Code-Switching: Reasons and Practices in Teaching and Learning Process in Public Secondary Schools in Urban West Region, Zanzibar

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Article Info	Abstract
	The importance of language in learning cannot be overstated. Language is important in education since the teaching and learning process cannot take place without it. During the teaching-learning process, learners study, comprehend, and collaborate successfully through language. The study examines the use of code-switching in the teaching and learning process in public schools in Zanzibar's Urban West region. It was guided by one objective: identifying reasons for switching language of instruction in public secondary schools. Data were collected through interviews, focus group discussions and questionnaires. The study has revealed that teachers and students perceive CS positively. Thus, it may be very useful for teachers in teaching and learning. Furthermore, the study found the presence of many factors influencing Code-Switching, including Poor linguistic capacity of teachers and students, Teacher's interest in making students quickly understand the subject, Bilingual nature of teacher and students, Lack of seriousness in implementing language of instruction policy in the public school environment and Linguistic reinforcement of acquired language. Moreover, the study found that CS plays a great role in the academic achievement of learners, as it promotes teacher-student interaction, motivates learners, reduces confusion among students in the classroom and promotes students' confidence and second language vocabulary. Study recommendation, code-switching must be officially a teaching and learning technique for secondary education but at a minimal level. Additionally, the Ministry of Education should recruit enough competent bilingual teachers.

I. INTRODUCTION

In today's technologically advanced world, it is common to hear someone speaking in multiple languages throughout a discussion or even inside a single sentence. In fact, such consistent interchange illustrates a sophisticated phenomenon known as code switching, or "the alternation of languages in the same interactional episode." (Zhu, 2008). A bimultilingual person has two or more languages in their linguistic repertoire. When they communicate with people who share these resources, they can use all of their languages.

The term "code switching," abbreviated CS, refers to the employment of language resources in multilingual speaking. According to Al-Adnani & Elyas (2016), CS is not random and begins with conceptually triggered discourse-level choices. CS has advanced from several theoretical perspectives, and within these, at various degrees of analysis. In the remainder, CS refers to the phenomenon of switching between two languages or dialects of the same language within the same discussion. Al-Adnani & Elyas, (2016).

uses code switching as a cover name and defines it as linguistic variety alternations within the same discussion.

Heller (1988) described code-switching (CS) as the employment of multiple languages in a single communication. CS occurred when a speaker engaged in communication in a variety of languages in a formal setting such as in learning or in the streets where people varied with different languages. The majority of code-switching speakers live in multilingual communities. Code switching practices are used as an opportunity for speakers' language development (Fantini, 1985; Genishi,1981; Huerta, 1980). Johansson (2013) asserts that SC occurs when bilinguals try to communicate better to convey meaning. Wardhaugh (2006) explained that code switching can create solidarity between speaker and listeners based on the choice of topic and perceived social cultural distance. Coulmass (1997) added that CS occurred due to influence in interpersonal relations and distinguished it from the dimensions of sociopragmatic force of one's discourse personal by individual choice of lexical in which code switching patterned.

Zanzibar has been a multicultural state since the colonial era and postindependence. Currently, it is a tourist destination in East Africa. Thus, Zanzibaris has become bilingual by their historical background. The most commong languages include Kiswahili, English, and Arabic. Kiswahili is the mother toungue language in Zanzibar. Thus, mixing languages in daily communication is a common practice in Zanzibar. In Zanzibar, the English language is taught as a necessary subject in primary and secondary school and is used in formal settings throughout Zanzibar's post-primary education system. Especially in secondary school courses where teachers and students are teaching and learning the English language, students and teachers employ code-switching and code-mixing (CS-CM) to improve communication (EL).

When teachers/students teach/learn English language (EL) in secondary schools, one of the challenges that arises is code-switching and code-mixing. When teachers teach children EL, CS-CM is mostly done among teachers and students. Qorro (2002) argued in her work that both Kiswahili and English were employed as classroom instruction languages. She observed that both professors and students participated in CS-CM on a large scale. For example, during an English session, the teacher could remark, "Today's topic is English pronunciation," then transition to Kiswahili and say, "tunaenda kusoma matamshi katika lugha ya kiingereza."

The same circumstance persists until the end of the session, and the same applies to students when they ask questions, implying that CS-CM is widely employed by teachers and students in schools when studying English. According to Bakar (2006), CS-CM can be used to underline a specific point, substitute a term for an unknown phrase in the target

language, reaffirm a request, explain a point, identify identity and friendship, ease tension, and infuse humour into a discourse. This condition has been witnessed in several African countries where the majority of students speak a language other than English. Merrit et al. (1992) show that in three Kenyan schools, CS-CM between English and the mother language occurred when the teacher intended to reformulate material, provide new subjects, and grab students' attention.

