



Secondary Teachers and Students Perceptions on Functions of Code-Switching in Teaching and Learning in Selected Secondary Schools in Rwanda.

HATEGEKIMANA Aloys

Assistant Lecturer
Department of Languages
Protestant Institute of Arts and Social Sciences
Email Address: hategekaa85@gmail.com

ABSTRACT

Classroom code-switching, which refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants, has become a norm in multilingual classrooms. This paper set out to investigate teachers and students' perceived proficiency in the languages taught in Rwanda, to identify in which situations teachers and students use code switching and to investigate the perceptions of teachers and students on the functions of code switching in teaching process. This research is important to ascertain and clarify the reasons of code switching in the classroom. It revealed that code switching is important as it helps teachers to help students in a language they understand well. It recommended that policy makers and other education stakeholders in Rwanda can train teachers on how code switching can be used effectively in teaching and learning to improve students' learning outcomes.

Keywords: Code switching, teaching, learning, secondary schools.

Introduction

The official medium of instruction in Rwanda is the English language and this is the case for many of post-colonial countries in Africa. The shift in the Rwanda's language in education policy was made in October 2008 when the Rwandan government modified the then trilingual policy (Kinyarwanda-English-French) as media of instruction, which was in effect in all Rwandan schools, and replaced it with English as the sole medium of instruction for all subjects at all levels of education. It is important to note here that language policy in Rwanda has revolved around three languages: Kinyarwanda, the indigenous language of Rwandans, French and English: 90% of the population speaks Kinyarwanda, 8% speaks French, and 2% English (MacGeal, 2010). Statistics from the 2012 general census indicated that 6.6% of the Rwandan population aged 15 and above can speak Kinyarwanda and English while 3.1% can speak French and Kinyarwanda. The figures show that the biggest portion of the Rwandan population can only speak Kinyarwanda (NISR, 2014). Tabaro (2013) observed that since Kinyarwanda adequately meets the needs of the people in their everyday lives, Rwandans may not see the need to learn another language, even one that is being used worldwide. This constitutes a barrier to the use of English medium in classroom by teachers and students throughout the lesson (Pearson, 2014). In Rwanda's education, information is primarily available in English. Due to this, much importance is attributed to the teaching of English at primary, secondary and tertiary levels. French is taught as a subject from upper primary, secondary and tertiary level depending on school and/or departmental choice; while Kiswahili is taught as a subject from secondary level in public and government aided schools as the lingua franca of East Africa. In such complex sociolinguistic situation, teachers use a number of strategies to modify input to optimize uptake in the English foreign medium classrooms. In Rwanda, it is very common to hear a bilingual speaker using French and English words without altering the grammatical structure, the morphological and phonological aspects of a foreign word, a phrase, or a sentence (Kayigema & Mutasa, 2017). With this argument in mind, this paper set out to investigate teachers and learners perceived functions of classroom code switching in Nyamasheke District, Rwanda.

Research Objectives

This research set out to:

1. Investigate teachers and students' perceived proficiency in the languages taught in Rwanda;
2. Identify in which situations teachers and students use code switching;
3. Investigate the perceptions of teachers and students on the functions of code switching in teaching process.

Related Literature

2.1. The Concept of Code Switching

Code switching is regarded as a communicative phenomenon of constantly switching between two languages in a bilingual's speech repertoire or to alternate between two languages in the same utterance (Bunyi, 1992). Akindele and Adegbite (1999) describe code switching as a means of communication, which involves a speaker alternating between one language and another in communicative events. Crystal (1987 cited by Modupeola, 2013) views the concept of code switching as when an individual who is bilingual alternates between two languages during his or her speech engagement with another bilingual. Bokamba (1989) defined code switching as the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event. All these definitions infer that the speaker in a code-switching situation must have communicative competency in two languages for them to be able to switch from one language to another; it may be the mother tongue and a second language in the same discourse. Wardaugh (2006) discussed the factors that determine the choice of codes in any given situation. According to him, factors such as solidarity, accommodation to listeners, choice of topic and perceived social and cultural distance may exercise an influence on the choice of a particular code. Huagen (1972) states that switching may occur as a response to some kind of triggering such as change in the topic, a new addressee or a new domain that demands one language rather than another or the internal needs of the speaker himself/herself.

