

**FUNCTIONS OF CODE SWITCHING IN ENGLISH LANGUAGE CLASSROOM IN
SELECTED SCHOOLS IN MBOONI WEST SUB-COUNTY, KENYA**

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ABSTRACT

The aim of this research was to establish the functions of code switching in the English language classroom in Mbooni West sub county. The functions are based on language use by both the teachers and the students in the classroom setup. The study applied Communication Accommodation Theory developed by Giles and Coupland. The study adopted a descriptive Survey Research design. The area of study was 15 selected schools in Mbooni west Sub County. The methods of collecting data were: an observation schedule, teachers and students' questionnaires. The target population for this study was the teachers and students in 41 public schools in Mbooni West Sub County. The sample size of the study was 300 students and 60 teachers of English from 15 schools that were sampled through purposive and simple random sampling methods. Both qualitative and quantitative methods were applied in the analysis of the data. The findings of the study revealed that code switching enhances the teaching/learning of English-speaking skills. The teachers use code switching for curriculum access, for classroom management discourse and for interpersonal relationships. Learners used code switching as a communicative strategy, for affective functions and for socio pragmatic functions.

Keywords: Code Switching, Functions Of Code Switching And English Language

1. INTRODUCTION

Code switching is a social linguistic phenomenon that results when a conversant uses two or more languages in a conversation so as to be understood or to appear friendly to the other party. Musyken (2000) defines CS as the alternative use of two or more languages in alternation within a single discourse, sentence, or constituent. Musyken (2000) further observes that CS is a natural phenomenon and it is linguistically governed by grammatical rules, which in turn means that it is not a sign of linguistic deficit. Poplack (1980) identifies three types of code switching: inter-sentential switches, intra-sentential switches, and tag switches. When speakers of a language get comfortable in more than one language most of the time they tend to switch between the languages to serve various purposes that seem to suit their needs as per that time. A speaker's linguistic repertoire constitutes an 'opportunity set' from which code choices are made through 'interaction-specific cognitive calculations and communication is usually goal-directed and guided cognitively and rationally by a cost-benefit analysis of different 'readings of markedness'. There is always a motivation for different speakers to code switch but mostly this code switching takes place among people who are well acquainted to the other party.

The motivation now brings about the various functions of code switching in a classroom setup. In a classroom setup we expect a student and a teacher interaction, so the paper looked into the functions of code switching to teachers and to students as well.

2. THEORETICAL FRAMEWORK

The study applied Communication Accommodation Theory (CAT) developed by Giles and Coupland (1991). This theory was originally perceived as Speech Accommodation Theory by Giles, Mulac, Bradac, & Johnson (1987). SAT focuses on the processes that go into a person's perception of the environment and the communicative behaviors therein (Giles, Mulac, Bradac, & Johnson, 1987). More specifically, this theory attempts to explain both the motivations and constraints acting upon speech shifts that occur in human interactions. Speech shifts are simply changes in a person's speech that can lead to or are caused by different circumstances, depending on the context of the interaction (Giles et al., 1987). SAT has two main premises (Street, 1991). The first premise states that "communicators are motivated to adjust their speech styles with respect to one another as a means of expressing values, attitudes, and intentions". The second premise suggests that how we respond to another depends on how we interpret and perceive the individual's speech. According to Street and Hopper (1982), speech accommodation theory centers on several key assumptions, or strategies. In the beginning formulations of speech accommodation theory, convergence and divergence were the only strategies developed. However, the function of complementarity has been examined more recently as well (Giles et al., 1987). The communication accommodation strategies was applied in the analysis of CS between English, Kiswahili and mother tongue (Kikamba) communication process the learners use in their discourses.

3. RESEARCH METHODOLOGY

The study area for this study was Mbooni West sub-county. Mbooni west Sub County is an area located in Makueni County. Mbooni West sub-county is near many ethnic communities that use different languages; schools from this region also admit students of different ethnic backgrounds who speak different languages. It is thus supposed that these students do code switch due to their different first languages. The study adopted descriptive survey design merges both qualitative and quantitative methods. Descriptive survey research as a primarily exploratory research is used to gain an understanding of underlying reasons, opinions and motivations (Cresswell, 2012, 2013). This design was appropriate in this study because it allowed collection and examination of in-depth data on the issue of functions of CS in language classes and its influence on the teaching and learning of English. The target population was the larger group to which the researcher hopes to generalize the findings. The target population for this study was the teachers and students of English in secondary schools in Mbooni West Sub County. Mbooni West Sub-County has a total of forty five (45) secondary schools. These comprises of four (4) private schools and forty one (41) public schools (MOE, Mbooni West Sub County). This study targeted teachers of English and students in all the forty one (41) public secondary schools. 300 students and 60 teachers of English from 15 schools of the 41 schools were sampled through purposive and simple random sampling methods. The researcher developed questionnaires for both the teachers and students together with the observation schedule which eased the data collection process.