CS-CM is mostly used by teachers and students when EL pupils are being taught in classrooms employing both Kiswahili and English as the primary languages of instruction. , for example,

> *During the English lesson, a teacher can say, "today's topic is an English pronunciation for RP style" then switches to Kiswahili "mada ya leo ni tunaenda kusoma matamshi katika lugha ya kiingereza kwa mtindowa RP ".*

Until the class is over, the same condition exists. It also relates to questions that students may ask. Teachers and students imply CS-CM and are used in schools during English language teaching. Students concurred that it would be preferable for teachers to code-switch between English and Kiswahili when giving lessons in the classroom. Students and teachers use code-switching and code-mixing for simple communication inside and outside of classrooms to address this scenario.

> *Additionally, another two colleagues were being talked through their native language in a normal conversation once one tried to use another language in context; he said, "Nita kuinform"kwakukutextbaadae"*

This implies that the communicators are participants who are competent in two or more languages (English and Swahili); the situation happens whereby they cannot complete the communication without switching their languages (shift from native language to another). Therefore, the current study investigates how to analyse code-switching as a coping mechanism and its effects on teaching and learning in Zanzibar's public secondary schools. The study examines the use of code-switching in the teaching and learning process in public schools in Zanzibar's Urban West region. The study was guided by one objective: identifying reasons for switching language of instruction in public secondary schools.

II.   LITERATURE REVIEW

The concept, meaning and importance of code switching

Code-switching, according to Levine (2011), is the intentional, alternate use of two or more languages throughout a single speech or dialogue session.. He noted that the reason speakers swap codes may be because they find communication easier within a certain linguistic or cultural environment as opposed to always using the same language. Mahdi and Almalki's (2019) conceptual investigation of Saudi EFL students' perspectives on code-switching in the classroom. The majority of participants use code-switching to assist low-level language learners and facilitate various language tasks, according to the study's findings. The needs of students are served by the bulk of regularly used features.

For Heller (1988), code-switching is the employment of multiple languages in a single communication. It is considered a part of their communicative ability in the broadest sense. In addition, code-switching is the compound of two codes via the transfer, borrowing, or combination of words (Fallis, 1978). In other words, code-switching is the astonishing ability to communicate our thoughts, emotions, and opinions to others. The majority of code-switching speakers live in multilingual communities. Some scholars have argued that code-switching practices are used as an opportunity for speakers' language development (Fantini, 1985).

Historical development of code-switching

The linguists Bloom and Gumperz (1972) frequently dated the history of code-switching, which was initially examined from a literary perspective and then a linguistic one. This occurred along with the introduction of linguistic change by the first American scholar, George Barkers (1947). He suggested that contacts between family members and other close associates were most likely to occur in English and another (sometimes multilingual switch from one language to another) language (1947). He concluded by saying that younger generations are more likely to employ many languages concurrently in a single engagement than older generations.

Different linguists define the term Language from different perspectives. This is because the use of language in daily life is prevalent in all societies. Sometimes, it may be spoken or nonverbal language. People use language as a tool for socializing and easy interpersonal communication. Pearson (2003) defines language as a set of symbols, letters, or words having arbitrary meanings that are guided by rules and utilized for communication. The speakers of a particular group organize themselves into a speech community. They are employing language to express their social affiliations. Thus, to facilitate understanding among the students and

among students and facilitators, most of them use bilanguages in their conversation. Code-switching is frequently used in teaching and learning in our public schools.

Many academics have tried to define the term "code-switching" as well as its characteristics (Romagoknim, 2014). It depends on the interlocutor, situational circumstances, conversational topic, etc. As a result, it enables us to meet the challenge of communication in a range of circumstances. Code-switching is a common occurrence in multilingual and multiethnic communities, in which people speak different languages. Code-switching takes place in both the social community and the classroom. In foreign language teaching, a teacher must provide students with foreign language knowledge and, if necessary, require them to utilize the target language when speaking or discussing to build their skills in foreign language learning (Syafrizal et al. 2017).

In multilingual cultures such as Nigeria, where speakers utilize both their first language, or L1, or their native language in diverse circumstances, as well as their second language, or L2, code-switching is a widespread practice. Nigeria's official language is English, which is also widely used in many African daily social activities as well as in formal settings in business, church, and the media. In Nigeria, the English language is a British legacy. English is mostly used as a second language and as the official language in Nigeria due to its neutrality in the country's multiethnic linguistic environment and its global status as the lingua franca. Depending on the sociolinguistic setting, Nigerians may converse in English or their native tongues. While native languages are used for informal gatherings, English is primarily used for formal occasions and education. As a result, interference, code mixing, and code switching have been brought about by the coexistence of the English language and native Nigerian languages.