Though code switching has received many criticisms from purists, other researchers see it as a valuable communication resource. Based on an observation of classroom interactions in three primary schools in Kenya, code switching provides an additional resource for meeting classroom needs (Grosjean, 1982). Others argue that code switching is a verbal skill requiring a large degree of competence in more than one language, rather than a defect arising from insufficient knowledge of one or the other (Setati, 2002). Some researchers also see code switching as an important means of conveying both linguistic and social information (Bunyi, 1992). Madupeola (2013) posits that in classroom setting code-switching help learners to enjoy their learning due to their ability to comprehend the teachers' input. The comprehensible input also allows them to feel less stressful and to become more comfortable to learn. Once they are comfortable with the environment, without any unnecessary anxiety, the learners are able to focus and participate in classroom practice and activities more successfully. This psychological support makes learners feel more relaxed and comfortable to learn in English language medium of instruction. However, the Olusegun's (2012) study found out that the language of instruction could also be a problem, especially when the content or concepts being taught are not in the learners' home language. Olusegun adds that learning certain subjects such as Mathematics in English may be a problem for pupils whose home language is not English. Learning such subjects in the pupils' home language or supplementing English with the pupils' home language (code switching) can lead to a better understanding of the contents being taught.

2.2. Dimensions of Code Switching

2.2.1. Grammatical Dimension of Code Switching

Researchers who adhere to this area argue that the selection of morphemes from two different grammars in the same sentence is not randomly done rather, the selection of items from the two or more languages participating in code switching within a sentence is constrained by the languages involved (Amuzu, 2005). Quarcoo (2012) study in Ghana, observed that English verbs that participate in first language /English code switching must conform to the syntactic structure of matrix language verb phrases before they are accepted. According to Poplack (1978 cited by Samira, 2009) there are three types of code switching. First, there is tag switching, which is related to the inclusion of a tag (e.g. you know, I mean, right, etc). This type of code switching is very simple and does not involve a great command of both languages, since there is a minimum risk of violation of grammatical rules. The second type of code switching is the intersentential switching, which is at the phrase or sentence level, between sentences. The third and most complex type of code switching is the intrasentential one. The complexity of this type of switching is explained by the high probability of violation of syntactic rules, as well as the requirement of a great knowledge of both grammars and how they map onto each other.

2.2.2. Sociolinguistic dimension of Code Switching

The study by Amina (2017) observed that code switching in the sociolinguistic dimension could be placed in two categories: the social functional model and the conversational/discourse/analytic model. The socio - functional model sees code switching as influenced by speaker motivation and macro- social factors like group membership, identity, affiliation and the politics of bilingual language contact. Here the focus is trying to attach symbolic meanings to switches. To Gumperz and Myers-Scotton, the social values of languages in a given community play a vital role in interpreting data. The conversational/discourse/analytic model discusses code switching as a contextualization cue i.e. how people signal their orientation to one another in situated bilingual interactions. Therefore, code switching is used as an "orderly conversational resource in constructing interactional meaning" (Bolonyai, 2011). Blom and Gumperz (1972 cited in Amina, 2017) argue that codeswitching performs social functions and differentiate between metaphorical and situational code switching. Metaphorical code switching refers to the use of two language varieties in a single social setting, whereas situational code switching refers to a situation where the change in the social setting requires a change in linguistic form. Gumperz (1982) again argues that language alternation conveys meaning through contrast between codes where the switch signals a transition and listeners interpret the activity through these switches. He calls it contextualization cues stating that it is used as strategic activities of speakers in varying their communicative behaviour within a socially agreed matrix of conventions, which are used to alert participants in the course of ongoing interaction to the social and situational context of the conversation". Here, people may alter their language to express cohesiveness in-group members, motivate them to participate in an interaction and solidarity.

Code Switching in Teaching and Learning

Code switching is a phenomenon, which has been investigated widely in foreign language classrooms. According to Kamisah and Misyana (2011 cited by Tabaro, 2013), research has revealed that speakers engage in code switching for a variety of reasons, and it may be discourse-related or participant-related. Meiring and Norman (2002) showed that teachers tend to use the target language more extensively if the pupils are at a higher level of language proficiency. Macaro's (2001) case study suggested that code switching is a language strategy that needs to be acquired since it is a natural form of communication. On the other hand, Xiaoil (2009) proposed that maximum exposure of the target language is important for students and teachers to code switch. Evans (2009) revealed that some pupils feel hesitant using the second language if they are not certain about the correct usage of the target language. Bateman's (2008) findings also suggested that the proficiency level of both the pupils and the teachers influences usage of code switching. Asilevi (1990) also shares that the rapid evolution of mixed codes may replace local the official medium. He observed that "the mixed language becomes the medium that is resorted to after all attempt to explain a point in English fail. To these incompetent teachers who cannot manipulate the spoken English very well and marginally inexperienced pupil teachers, the mixed language is the medium of instruction" (p.67). Ferguson (2003) highlights the fact that the classroom is not only a place of formal learning but also a social and affective environment in its own right, one where teachers and pupils negotiate relationships and identities. Ferguson asserts that in English medium classrooms, English indexes a more distanced, formal teacher - pupil relationship and the local language a closer, warmer more personal one. To build rapport with individual pupils, create greater personal warmth and encourage greater pupil involvement, the teacher may, therefore, when the occasion is suitable, switch to the local language. In teaching and learning, code switching functions also as a resource for the management of classroom discourse. Goffman (1974) observed that code switching helps teachers and learners to break away from lesson content and toward some off-lesson concern such as to discipline a pupil, to attend to late comers, to gain and focus pupils' attention. It may also demarcate talk about the lesson content from what we may refer to as the management of pupil learning; that is, negotiating task instructions, inviting pupil contributions, disciplining pupils, specifying a particular addressee, and so on.