4. FINDINGS AND DISCUSSION

The study sought to find out the various functions of code switching in English language classroom in selected schools in Mbooni West sub-county, Kenya.

4.1 Code-switching for curriculum access

The use of CS for curriculum access mainly focuses on the need to help the low proficiency students in understanding the meanings of written texts and instructions in a language that they are accustomed to. The findings in table 1 show some of the items that were investigated to analyse the teachers’ use of CS for curriculum access as per the instructions below :

Please rank the following statements according to your personal use in the use of both English and Kiswahili or Mother Tongue when teaching English in a classroom.

Instruction: Place a tick () in the columns provided

1=Never 2=Hardly ever 3=Often 4=Most of the time 5=Every time (Statements 1-7 are rated based on the above scale)

No of teachers: 60

Table 1: Teacher Code switching for curriculum access

No	In class, I use code-switching:	1 Never	2 Hardly Ever	3 Often	4 Most of the time	5 Every Time
1	To explain meaning of words and sentences	0	0	42(70%)	18 (30%)	0
2	To explain difficult concepts.	0	0	38(63%)	22 (37%)	0
3	To explain grammar explicitly.	0	0	44 (73%)	16(27%)	0
4	To check for comprehension.	0	0	46 (77%)	14 (23%)	0
5	To introduce unfamiliar materials or topics.	0	0	42 (70%)	18 (30%)	0
6	To explain the differences between the students L1 and English	0	0	44(73%)	16 (27%)	0
7	To draw students Attention to the correct pronunciation of sounds in English.	0	0	36 (60%)	24 (40%)	0

The findings in table 1 above clearly reveal that teachers mainly use code switching to explain the meaning of words and sentences. While 42(70%) reported that they often use CS to explain

the meaning of words and sentences 18 (30%) reported that they use CS most of the time. In the open ended question a number of teachers explained that they use CS if the students did not understand their explanations. For instance they noted they used Kiswahili and sometimes Kamba on the definition of words and to explain the terms or words to students from various ethnic groups. In this sense the main goal of CS is to make the students understand better their explanations.

Item 2 in table 1 sought to find the use of CS to explain difficult concepts. The findings of the study reveal that while 38(63%) reported that they often use CS, 22 (37%) reported that they mostly use it. The main reason that was given by teachers for item number 2 was the use of CS for saving time. Thus, code switching was seen as a quick and easy strategy to improve the students understanding without using long explanations. Another reason was to facilitate explanation, where code-switching was used to help the low English proficiency students in understanding the difficult concepts.

Item 3 investigated whether teachers use CS to explain grammar explicitly. The findings in table 1 reveal that while 44 (73%) use CS to explain grammar, 16(27%) reported that they mostly used CS. In Item 4 46 (77%) of the teachers reported that they use CS to check for comprehension while 14 (23%) reported that they mostly use it. Among the explanation that were given by the teachers was that CS was used as a strategy to accommodate the students with low English proficiency levels. The study also found that the teachers in a rural school used CS as a comprehension strategy when teaching English. The data collected reveal that CS was particularly used to provide explanations for vocabulary, concepts, grammar and sentences which would help to enhance the low English proficiency students understanding. The teachers reported that they sometimes code switch when the level of English used in the textbook or to be taught is beyond the learner's ability or when the teachers have exhausted the means to adjust his speech to the learner's level.

The results of the study also show that the teachers use CS to introduce unfamiliar materials or topics. While 42 (70%) reported that they often use CS to introduce unfamiliar materials or topics, 18 (30%) noted that they mostly use it. For instance, in the open ended question on the use of CS the teachers reported that CS was an effective tool for providing feedback, explaining new words and administrative information as well as discussing about assignments, tests and quizzes. In this sense, code switching is a communicative strategy used by the teachers to ensure the smooth delivery of classroom instructions and to facilitate the learners' learning process, especially low proficiency learners. Therefore, teachers employ CS as a means of providing students with the opportunities to communicate and enhancing students' understanding. Furthermore, code switching helps to facilitate the flow of classroom instruction since the teachers do not have to spend so much time trying to explain to the learners or searching for the simplest words to clarify any confusion that might arise.