Types of code-switching

Gumperz (1982) described three (3) unique types of code-switching. Tag switching, instances, you know, I mean, etc. ; inter- and intrasentence coding. Tag switching is the practice of inserting a tag or short phrase from one language into an otherwise entirely foreign statement (Hamers and Blanc, 2000). Examples of interjections include wow, hello, and oh! Sentence fragments such as, essentially, and the discourse marker, by the way, okay). These discourse markers consist of linguistic, paralinguistic, and nonverbal components. Gumperz's research on conversational code-switching revealed that several grammatical systems and subsystems are present within a single passage of speech. In this situation, speakers speak more fluently, without hesitating or halting to make the shift code.

To convey messages of closeness or emphasis, some scholars have separated code-switching into three categories: situational code-switching, conversational code-switching (metaphorical code-switching), and discourse function (Gumperz, 1977). The role of code-switching in bilingual communicative ability was investigated by Romaine (1994), who asserted that literal code-switching refers to the different communication effects the speaker seeks to convey. She realized that code-switching performed particular functions and that it was motivated by a variety of factors.

Intersentential switching occurs when two languages are alternated within a single discourse after the first language's sentence has ended and before the second language's sentence has begun (Muysken 1987:118). The paradigm suggests that in terms of intrasentential code-switching, one language serves as the dominant in matrix language and the other as the implanted language. CS phrases' morphosyntax reveals the matrix language's fundamental word structure (Brownlie, 2002). Take the phrase "today we shall study about the culture, utamaduni wetu wamzanzibar," for instance (2018). Additionally, if it is translated into a foreign language, it makes it easier to teach and master that language.

III. METHODOLOGY

The study employed a mixed methodology approach and a descriptive case study research design. The researcher acquired and evaluated both numerical and nonnumerical data. The researcher used content analysis to examine the data from the questionnaire, focused grouped discussion (FGD) and interviews in accordance with the study's aims

and questions because it was both qualitative and quantitative. All responses from interviews and FGD were transcribed and then organized into themes and categorized. Additionally, as well as presented in tables and graphs. Moreover, the choice of qualitative approach is not based on personal bias. Therefore, it is crucial to use mixed research approaches to comprehend the consequences of code-switching as an instructional language. The study used a sample size of 89 participants, including teachers and students from three (3) secondary schools. Data were collected through interviews, focus group discussion and observations. Data were analysed thematically, which involved organizing, breaking, coding, synthesizing and searching for collected data patterns.

IV. RESULTS AND DISCUSSION

4.1 The reasons for switching the language of instruction in public secondary schools

Based on the content analysis, several themes were generated to reflect the respondent views. There are many factors that might lead teachers to code switch. Therefore, the roles of Code-Switching in the classrooms are as follows:

Code-switching promotes teacher-student interaction

The majority of participants described that code-switching helps to engage learners as the connection between teacher and student becomes open. Furthermore, the research through an observation approach found that students participated well in the class when CS was applied.

Table 1 summarizes observations from the Form III A class of Mwembeladu secondary school during teaching time.

Table 1: Code-switching practices

Types	Instruction language	Converstion	Student response rate
Code-switching	English and Swahili language	Teacher: who can try to answer the question of the meaning of culture? Students (...............)	silent
		Teacher: I mean*; nani atatueleza meaning of culture?*	89% reply
Intra sentential code-switching	Kiswahili	Teacher: maana ya utamaduni ni nini?	98% reply
Inter sentential code-switching	English only	Teacher: what is the meaning of culture?	27% reply

Source: Field data, 2022.

The results in Table 2 show that students participated better during learning when CS was used as the medium of instruction. As noted above, whether teachers introduce new topics using only English language student responses is very poor but whether switching or mixing language students respond effectively.

Such a view is supported by the view of Skiba (1997), who argued that when code-switching is employed owing to a lack of verbalization, it maintains speech continuity rather than causing language interference. Limasiku, Kasanda & Smit, 2015 found that learners would be actively involved in their learning as code-switching applied. Wardhaugh (2006) explained that code switching can create solidarity between speaker and listeners based on the choice of topic and perceived social cultural distance. Coulmass 1997 said that code switching occurred due to influence in interpersonal relations and distinguished it from the dimensions of sociopragmatic force of one's discourse personal by individual choice of lexical in which code switching patterned. Code choices in a conversation depend on indexicality in which it determines the rights and obligations set.

