Dambai College of Education, Dambai. The teaching staff strength of the College stands at 38 comprising three females and 35 males. Again, out of the 38 teaching staff, 6 are English language tutors and they are recruited for this study. The number of students is at 500, made up of 200 first year students and 300 second year students. The first year students are made up of two (2) classes while the second year students are made up of eight (8) classes. The third year group is not included in the study because they were on internship and therefore not on campus. Table 2 presents the population of the school.

Table 3.2. Population for the study

Name of college	Student population			Tutors population (English tutors only)		
Dambai college of education	First year	Second year	Total	Male	Female	Total
Population	200	300	500	6	-	6

Sampling and sample size

The sampling technique used in the audio-recording was the simple random sampling. The recording was done in eight (8) classrooms. This technique was chosen for the reason that each member of the college (students and tutors) stood the chance of being recorded which would make the study to be. Sample size is a subset of a population that is the source of the research data. Seidu (2012) also refers to it as the selected subset of the whole which is being used to represent the population.

Research instruments and data collection

The recordings, interviews and classroom observations were the instruments used for the collection of data.

Data collection protocol

The researcher, being a tutor in the college and with his good relationship with the teachers and students, discussed his intention with the Vice-Principal of the College to obtain permission. In the course of the discussion the researcher made it known to the Vice-Principal that he would need assistance from some of the tutors to help in the audio recordings. He also assured the students that the data would be used purposely for this research work and not for any other purpose.

Audio recording

In order to give a vivid account of the nature and motivation of code-switching phenomenon, data were gathered through audio-recordings of the tutors and student during classroom interactions. The total recorded audios were 55, out of which 40 exhibited code-switching. The recordings were randomly done due to the fact that the study is an exploratory study and the researcher does not determine who switches and at what time that is done. The recordings lasted for one and a half months. After gathering the audio files, the researcher did the transcription of the data by assigning pseudo names to the conversations. The data were transcribed based on themes. In all, there were fifty-five (55) recordings. Out of this, forty (40) exhibited the phenomenon of code-switching and were considered for the study. The 40 recordings were for both tutors and students. The researcher took into consideration the sentence or utterance samples which involved code-switching for the analysis. Purposive sampling technique was adopted in selecting the recordings.

Interview

The researcher also conducted interviews after gathering the data of the audio to supplement the recording this was aimed at cross-checking the information from the audio recordings. The six (6) English language tutors granted the interview and it was carried out informally. Hundred (100) students were also interviewed. Out of this, fifty (50) were in level 100 and 50 in, level 200. The semi-structured interview was used and this offered the researcher an opportunity to capture the views of the respondents on relevant information on code-switching in the ESL classroom. An interview is a relevant instrument in a qualitative study because if offers greater opportunities for the researcher to access exact words of the interviewees in relation to the phenomenon. The interview was conducted with the aid of a schedule. According to Fontana and Frey (2005), there are three types of interview. These are structured (standardized), semi-structured (semi–standardized) and unstructured (unstandardized). The study adopted the semi-structured type. Semi-structured interview, according to Patton (2002), grants interviewers the opportunity to specify issues and decide the sequence and wording in the course of the interview. The researcher established rapport view the interviewees. Appointments were booked with some of the informants while others agreed to be interviewed immediately. The interview was carried out on one-on-one basis. It was conducted at a time and place convenient for the informants. The researcher created a casual condition to make the interview more intimate. In all, hundred (100) students and 6 teachers were interviewed.

Classroom observations

Observation allows first-hand experience of what is taking place in a setting (Patton, 2000). The researcher employed non-participant observation in this study to observe participants in their natural surroundings with the aim of looking for specific details that enable the researcher to verify what was repeated during the interview. According to Patton (2002), observation allows the researcher the chance to learn things that people would be unwilling to share during interview. This enabled the researcher to confirm some of the responses from the interviews. In all, eight lessons were observed. Each lesson was approximately 2 hours. This being the case, the researcher's brief presence in the classroom might have influenced both teachers and students to change behavior to some extent. Observation notes were taken during the lessons as the researcher sat in the back of the classroom at where a desk had been set up for him. In taking notes, the researcher captured the linguistic processes that took place during the learning of English Language. This involved teacher-student interactions, group discussions, lesson interactions, lesson delivery, lesson evaluation and question and answer sessions as well as how the teaching and learning progressed.

Data Analysis

The data gathered were transcribed and translated for analysis. Not all the utterances recorded exhibited code-switching. Since the objective of the study was to investigate code-switching as a phenomenon, the work only used the portions that included code-switching, even though some non-code-switched versions are used to enable readers to comprehend the text. Secondly, to have a true representation of speech samples, there has not been any change in the data, including grammatical structures. The data analysis procedures employed in this study was the qualitative data reduction and series making efforts that tallies volume of qualitative materials and attempt to identify core consistencies and meaning (Patton, 2002). This research method is applied in qualitative research strategies to analyze data after being collected in the field. The data collected during fieldwork was analyzed through the following procedures or steps:

- First, was the transcription and translation of the audio-recordings.
- All the interview response was recorded and discussed.
- Notes were taken during class observation and discussed.
- Lastly, was presentation and discussion of the data in writing up the repoint and all the findings following the research questions and conceptual framework.