In an open ended questions asked to teachers on why they code switched the findings revealed that they code-switched to translate or elaborate the important message during the process of explaining new vocabulary or grammar points. Moreover, code-switching in the classroom helps the teachers to clarify meaning of grammar points and also saves them invaluable time in keeping up with the time constraints of the syllabus they are following. Some of the reasons for using CS by teachers are as shown below:

Possibilities of misunderstanding are minimised as their native language is also used while teaching the grammar points. using code-switching is easier for students to understand the topics.

The use of L1 (kamba) was relevant for item 6 where teachers were asked on their use of CS to explain the differences between the students L1 and English. While 44(73%) reported that they often explain the differences between the students L1 and English, 16(27%) reported that they mostly use CS to explain the differences between the students L1 and English. For instance, one teacher stated that:

I would rather use L1 to explain a point rather than repeating over and over again” the English words which enable me save time. Moreover, CS enables me to convey precise meaning which helps enhance learning.

These findings reveal that L1 is still a strategy of teaching L2 in Kenya in spite of the view by Krashen (1988) that all language classroom input must be in the target language. The use of L1 in English classroom in Kenya may be due to language policy which allows the use of two or more languages in school. This is based on the researches conducted in Kenya. Moreover, among the problems that the students are making is error in using L2. Thus, the many linguistic distortions heard among bilinguals correspond to the describable differences in the languages involved. In this case, the teacher must therefore make comparison of L2 with the native language of the learners to know better what learning problems are and can provide for teaching them. The use of CS in this sense is seen as a teaching strategy. Moreover, teachers are able to exploit students' previous first language (L1) learning experience to increase their understanding of the new language. Therefore, the teacher may use L1 as a link of Known to unknown which is L2.

This finding was further confirmed by the last item (7) which was the use of CS to draw student's attention to the correct pronunciation of sounds in English. The findings in table 1 reveal that while 36 (60%) reported that they use CS to draw student's attention to the correct pronunciation of sounds in English, 24 (40%) reported that they mostly use it.

The findings in this section generally imply that CS is a powerful tool for teachers to explain abstract ideas and concepts. Thus CS is a communication strategy that facilitates the learning process. CS also helps students with low proficiency to understand words and sentences and to understand the subject matter.

4.2 Code-switching for classroom management discourse

The findings of the study also revealed that teachers use CS for classroom management discourse. This implies that CS is used to indicate a shift of footing during lessons to students' behaviour management in the class. This includes use of CS to motivate, discipline and praise the students. It is also used to gain and focus students' attention along with negotiating task instructions. The findings of the study are summarized in table 2 below:

Instruction: Place a tick () in the columns provided

1=Never 2=Hardly ever 3=Often 4=Most of the time 5=Every time (Statements 1-2 are rated based on the above scale)

No of teachers: 60

Table 2: Code-switching for classroom management discourse

NO	In class, I use code-switching:	1 Never	2 Hardly Ever	3 Often	4 Most of the time	5 Every Time
1	To organize classroom tasks	0	0	42(70%)	18 (30%)	0
2	To maintain classroom discipline and structure of the lesson	0	0	44 (73%)	16(27%)	0

The findings in table 2 above shows that cumulatively all teachers use CS for management discourse. While 42(70%) of the teachers reported that they use CS to organize classroom tasks, 18 (30%) reported that they most of the time use it for the same function. These findings were in line with the open ended questions that requested teachers to explain whether they use CS to give language instructions. The findings of the study reveal that teachers had mainly used CS to give instructions which allowed them to organize classroom tasks. The findings in table 2 also reveal that 44 (73%) of the teachers reported that they use CS to maintain classroom discipline while 16(27%) of them reported that they use it most of the time. The findings are in line with data of the open questions where teachers reported that they code-switch the instructions for writing and also to discipline the students. Another teacher reported that he uses Kiswahili when admonishing students and for class management purposes. Also, most of the teachers reported that they use CS for administrative reasons. The findings were also observed during the recordings where the students could interrupt the teacher with words such as **hatusikii**, and where the teacher wanted to explain oral literature terms such as riddles(*Kitendawili*), Tongue twisters (*Kitanza ndimi*) and *tanakali za sauti* (onomatopoeia).