Although some researchers view classroom code switching as an important strategy of teaching and learning (Macaro, 2001, Asilevi, 1990, Kavenuke & Uwamahoro, 2015), one of the first to object to the use of the first language in the English foreign language medium classroom was Krashen (1985). Krashen believed in maximum exposure to the second language and stated that lessons should as far as possible be conducted in the target language. He argued that the use of the first language would detract from the second language learning and use in teaching and learning (Krashen, 1985). Another argument for target language exclusivity in the teaching and learning was that understanding everything the teacher says is not necessary; codeswitching only undermines the learning process. In a study by Simasiku (2015) teachers argued that code switching did not enhance academic performance whose views support Krashen (1985). Furthermore, linguists such as Wring (1989 cited by Simasiku (2015) and Patek (2003), insist that the target language should be used for all purposes in the classroom and that the first language use actually interfered with the second language and brought about error transference. Following the instruction in target language, the teacher code switches to native language, clarifies meaning and stresses importance on the foreign language medium content for efficient comprehension. However, this repetition may lead to loss of interest on the part of students, as they get used to hearing instructions in their native language right after the instructions in the foreign language medium (Shay, 2005). The academic consequences in such cases are negative, as the students are exposed to foreign language discourse limitedly (Sert, 2005). Similarly, Modupeola (2013) found that a situation where a teacher gives an instruction in one language and repeats it in another language within the same period would slow down the rate of learning of the target language. This unwanted result is derived from the fact that the learners have mastered this pattern of teaching and, therefore, may not take seriously, what is being taught since they know that the same message will be delivered in their first language.

Theoretical Framework

Matrix Language Framework Model

While some studies analyze the linguistic features of code switching in the classroom (Brice, 2000; Simasiku, 2015; Tabaro, 2013; Olusegun, 2012), Myers-Scotton proposes the matrix language framework model which lays emphasis on identifying the matrix language and the embedded language in a sentence. The model benefited from the insights of earlier researchers who recognized the unequal participation of languages in code switching (Myers-Scotton, 2006). The model holds that in a code switched sentence, one language acts as a domain or matrix language and the other as a subordinate or embedded language. The matrix language plays the main role in setting the sentence frame where the code switching arises and the embedded language is considered as having been inserted in a matrix language frame to achieve a purpose (Olusegun, 2012). The introduction of the embedded language is necessary because it helps pupils to understand the subject matter; it helps teachers to motivate, discipline and praise pupils; it facilitates interpersonal relation between the teacher and the pupils (Fagurson, 2003). The model can be applied to describe the roles or functions played by the matrix and embedded languages in the classroom. The theory is applicable to the study because it enabled us to identify the matrix (or dominant) language and the embedded (or subordinate) language used in teaching and learning classroom, where code switching is used. It also enabled us to analyze and discuss the roles played by these languages in the classroom and how they contributed to the effective teaching and learning different lessons.

Methodology

The survey was conducted in three secondary schools in Nyamasheke District, Rwanda. Study objectives include (1) to investigate teachers and students' perceived proficiency in languages taught in Rwanda, (2) to identify in which situations do teachers and students code switch to other

languages in English medium classroom, and (3) teachers and students perceptions on functions of code switching in English medium classroom. The population in this study involved all the teachers from the schools investigated (codenamed: School A, School B and School C) and senior three students. The population of students includes 217 senior three students from the 3 schools and 34 teachers. To select student participants, the researcher used a purposive sampling technique which, according to Oliver (2006) is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialists' knowledge of the research issue or capacity and willingness to participate in the research. Therefore, all 217 senior three students and all 34 teachers participated in the research. During data collection process, two kinds of questionnaires were used. The first was administered to and responded by teachers. The second questionnaire was administered to and responded by students. The quantitative data collected by questionnaires were coded into a form that allowed the researcher to process them using software program and subjected to statistical analysis by using excel software. Focus group interviews were also carried out with. This method was used with the intention of finding out things that cannot be written in questionnaires. Best and Khan (1986 cited by Tabaro, 2013) assume that in qualitative study, interview may yield advantage that by building rapport with interviewees, the interviewer is able to get some confidential information that they might be reluctant to express through writing. Mlay (2010) noted that interview guide is essential in conducting focus group interviews for it keeps the interactions focused, while allowing individual perspectives and experiences to emerge. The researcher prepared an interview guide with a set of open-ended questions, which allowed the students and teachers to speak freely, and provided as much information as they knew. Two focus group interviews were conducted with 30 students (10 from each school) and 12 teachers (4 from each school) who were selected randomly from the teaching staff.