Code-switching as motivation tools

Teachers used code-switching as motivation in learning. Respondents revealed that CS is used to reduce anxiety and shyness for incompetent learners. This tool is used to motivate them for effective communication and creation of social proximity:-

Respondents said:

> 'Teacher used code-switching frequently consciously to get good connection and control silence in the class".

Thus far, it is inevitable because it helps to explore the meaning more precisely; however, some seem to pollute a language. Nonetheless, it is a social motivation that symbolizes speakers' identity. In instructional procedures that lead to the accomplishment of instructional objectives, code-switching can be employed as an unmarked linguistic selection of lexicons. However, its purpose is to update instructional materials while maintaining personalization and attention, primarily through revoicing. Direct instruction in the instructor's subject matter can change to indirect instruction in new material in the student's native tongue.

It is common for teachers to communicate in multiple languages; multilingualism is the employment of two or more linguistic systems for communication (Hermmers 1982). This exchange of information causes a phenomenon known as code-switching. A multilingual person chooses

two codes based on their relationship to professors and pupils and then engages in negotiation with them.

Moreover, code switching in contextuality conveys the communicative effect of change, which is unavoidable due to a lexical gap in bilingual communities, such as Zanzibar. Contextual events matched the native speakers' lexicons., i.e., coded the expression of the relevant ideas from English into Swahili. Code switching does occur unconsciously; in contrast, it happens in certainity and is purposely planned. People were done to participate in communication, to be active in the occasion of choice, and to show the competence of the speaker (teacher or student).

Code switching improves student understanding of the subject

Three head teachers from both schools and other teachers' opinions on code-switching indicate that it could be implemented since it increases subject achievement. The results showed that 73% of respondents agreed that it makes it easier to understand the concepts, language, and ideas.

Respondents described that *when teaching in two mixed languages as opposed to none, the students were better comprehended.*

Vuzo and Mwinsheikhe (2008) argued that Kiswahili should be utilized as the language of teaching since it increases involvement and performance in the classroom for both students and teachers. According to Skiba (1997), when code-switching is employed owing to a lack of verbalization, it maintains speech continuity rather than causing language interference. Additionally, it aids in learning by keeping skills in mind. Switching between codes provides advantages for teaching and learning processes. Based on an interlocutor having teachers who speak different languages in a relevant issue, two languages are taught. The researcher must explain why code-switching was used either in the interview or elsewhere.

Furthermore, during the data collection, through an observational technique, the researcher detected that students gained understanding when code-switching was applied. Here as the demonstration. The above observations clearly show that code switching is an effective tool to foster the understanding of students in the classroom if it is applied effectively. Research conducted by Promnath and Tayjasa (2016) showed that code-switching was beneficial for students' understanding. During learning, code-switching saved time and made students feel more confident and comfortable.

Code switching reduces the confusion of students in the classroom

Seventy-one percent of learners agreed that they get confused only if they use only one language (English). It

creates many thinking abilities and poor impacts on a lesson. This happens because it blocks the interaction between learners and teachers. However, 100% of respondents revealed that CS cut-off students' confusion when it applied in teaching.

The work of code switching in the classroom resulted in a chance for a student to explain, contribute, respond to instruction from teachers, and assess comprehension through oral questions, panswering questions, etc. BBoth teachers and learners practice discourse markers. Holmes, 1992) concluded that a speaker may likewise switch to another language as an indication of group membership and shared ethnicity with and addressee. He added that even speakers who are not competent in another language in brief can use words or phrases to shift. Code-switching is a type of performance with the purpose of communicating. Code-switching is indicative of either an unwillingness or confusion on the side of the speaker to index a single right and duty.

Gumperz (1982) claims that code switching has a discourse function and speech has accommodation in the communicative process of conversations. In the case of code switching within the conversation of learning, it resulted in all students participating by switching from English to Swahili. The full amount of different approaches to code switching as pedagogical is the scope of study. The classroom learners suggested that it is good to use the different codes in classrooms. Of course, a teacher can affect the class only if he/she does not use the target language at a level of instructing. Communication was very important whenever teachers were together with students to manage classrooms. Therefore, teachers must make any effort to comprehend and develop effective teaching. Nonetheless, it becomes difficult for instructors to introduce complex concepts to grasp knowledge and manage classrooms.

Promoting student confidence and learning in classrooms

The results of the present study showed that students' confidence and learning improved when code-switching was applied in classroom learning. This view is supported by Jingxia (2010) and Yao (2011), who contend that teachers code-switch to provide their pupils with the self-assurance to speak up and take an active part in class. The study examines how code-switching functions as a language of instruction in secondary public schools. It is very important due to its use as a strategy in teaching, as it concerns the different language choices in a classroom. The study recognized that code-switching occurred and was practiced in several locations; speakers from the Jang'ombe, Mwembeladu, and Faraja schools shared similar broad norms on the sociopsychological importance of switching

linguistic types. Hence, teachers and students have multiple identities associated with each other in the learning involved.