The audio recordings of lessons, and interviews were transcribed and grouped into themes and the analysis focused on answering three research questions. The study revealed that tutors code-switched at four stages in the English classroom. These are introduction, delivery, closure and evaluation. Code-switching at these stages are not static but are dependent on what the tutor and students want to achieve at each stage with the view of enhancing understanding. English language involves arts that help develop skills which are mainly grouped into two receptive and productive skills. These translate to listening skills, reading skills, speaking skills and writing skills. The types of interactions that may necessitate code-switching in the English language are teacher-whole class, teacher-student, student-student and student-teacher interactions. These interactions are geared towards performing academic, management and socializing functions of code-switching. The researcher listened to the audio tape recordings and interview repeatedly and orthographically transcribed the lessons. Notes ken during observation were also useful to the researcher since they reflected or captured most of the things that the audio-tape could not capture. From all these sources of data, the researcher categorized the findings into themes.

Results and Discussion

Results obtained from the analysis of data through class observation, audio-recordings, and interviews from participants (tutors and Students). The analysis was done based on the conceptual

framework of Gumperz and Levinson (1996) as well as responses to the research questions. Data for the analysis were classroom lectures of Dambai College of Education, Dambai. In all, six (6) English language tutors were interviewed with six lessons observed and 100 hundred students were also interviewed and recorded. The classroom observation shows that all the six tutors observed code-switch in their lesson delivery. Helping their students get a better understanding of the lessons, managing the classroom, clarify a concept and explaining complex grammar points were some of the reasons the tutors gave for code-switching in the English language classroom. The tutors also added that creating a sense of belongingness and humour is another reason for code-switching in the classroom. The chapter is divided into segments; the first one presents the analysis of classroom observation which the researcher used to ascertain the first-hand experience of the phenomenon. The analysis indicates that some of the tutors in Dambai College of Education Code-switch when teaching the various aspects of the English language. These include Methodology, Grammar, Composition (Essay writing) Reading Comprehension and Literature. The analysis also revealed that tutors in Dambai College of Education Code-switch to elicit responses from the students and to create a conductive atmosphere in the classroom. The classroom observation again revealed that code-switching plays a supporting and facilitating role for both tutors and students, and this helps in achieving their instructional objectives.

Occurrence of code-switching in the English language classroom

The use of code-switching was closely observed in the classroom and the summary is presented in Table 4.1. This shows the number of tutors, aspects of the English language observed, level and total number of students in each level.

Table 4.1. Summary of classroom lesson observation

Tutor	Aspect	Level	No: of students
Tutor 1	Grammar	200	100
Tutor 2	Literature	100	120
Tutor 3	Composition	200	100
Tutor 4	Reading comprehension	200	50
Tutor 5	Grammar	100	80
Tutor 6	Methodology	200	50
Total = 6		Total = 6	Total = 500

 As already indicated, six (6) English language tutors from Dambai College of Education were observed in four (4) different aspects of the English language. The aspects were Grammar, Literature, Reading Comprehension and Methodology delivered to 500 students. Tutor 1 taught

grammar lesson to 100 students in Level 200, Tutor 2 taught literature to 120 students in Level 100, and Tutor 3 taught composition to 100 students in Level 200. Also, Tutor 4 taught reading comprehension to 50 students in Level 200, Tutor 5 taught grammar to 80 students in Level 100, while Tutor 6 taught methodology to 50 students in Level 200. The classroom observations revealed that code-switching was used in the classroom for the different reasons. First, the tutor used code-switching in a grammar lesson to enable the students to understand complex concepts

Conclusion

It can be concluded that there are many reasons why code-switching takes place in particular social contexts. The ability of the interlocutors who are able to speak more than one language fluently plays an important role during their interactions. The study has shown that the students have emphasized the habitual expression which is related to psychological aspects of behaviour as their main reason for code-switching. The functions observed in the current study are consistent with the findings of earlier studies in the literature on code-switching. By comparing the findings of this study with previous investigations on code-switching from different perspectives, there appears to be a common conclusion: code-switching is indispensable and is used purposefully most of the time in the ESL classroom for easy learning of the second language. Therefore, as analyzed in this study, taking into account the data obtained on the functions of code-switching, it can be suggested that code-switching is not a mere alternation or use of two or more languages; rather, it is an intentional choice of language which enhances the classroom environment on many sides and delivers the message better than one could do in another language. It can be inferred from this research that the tutors are aware of the fact that communicating in English language solely with the students is not a natural process in the classroom since each switch has a specific function that serves a purpose. In effect, code-switching is a very important teaching tool for learning the second language and cannot be overemphasized. Therefore, it should be used judiciously to achieve educational goals.

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