RESULTS AND DISCUSSION

I. Students Perception about Codeswitching in the Classroom

In this article, the researcher wanted to find out students views about codeswitching in the classroom. The students showed the intention of codeswitching and how they manage the many languages used in Rwandan schools which include Kinyarwanda, their mother tongue, English, French and Kiswahili. English is used as a medium of instruction while other languages are taught as a subjects. Rwanda's education system, which promotes multilingualism, requires students and teachers to master those languages. The section discusses the students' perceptions on the above scenarios.

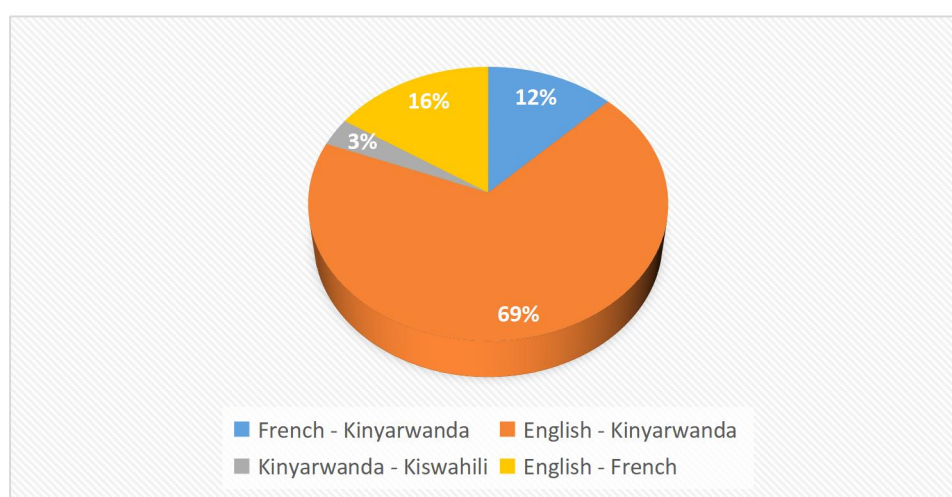


Fig.1: Graphic representation of students perceived proficiency languages acting in code switching

The results in the Fig. 2 show that 27 (12%) of students participants showed that when they are interacting with their teachers they switch between French and Kinyarwanda languages, 148(69%) of learners code switch between English and Kinyarwanda. Furthermore, 7(3%) code switch between Kinyarwanda and Kiswahili while 34(16%) alternate between English and French. During interview with students, they confirmed that there is an unequal participation of all language accepted by Rwanda's language in education policy. Codeswitching is done most of the time between English and Kinyarwanda. This is because English is the medium of instruction and acts as a matrix language while Kinyarwanda acts as an embedded language. "When we do not understand teachers' explanations we ask questions in Kinyarwanda and then the teacher explains using English and Kinyarwanda. The fact that all students and teachers understand Kinyarwanda, teachers are not bordered to use it in the classroom to give additional information about the lesson being taught".

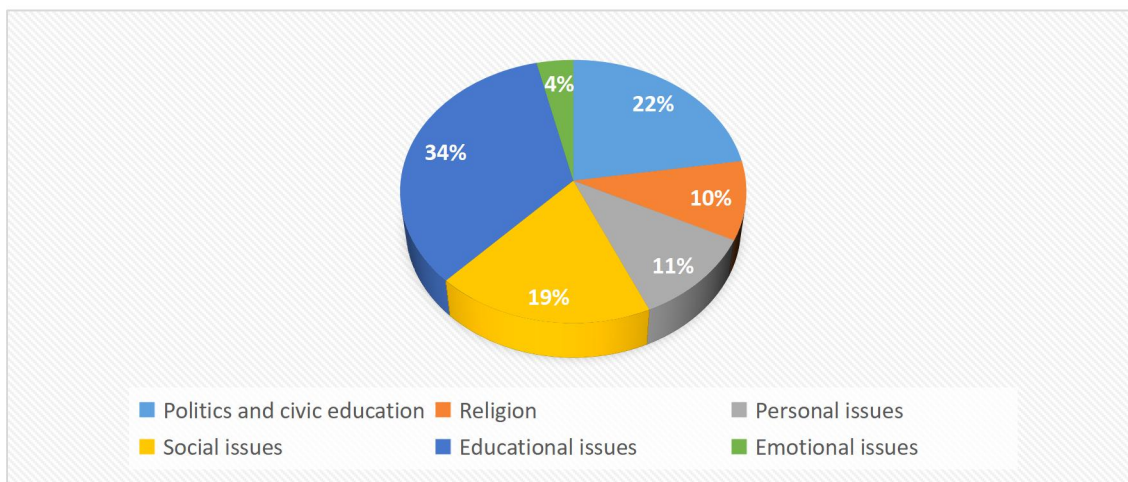


Fig.2: Graphic representation of topics in which teachers/students mostly code switch