Utterances containing code-switching showed the same discourse unity as in one linguistic input and one sentence that joined prosodically. Linguistically, code-switching is based on languages, dialects and different styles of the same language. Memory, Nkengbeza & Liswaniso, 2016 comments that "the use of code-switching helps students with lower performance to be able to follow the lessons better than using English only. It reduced students' stress by not worrying about what to say because they could switch to Thai when they didn't have an idea of how to say it in English".

The quantitative analysis of code-switching is analysed typologically in a quantitative condition of phonological, morphological, and syntactical linguistic properties. In the current study, a researcher concluded that the group of learners who had the 87% highest score on the evaluation in a class of instruction using two languages (a targeted language L1 and a teaching language L2) was the one that had been instructed solely in code-switching of two languages (English and Kiswahili). In the community of Zanzibar, code-switching bilingual behavior involves multiword fragments of two or more languages.

When teaching in two mixed languages as opposed to none, the students were better comprehended. Kiswahili should be utilized as the language of teaching since it increases involvement and performance in the classroom for both students and teachers, according to Vuzo and Mwinsheikhe (2008). To avoid disruptions or quiet during class, most teachers employ code-switching. The methods and strategies employed in this study were based on an examination and application of code switching with bilingual pupils. The facilitation of clarifying, repentance, reiterating, and providing an explanation provides a chance for students to ask questions, translate, assess their understanding, emphasize the content, develop new lexical words for English or any other language learning and show feedback from students.

Code switching as the technique to increase language

The increasing communication currently causes an increase in the number of bilinguals in our schools. Bilingual classes seem to be a normal context in which to use different languages in bilingual classrooms. In classrooms, code switching increases the items at different levels (grammatical items, syntactical items, and even lexicon items.). thus far, verbs, adjectives, nouns and adverbs inceasing in number day to day lesson governed. However, the use of switching is very common in classroom situations

because it creates interaction between learners. The matrix language is English.

Table 3 Language function and code switching

Instructing function of language	Introducing new words
	Grammatical features
	Comprehensive feature
	Concept
	Instruction
Affective function of code switching	To serve communication
	Creation proficiency
	Flow of speaking
	Positive respondence
	feedback

Source: data field, 2022.

Code switching is obviously derived to draw differences in two languages. The existence of mixing langugages at a time in one tongue of teaching seems to be a technique and constituency of systematic spontaneous speech, hence resident in a wide range of linguistic purposes. The shifting existed in the categories of structural features, lexical features, functional properties, morphemes, and other linguistic considerations. The assumption did not appear in grammatical features. The empirical observation shows that the linear word formation in code switching in a tongue in hierarchy is identical. The equivalence of one-to-one correspondence of shifting from one language to another seen in language borrowing attempts in proper speaking. The study has exposed the possibilities of the use of appropriate grammar rules in the context of combining two languages, English and Swahili, from the same concept. All students made the regulations of patterns that were based on interactions.

Code switching used as a word, phrase and sentence filler

Teachers of Jang'ombe, Mwembeladu and Faraja schools used code switching as a technique of accomplishing the lessons. Additionally, they used code switching for the purpose of filling the missing gap of lexicals, phrases, and a sentence to cover a certain concept that was very significant in the conversation of teaching. According to myers scotton (1979), the speakers may turn to the other language to neutralize certain lexical and uttrerances that were very important.

Excerpt 1:

Teacher: who can try to explain the culture?

Student: Yes, it is about the ………………… (hesitations) it is about the to total way total way of ni vile tunavyoishi kwa mujibu wa mila na desturi zetu. (phrase filling).

Teacher: what are types of culture?

Student: the types of culture are two, these are modern culture and ………..(pause) the one which asili of our forefathers. (lexical filler).