In other words teachers use code-switching to give instructions which in turn allow them to organize classroom tasks. Moreover, the use of CS to give language instructions enables students to understand the instructions given for certain tasks which consequently enable the students to respond to the tasks better and also involve themselves in the classroom activities. In summary CS leads to more efficient teaching since the students understand faster and more thoroughly. Moreover, the findings clearly reveal that teachers’ code switching is an important tool for explanations and instructions. The findings confirm Sert (2005) assertion that code switching in language classrooms is not always a blockage or deficiency in learning a language but may be considered as a useful strategy in classroom interaction, if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way.

4.3 Code-switching for interpersonal relationships

This function entails using CS to negotiate relationships and identities, build rapport with individual students create more personal warmth and encourage more student participation. Five

items were considered in the analysis of code-switching for interpersonal relationships and the findings are revealed in table 16 below:

Instruction: Place a tick () in the columns provided

1=Never 2=Hardly ever 3=Often 4=Most of the time 5=Every time (Statements 1-2 are rated based on the above scale)

No of teachers: 60

Table 3: Code-switching for interpersonal relationships

No	In class, I use code-switching:	1=Never	2=Hardly ever	3=Often	4=Most of the time	5=Every time
1	To provide praise or feedback or personal remarks about students' performance	0	0	46 (77%)	14 (23%)	0
2	To encourage students Participation in classroom activities	0	0	42 (70%)	18 (30%)	0
3	To build or strengthen interpersonal relationships between the teacher and students.	0	0	44 (73%)	16 (27%)	0
4	To reduce students anxiety in learning English.	0	0	42 (70%)	18 (30%)	0
5	To increase students' motivation and confidence in learning English.	0	0	43 (73%)	17 (27%)	

The data above reveals that cumulatively all teachers use CS for interpersonal relationships. The findings of item 1 show that majority of the teachers 46(77%) often used code- switching to provide praise or feedback or personal remarks about students while 14 (23%) use CS most of the time. Regarding the use of CS to encourage students participation in classroom activities while 42 (70%) reported that they often use it 18 (30%) reported that they use it most of the time. The findings on the use CS to build or strengthen interpersonal relationships between the teacher and students revealed that while 44 (73%) of the teachers reported that they often use it 16 (27%) reported that they use it most of the time. These findings reveal that CS is an important strategy for establishing a student teacher relationship, especially where the students had low English language proficiency. In the open ended questions on CS for interpersonal relationship the teachers pointed out that since students know that they use CS they feel more comfortable and

trusting around the teachers so that they could interact with them in the classroom. The sentiment relates to the findings on item 4 that sought the use of CS to reduce student’s anxiety in learning English. While 42 (70%) reported that they use CS to reduce students anxiety in learning English, 18 (30%) reported that they use it most of the time. Therefore, CS provides students with a comfortable environment where they can freely code switch for the purposes of learning.

The last item sought to investigate the use of CS to increase students’ motivation and confidence in learning English. The findings of the study reveal that while 43 (73%) of the teachers reported that they often use CS to increase students’ motivation and confidence in learning English, 17 (27%) reported that they use CS most of the time. These findings therefore reveal that CS was used by the teachers to provide encouragement for student’s involvement in classroom activities, motivate and increase students’ self- confidence in English language learning.

In summary the findings in this section reveal that CS facilitates interpersonal communication between students and teachers. Students feel free to communicate to teachers using the linguistic knowledge they have in their multilingual society. The findings of this study are similar to Adendorff (1996) study that found that out that teacher and students used CS for communicative reasons which enabled them to achieve both social and educational targets. The use of code-switching for interpersonal relationships also thus makes students to feel more comfortable to learn English language without fear. Moreover, CS creates a positive affective environment for students to learn language. The use of both Kiswahili and Kamba in some instances shows how teachers create a supportive environment as they reduce anxiety in class. CS therefore in secondary schools is used by teachers to create close relationships with their students.

4.4 Student use of Code Switching in English Language Classroom

This section will present the results of the student’s questionnaire. The main purpose of the questionnaires was to investigate on students’ use of CS in English Language Classroom. The analysis is presented in terms of: reasons for code-switching from English to Kiswahili or Kamba language. The results in table 4 below shows some of the reasons for students’ code switching from English to Kiswahili or Kamba language.