The results from the Fig.3 shows the representation of topics in which teachers and students mostly codeswitch. These results show that 49(22%) of students responded that they mostly codeswitch in politics and civic education, 21(10%) responded that they codeswitch in religious studies, 24(11%) use code switching when they are talking about the personnel issues in the classroom. Furthermore, 74(34%) responded that they use codeswitching with their teachers when they are talking about educational issues, while 8(4%) responded that they use codeswitching in the classroom when they are talking about their emotional issues. During interviewed it was revealed that when teachers and students are talking about topics which are out of educational issues they resort to codeswitching. Students in School B revealed this: “ *We talk about topic related to our daily lives in Kinyarwanda with some mix of English vocabularies in that case we feel attached to each other. Even those students who are not proficient in English are motivated to speak with teachers and peers.*” Other students in School A showed that they feel easy when teachers mix English and Kinyarwanda when they talk about religion. “ *Our school is faith based so teachers and students talk about religion with ease in our mother tongue but when the teacher resumes instruction she uses English only except when she want to clarify an idea.*”

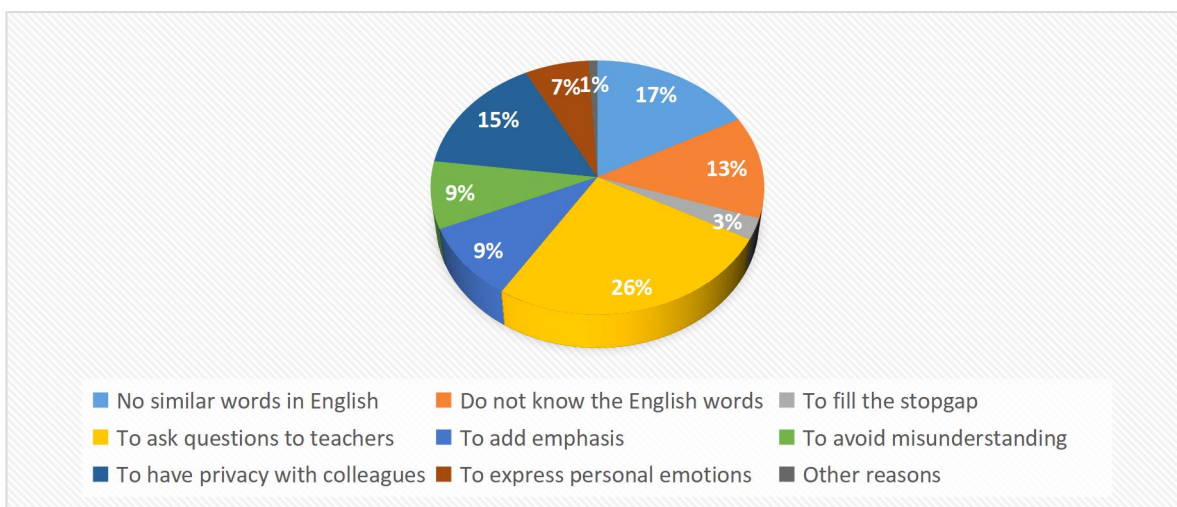


Fig.3: Reasons of students code switching in classroom

The Fig.3 is a representation of students ‘reasons of their codeswitching with their teachers. These results show that 38(17%) codeswitch because the do not have similar words in English, 29(13%) asserted that they codeswitch because they do not know the words in English, 6(3%) responded that they codeswitch because they want to fill the stopgap. Furthermore, 58(26%) codeswitch because they want to ask questions to teachers, 21(9%) use codeswitching in the classroom when they want to add emphasis, 19(9%) codeswitch with their teachers to avoid misunderstanding. In the same line of argument, 34(15%) codeswitch in the classroom when they want to have privacy with colleagues, 15(7%) use codeswitching in the classroom because they want to express their personal emotions while 2(1%) codeswitch in the classroom because of other reasons. Interview conducted with students in School A revealed that “ *students code switch when they are asking questions during instruction and this help those students who are not good speakers of the English language. Students also use Kinyarwanda when they are talking with peers for their privacy in the classroom. We students mix English with Kinyarwanda language to ask questions; to stress a point.*”