In addition, Figure 4.2 below shows sentence filler practice.
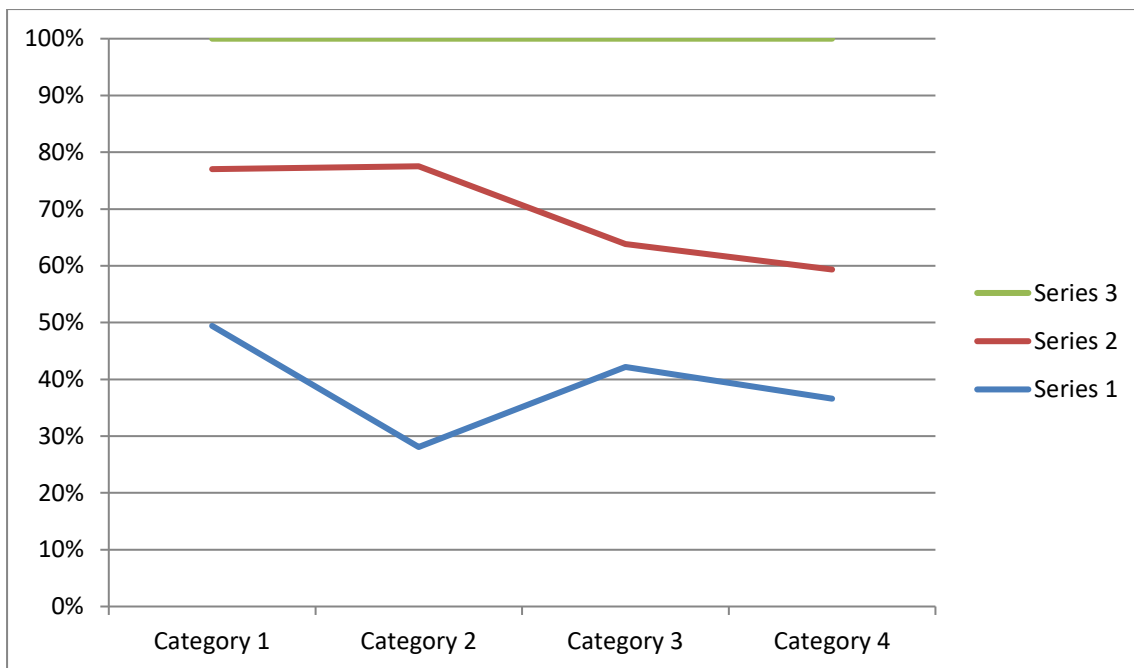
Source: Researcher

Fig.4.2 Code –Swithing and sentence filler during teaching

Series 3: a sentence filler

Series 2: phase filler

Series 1: lexicon filler.

The representative of code switching in a graph above shows that in a series n=3, the code switching appeared by filling the sentential feature, while in n=2, the phrasal filler and the series of n=1 are lexical fillers.

4.2 Linguistic features of classroom code-switching between English and Swahili language

Code-switching occurred often in the classroom, and there were numerous instances of it occurring during courses in various schools. However, most educators switched between sentential coding and encoding.

Table: 3 Linguistic features of classroom with Code-Switching

	Number (N)	Percentage%	Name of schools
Intersentential codeswitching	68	45%	Jang'ombe secondary school; Mwembeladu secondary school; Faraja secondary school.
Intrasentential code-switching	73	52%	
Code switching in a level of lexicon	65	60%	
Code switching in alevel of phrase	76	69%	
Code switching in a level of clause	56	65%	
Code switching in a level of sentence	52	58%	

Source: field 2022.

From Table 4.5 above. The results revealed that Code-Switching is applied effectively in the classroom data learning process.

Teacher and self-reflection

Self-reflection of the teacher's view based on individual perceptions of classroom practices. Teachers thought that code switching is a technique and strategy that is a powerful

tool for teaching and learning. They added that most teachers used code switching during teaching because of the poor proficiency of language skills.

Putting emphasis myers scotto (1993). This style of code switching is a sequential unmarked switching. Thus far, while shakhputra (2019) said it is the situation of a student wanted to contribute in a lesson, she had the problem of lacking the appropriate vocabularies and tools in one of the language instructing (English).

Headteachers', teachers' and learners' opinions

In a speech community, diglossia is the coexistence of two variants of the same language. One is literary, and the other is a prestige dialect, while the majority of the surrounding population speaks the common dialect. This predicament exists in Zanzibar as a result of the prevalence of multiple speech groups in daily discussion.