Instruction: Place a tick () in the columns provided

1=Never 2=Hardly ever 3=Often 4=Most of the time 5=Every time (Statements 1-2 are rated based on the above scale)

No of students: 300

Table 4: Reasons for code-switching from English to Kiswahili or Kamba language

No	In class, I use code-switching because :	1=Never	2=Hardly ever	3=Often	4=Most of the time	5=Everytime
1	I do not know the English word	0	0	70 (23%)	110 (37%)	120 (40%)

2	I Can't get the right word in English	0	0	130 (43%)	170 (57%)	0
3	It is easier to communicate in Kiswahili	0	0	210(70%)	90(30%)	0
4	For elaboration	0	0	270 (90%)	30(10%)	0
5	For emphasis	0	0	40(13%)	260(87%)	0
6	To avoid Misunderstanding	0	0	230(77%)	70(23%)	0
7	To seek clarification	0	0	40(13%)	30(10%)	230(77%)
8	To create attention during conversations	0	0	230(77%)	70(23%)	
9	To express personal emotions	0	0	210(70%)	40(13)	50(17%)

Table 4 reveals that cumulatively all students utilize CS in the English classroom. The findings clearly show that students may use code switching unconsciously or even consciously to serve different functions and to achieve their communicative objectives. A further analysis is shown in the subsections below:

4.5 Students use of Code switching as a communication strategy

The first function basing on Item 1 and 2 clearly reveals that CS is used by students as a communication strategy. Basing on Item 1 while 70 (23%) reported that they use CS as because they do not know the right word to use in English, 110 (37%) students reported they use the strategy most of the time while 120 (40%) stated that they apply the strategy most of the time. Item 2 on the hand was based on the assertion that the students used CS because they can't get the right word in English. While 130 (43%) reported that they used CS often since they couldn't get the right word to use 170 (57%) reported that they used the strategy most of the time.

Thus, the findings of the study reveal that in secondary schools CS is helpful in educational and conversational situations when a speaker lacks a word or a phrase in one language and he/she would furnish it in the other language and CS is used by students to achieve their communication needs. Eldrige (1996) considers this strategy as the equivalence function of CS whereby students make use of a native equivalent of a certain lexical term in the target language.

CS also helps the teachers to recognize the special abilities of one person being fluent in a given language. The findings confirm Brown (2006) referential function of CS where he argues that CS may be used by speakers to compensate for their lack of knowledge in another language. However, worth noting is that CS may be an indicator for lack of language competence. The

student resort to CS because they cannot find proper words or expression.

4.6 Students use of Code Switching for expressing genuine ideas

The data collected also reveals that students use CS for emphasis, elaboration and for clarification purposes. The results in table 4 show that while 270 (90%) of the students reported that they use CS often for elaboration, 30(10%) reported that they use it most of the time. 40(13%) reported of the students reported that they often utilize CS for emphasis while 260(87%) they use it most of the time for the same function. 230(77%) of the students reported that they often use CS to avoid misunderstanding while 70(23%) reported that they use it most of the time for the same function. And lastly while 40(13%) of the students reported that they use CS often to seek clarification, 30(10%) reported that they use it most of the time while 230(77%) reported that they use it every time for clarification purposes.

The findings therefore reveal that CS is used intentionally especially when expressing very crucial information. It is clear that students use code switch to elaborate, to emphasize, to specify an addressee and to clarify issues in a precise manner. Cs also gives students an opportunity to communicate their ideas, opinions and thoughts more effectively even when they mix the two languages together. When asked to give reasons why they use mother tongue (Kamba) in an English assignment most students reported that they tend to switch when the topic of discussion is difficult and they think their contribution in L1 may make sense.

Basing on the findings above CS can be said to be used by students to overcome the weakness between two languages. This is the reason why respondents reported that in order to communicate effectively they mix two languages during interaction (English-Kiswahili or English Kamba. For instance through observation it was noted that L1 was used as a translation appeal, a mechanism to prompt and as a mean to clarify information or to counterbalance for perceived deficiencies. L1 was also used to manage and comment the activity and to gear and help other students. During discussions of literature topics it was observed that students used two codes to hold the floor and manage turn taking, working towards communication.