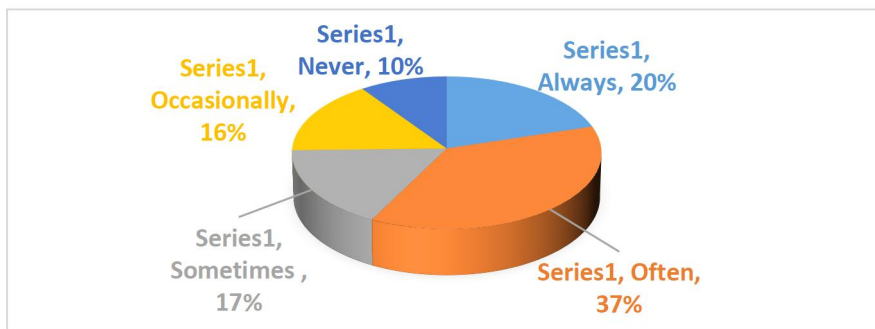


Fig. 4. Students’ Perception of frequency they code switch with other students

The Fig.4 represents students’ perceptions on the frequency the codeswitch with their teachers. They responded that 44(20%) always codeswitch,81(37%) often codeswitch, and 37 (17%) sometimes codeswitch. Furthermore, 34(16%) use codeswitching occasionally while 21(10%) never use codeswitching in the classroom. Here the students use codeswitching more often when they are talking to their fellow students.

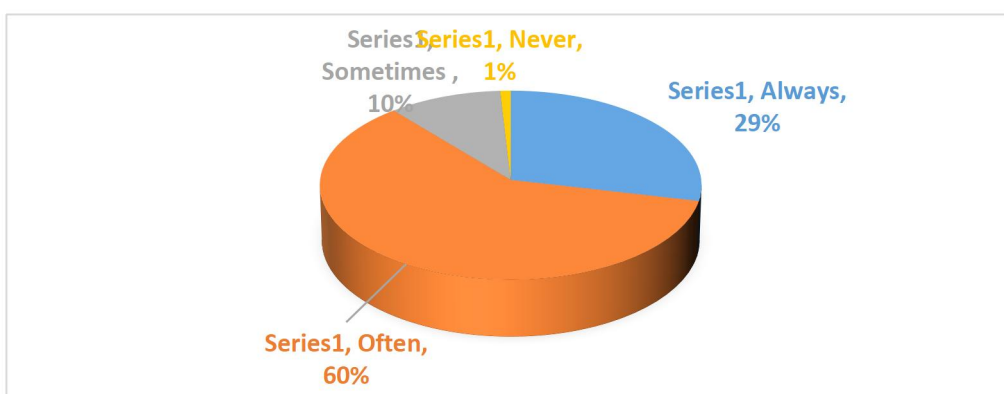


Fig. 5. Graphic Representation of Students’ Perception of frequency they code switch with teachers

The Fig. 5 represents students’ perceptions about which rate they codeswitch from English medium of instruction to other language used at school. These results show that 62(29%) always use codeswitching in the classroom, 131(60%) codeswitch often, 22(10%) do it sometimes while 2(1%) never use codeswitching in the classroom. Here, students codeswitch often and always (60%, 29%) respectively. This is proof that classroom codeswitching is used most of the time in the classroom during teaching and learning. These results confirm those given by students and teachers during interview that “Since teachers and students speak the same mother tongue; they to mix English and Kinyarwanda. There are cases where teachers cannot use English throughout the lesson and resort to Kinyarwanda to help us understand the subject matter. We also use codeswitching when we are talking about our daily life issues.

II. Teachers Perception about the functions of Codeswitching in the Classroom.

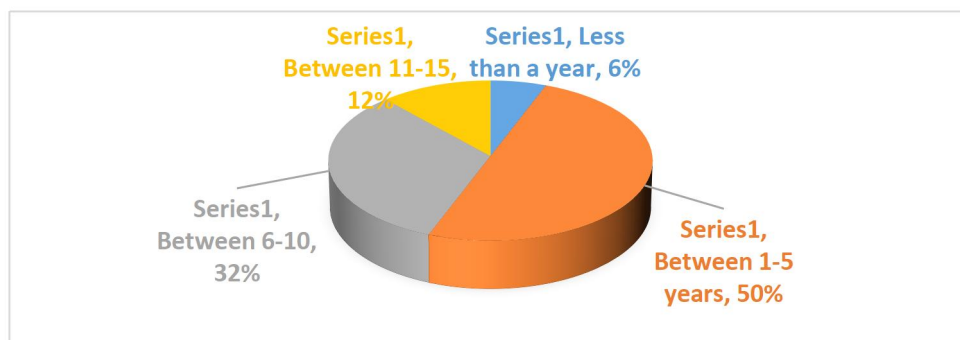


Fig.6: Graphical representation of teachers teaching experience

Teaching experience of teacher has a great implication on the use of one or more languages in the classroom by teachers in Rwanda. This is because those who studies before the shift can speak English, French and Kinyarwanda, the mother tongue; while those who studied after the shift do not master

the French language. The results from the teachers' perception about their teaching experience show that 2(6%) have less than a year of teaching experience, 17(50%) have between 1-5 years of teaching experience, 11(32%) have between 6-10 years of teaching experience while 4(12%) have between 11-15 years of teaching experience. This figure shows that the experience of teachers correlates with the number of languages they can speak. Teachers between 11-15 and 6-10 years of experience can speak English and French in addition to Kinyarwanda as a mother tongue.