Some of the three head teachers' and instructors' opinions on code-switching indicate that it could be implemented since it increases subject achievement. It better incorporates helplessness into the learning process. The research also showed that the educational level of the learners plays a significant role in determining the efficacy of code-switching as a learning approach. Approximately 73 percent of respondents agreed that it makes it easier to understand the concepts, language, and ideas. Code-switching is regarded by 89% of educators as a useful technique for motivating pupils to work on a topic and the learning process. Additionally, they showed that code-switching is consciously used as a teaching tactic. From a structural, grammatical, and linguistic perspective, it happens gradually in some systems.
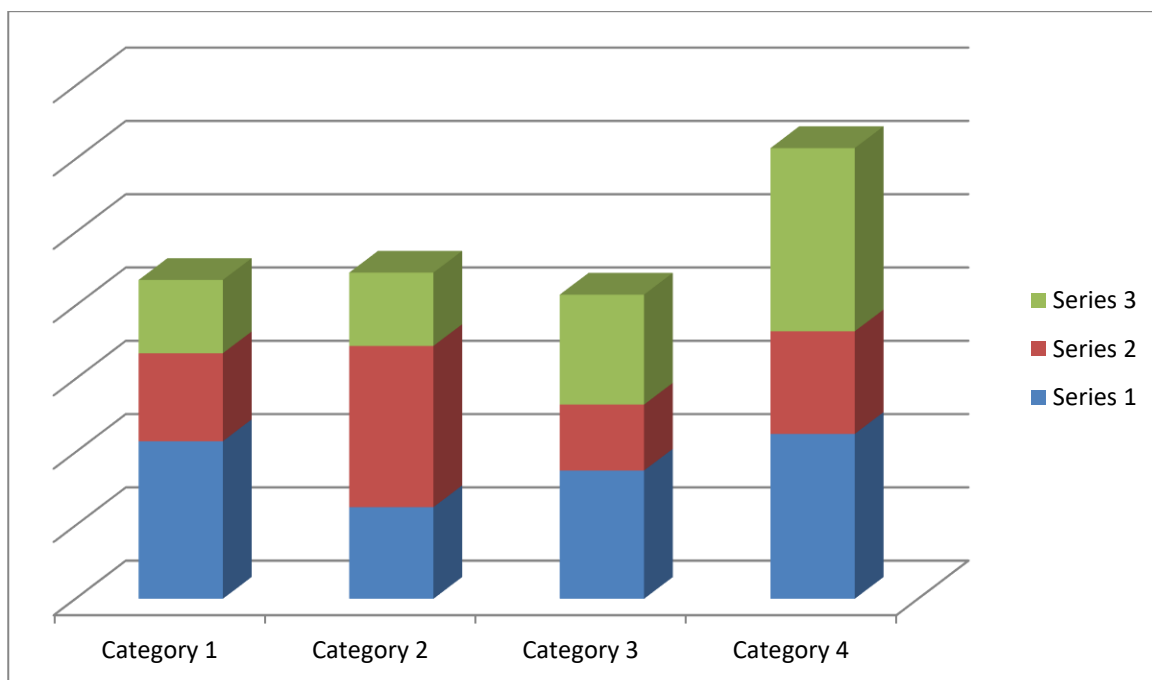
Source: Researcher 2022

Fig.2: Percent distribution of code-switching use in different schools: source, field.

Category 1, English only (Jang'ombe secondary school).

Category 2, English only (Faraja secondary school).

Category 3, English only (Mwembeladu secondary school).

Category 4, English and Swahili done for (all three (3) schools).

Details of Figure 4.3 above. The results reveal the following:

- Forty percent of only teachers used fully English (the language of instruction) in the classroom and interaction with students, and the findings showed

that most of them were Langugage teachers and not other subjects.

- Forty-eight percent of teachers switched from English to the Swahili language during a lesson. They mixed languages

- Twelve percent of teachers ask questions for the English language only during a lesson (students respond to questions in English only).

- Code-switching and students: 25% of students participated less in a lesson (English only).

- Sixty-five percent of students participated and interacted well during a lesson (mixing English and Swahili) CS.
- Ten percent of students stayed in silent mode during a lesson (English).

From Figure 2; above; due to the percentage % above, many of the bars seem to be a bar for those who used code-switching (Swahili and English) rather than those who used English only in classrooms. Thus, it may be a very useful tool for teachers to use CS in teaching and learning. This provides self-reflection on how to deliver the knowledge simply. The crucial point is the way teachers talk in a teaching session. The usage of the target language by teachers in foreign language classes is encouraged (LeLoup et al., 2013). Although some linguists do not accept code-switching as a normal way of speaking

Code-switching is a teaching method used by educators to help students automatically adapt to linguistic functions. Both teachers switched from the English language to Swahili many times. Alternatively, they were used spontaneously, directly or sometimes intentionally.

Additionally, it is better if the Ministry of Education should recruit enough competent teachers and emphasize the good methodologies that are essentially needed. In this area, the teachers provided their ideas on code-switching uses by choosing the best and appropriate methodologies for the learning process. The usage of code-switching is crucial for their grades as secondary school students. However, the lesson is considered to be a challenge for Zanzibar students.

When a teacher switches languages while teaching and learning (in spoken discourse), they do so to improve the situation and establish a relationship with the students. Users who employ code swapping do so when it is a suitable communication tactic for their needs. Code-switching is good to relieve anxious, apprehensive, terrified, and reluctant pupils and learners with their self-esteem, according to teachers from all three (3) schools.