4.7 Students use of Code Switching to avoid communication breakdown

The data collected also reveal that CS is used by students for the purposes of get information conveyed, avoiding breakdowns in communication and performing longer turns. The analyzed data in table 4 shows that while 210(70%) students reported that it's often easier to communicate in Kiswahili, 90(30%) reported that they most of the time switch to Kiswahili since they find it easier than English. In this sense, Kiswahili is used to fill in lexical or grammatical gaps in the target language, to negotiate language and meaning and to manage the activity and the other participants. This then implies that whether intentional or unconscious CS helps students to perform different pragmatic functions in relation to the task they were carrying out.

In other words students 'use of CS as a defensive mechanism for it allows them to continue with communication without communication breakdown. CS therefore, contributes to a comfortable atmosphere that lead to teacher-student relationship since it gives them an opportunity to communicate in a more informal way where the risk of misunderstandings due to L2 shortcomings can be avoided.

4.8 Student use of Code switching for smooth communication

The findings of the study reveal that students use code-switching encourages smooth communication. The findings showed from the data collected through observation showed that code switching was used for organizing and structuring the discourse and the activities where students were sharing and when expressing themselves during the class discussions. Likewise, code-switching was for turn taking during the group discussions. In this case CS shows an alteration in the arrangement of participants, such as a shift of receiver, the incorporation of a new interlocutor. The researcher also observed that in some schools students used Kiswahili and English freely to respond to their teachers. Thus, CS was found to enhance communication in oral communication.

4.9 Student use of Code switching for Affective functions

The analyzed data also revealed that students seem to code-switch to carry out affective functions. In such situations, students use code-switching to express their emotions. In table 4 210(70%) of students reported that they often use CS to express their personal emotions while 40(13%) reported that the use it most of the time for the same purpose. CS therefore is seen as a mean which student use to build solidarity and good rapport with their teachers. This type of switch contributes to the ability of the teachers to create a supportive language environment in language learning classrooms. However, it may not always be seen as a conscious process regarding the teachers. Yet, as Sert (2005) also argues, one may also argue that the natural occurrence of code-switching is also unconscious as one may not guarantee its conscious application.

Moreover, in the open-ended questions the students expressed that they feel more comfortable in a class where the teacher allows them to express themselves in Kiswahili. Moreover, some reported that has made them feel less tensed acknowledged that their teachers' code-switching has assisted them in feeling less lost during the lesson. The findings clearly indicate that CS has an impact on the learner's affective state. Others mentioned that CS makes them enjoy the English lesson especially when they relate concepts in the language that they understand more. Thus, CS has an impact on the comprehension input by the teacher. Others mentioned that when a teacher allows them to express themselves freely in any language, this reduces their stress and they become more comfortable to learn without any unnecessary anxiety.

Other reasons that were given for CS include:

Using Kiswahili to express my ideas makes me to freely participate in class and in discussions, using Kiswahili gives me the freedom to say my contribution, being allowed to use any language makes me follow the class without getting lost

The data above clearly shows the affective role that CS plays in an English class. The data shows that the learners are able to focus and participate in classroom practice and activities more successfully. Moreover, the students feel more relaxed when the teacher does not restrict them to use L2 in class. Thus, CS helps teachers to provide a conducive learning environment since the students feel more relaxed and their psychological state is okay.

4.9.1 Student use of Code switching for Socio pragmatic functions

Table 4 reveals that 230(77%) of students reported that they often use code switching to create attention during conversations while 70(23%) reported that they use it most of the time. Among the reasons that the students gave for using CS was to ease tension and inject humor in to conversations and sometimes for privacy. Other socio-pragmatic functions that were observed for CS were conflict control, intra-group identity, poetic creativity, the expression of modernization.

5. CONCLUSION

The study established that the teachers mainly used code-switching for curriculum access, followed by code-switching for classroom management discourse and finally code-switching for interpersonal relationships. They used code-switching to provide explanations during the lessons such as the meaning of the English words. This implied that code-switching plays a role in facilitating the students' comprehension towards the English lessons. The study further showed that both the teachers and learners agreed that CS is important in explaining new vocabulary, relaxing the learners, explaining grammar, talking about class tasks and assessments and establishing contact with learners. The study therefore concludes that code-switching should not be considered as a sign of defect in the teacher but as a careful strategy employed by the teachers.

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