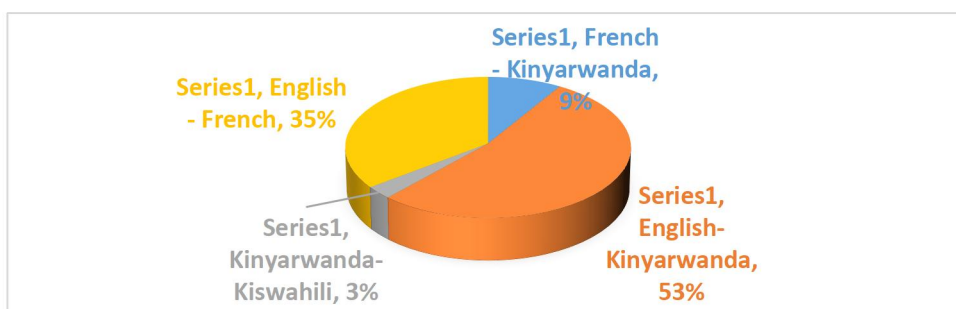


Fig.7: Graphical Representation of Languages involved in Classroom code switching

Teachers' perception about the languages involved in teaching and learning show that French and Kinyarwanda represent 3(9%), 18(53%) represent English and Kinyarwanda, 1(3%) represent Kinyarwanda and Kiswahili. Furthermore, 12(35%) represent English and French while Kinyarwanda and Kiswahili are not present or codeswitched from one another. From the results above it can be concluded that English, which is the medium of instruction, is at the centre of communication and Kinyarwanda acts as an embedded language. On the other hand, French and Kinyarwanda are present where Kinyarwanda is used as the mother tongue of students and teachers and the French language, which is used by teachers who did their education when the French language was the medium of instruction in Rwanda before 2008. In the same vein of argument, English and French are used in the classroom in codeswitching process because most of Rwandan teacher use English as a medium of instruction in addition to the French language, as some of them speak it very well and teach it as a subject. So, any difficulty in English is expressed in French because they know their students would understand it.

Interview conducted with teachers showed that though in Rwanda four languages are taught in secondary schools not all participate equally in code switching. This is because not all teachers and students are proficient in those languages. Those teachers who did their education before 2008 are proficient in English and French in addition to Kinyarwanda, the mother tongue. This helps the teachers and students to codeswitch between English and Kinyarwanda because students are equally proficient in those two languages. A teacher in School C had this to say: *"We teach in English as mandatory medium of instruction. Kinyarwanda is understood by everybody in the classroom. Then Kinyarwanda unites us all and acts as the language to use to release anxiety caused by a foreign language like English. French is also used but not so much like Kinyarwanda."*

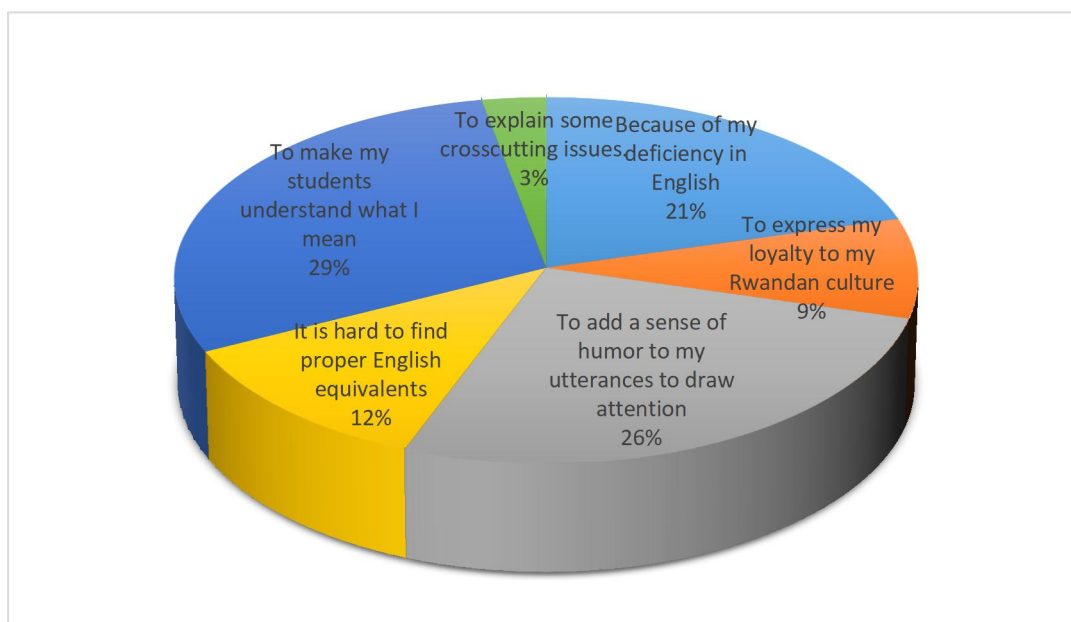


Fig.8: Graphical Representation of Teachers Perceptions on Functions of Classroom code switching.