In addition, 71% of learners agree that they get confused only if they use only one language (English). It creates many thinking abilities and poor impacts on a lesson. This happens because it blocks the interaction between learners and teachers. In addition, learners have both negative and positive attitudes towards code-switching. Because students connect socially with teachers, other students, and other knowledgeable people, they occasionally do not feel awkward starting a task or remembering it. ...

The switch signifies that teachers consider the native language compulsory by explaining the rules of language 1 (L1) to a foreign language (FL). It also consists of grafting material from another identifiable language, whether it is

Kiswahili to English or English to Kiswahili or likely, because code-switching implies dealing with several languages. As there must be a one-to-one relationship between decision and situational characteristics, no result on the code-switching to be displayed without social meaning ever existed. ...

Weaknesses of code-switching in classrooms

Do students employ code-switching as a learning technique?

Code switching in a classroom refers to bilingual or multilingual settings and, in its most general, entails switching by teachers and/or learners between the language of learning and teaching (LOLT) and the learners' main language (Abdul,2011). The use of code-switching as a teaching and learning method in secondary schools has been demonstrated; however, among learners, the use of code switching appears to be a failure approach applied at a lower skill level (Haastrup and Phillipson 1984:164). The ability to move between codes does not translate to language proficiency (the target language and the second language).

Sometimes, a problem for code-switching between Kiswahili and English has become a custom in daily life in many classrooms (Richard, 2005). Code-switching causes the targeted language (English) to demoralize its ability because the classroom is the only place to teach English to students. Sometimes, it breaks the motion of the lesson. Additionally, it causes language loss between neither a speaker nor a listener.

The findings showed that the lesson was not strong and provided less proficiency because of the lack of translation-based methodology (CS) and the application of the monolingual principle of learning and teaching. A monolingual principle was a standard early communicative language teaching (CLT); however, now, the more powerful method is interlingual techniques. CS included different langugages in a single lesson in a classroom for the purpose of contributing to effectiveness. Few students preferred that their subjects be taught in the English language only. Therefore, to serve affective appreciation in a room of learning, a teacher employed code switching to identify, clarify, justify and explore understanding. This led the teaching skill to be simple. On the other hand, the subject can be understood directly and easily through code switching perceptions.

Code switching is considered unfavourable for linguists whenever they believe that it is a poor strategy for speakers and listeners in all language skills.

According to the context endeavours of the instructor, it should not uset the dominant language of instruction

because it deprives the insufficient inputs and less interactional opportunities of learning in the classroom.

Thus, the discrepancy between two languages teachers triggers code-switching.

Moreover, code-switching weakens learners' listening ability and leads to learners' loose instructional language during national examinations; hence, they perform poorly. According to the present research, code-switching is neither random nor meaningless because it is acceptable to combine codes in traditional contexts across linguistic and cultural margins. Instead, it is a tool for expressing significant social information, such as the roles that speakers play in each other's relationships and other emotions such as intimacy and solidarity (Valdes-Fallis, 1978). However, other professionals believe that code-switching hinders communication rather than enhances it. This implies that there are still more areas to be explored in enumerating the reasons and benefits of code-switching.

V. CONCLUSION AND RECOMMENDATIONS

Conclusion

Code switching is helpful for clarifying and elaborating on themes, promoting sharing in the classroom, creating positive classroom relationships, ensuring that the session runs smoothly, and creating connections with the local culture of the students. Overall, the study concluded that code-switching has positive effects on both learners and teachers. It helps learners understand difficult aspects of the lesson and enables them to participate in lessons. It also helps them make connections to their prior knowledge. It helps with classroom management. Learners are also able to express themselves without the fear of being stuck. Learners in rural areas have problems in English; therefore, when they speak, they are able to translate difficult sentences into their mother tongue.

The most important factor is how teachers communicate throughout a lesson. LeLoup (2013) states that teachers of foreign language should utilize the target language as much as feasible in the classroom. Random Pan (2014) acknowledges that the high use of the target language (Kiswahili) in the classroom is highly correlated with the high language output of students.

Recommendations

Due to the widespread use of code-switching, educational policymakers and practitioners must adopt code-switching as a teaching and learning technique for bilingual and multilingual populations. Teachers provided recommendations that code-switching is best applied in

teaching any subject through the participatory method and focused group discussion.

Code-switching must be officially a teaching and learning technique for secondary education in Zanzibar because Zanzibaris are bilingual and multilingual populations. Furthermore, the study recommends that the Ministry of Education recruit enough competent bilingual teachers. Furthermore, the study recommends that it is time for the government to officialise Code-Switching as an official teching technique and to be acceptable during the national exam. This is because some students understood the examination question, but due to a lack of English vocabulary, they failed to answer the questions.

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