The graph above shows teachers' perception about the reasons why they codeswitch in classroom during

teaching and learning process. These results show that 1(3%) of them codeswitch because they want to explain some crosscutting issues in the middle of a lesson, 7(21%) use code switching in the classroom because of their deficiencies in English language, 3(9%) use code switching because they want to be royal to their Rwandan culture, 9(26%) use code switching when they want to add a sense of humour to their utterances to draw attention, 4(12%) confirmed that they use code switching when it is hard to find proper English equivalents, while 10(29%) confirmed that they use code switching in teaching because they want to make their students understand the content. Teachers use codeswitching to explain some concepts in Kinyarwanda help students grasp the meaning easily. *“Some of us are not good speakers of English. It is difficult to fully explain the content to students and choose to insert so Kinyarwanda words to clarify difficult concepts. Because the Rwandan curriculum has crosscutting issues that need to be discussed about with students, to be clear we use Kinyarwanda most of the time and this help students to participate in the discussions.*

Another teacher in School B asserted that *“We use code switching because we want to create an environment that is inclusive as not all students are proficient in English. So, to integrate them in the discussions we use Kinyarwanda language. Another problem we have is that every time we want to discipline students, we use Kinyarwanda. This is because teachers and students understand each other easily in their mother tongue.*

Discussion on the Results

Teachers and students' perception on proficiency in languages taught in Rwanda. Teachers (69%) are proficient in English and Kinyarwanda. It is obvious that both teachers and students are good speakers of Kinyarwanda as their mother tongue in addition to English, the medium of instruction in schools. Situations in which do teachers and students code switch to other languages in English medium classrooms are students need to ask questions, to explain difficult questions, to emphasize an idea or to fill the stopgap. All this situations aim to help teachers and students to improve their teaching and learning outcomes and creating a conducive and a friendly teaching and learning environment. In this research teachers and students revealed that code switching helps them to improve students' learning outcomes due to positive functions it serves. According to Rose and Dulm (2006), code switching serves several functions in gaining agreement, assisting explanations and better understanding as well as replacing temporarily unacceptable words. It also play a role of affective function with regard to emotional effectiveness, socializing, identity markings and displaying humour responses, requesting help, self-correction and for making unofficial interactions. Code switching in selected schools can also be due to teachers 'and students' low in English proficiency. Tabaro (2013) found out that since teachers and students speak the same mother tongue (Kinyarwanda) and are using a foreign medium of instruction (English), it comes as no surprise that the use of code-switching to mediate learning is one of the prominent coping strategies used by both teachers and students. It was found that code-switching in the English medium class in secondary schools was an unavoidable practice. Teachers use Kinyarwanda depending on students' specific needs: helping students understand new concepts in English, introduce new vocabulary, explain grammatical structures, and control classroom discipline and to give instructions.

Conclusion and Recommendation

This research showed that Rwandan teachers and students are multilingual. This the results of the Rwanda' education policy which stipulates that English, Kinyarwanda, French and Kiswahili are official languages and they should be taught as subject except English which is the medium of instruction and taught as a subject. It was revealed that languages involved in code switching are English, Kinyarwanda, French and Kiswahili. During code switching English acts as a matrix language with other languages acting as embedded languages. This research is in line with Dash (2002) that codeswitching should be allowed whenever necessary with learners in special situations. It should be regarded as a careful strategy employed by teachers and students such as explaining the difficult concept reduce learners' stress, clarifying instructions and building a strong relationship with teachers.

About the Author

HATEGEKIMANA Aloys is a full time Assistant Lecturer of English at the Protestant Institute of Arts and Social Sciences in Rwanda. He worked as a visiting Assistant Lecturer at Kibogora Polytechnic (2016-2023) where he was teaching English and Kiswahili modules, a secondary school head teacher for 12 years and taught English and Kiswahili in different secondary schools. He holds a Master of Arts in Linguistics from The Open University of Tanzania, a Bachelor of English and Kiswahili with Education from Kigali Institute of Education and a Diploma in Effective School Leadership from the University of Rwanda, College of Education. He has other certificate in English for Teaching Purposes from the Autonomous University of Barcelona, TESOL certificate from the Arizona State University and Business English for Cross-cultural Communication from the Hong Kong University of Science and Technology. His research interests include second language acquisition, ICT in language teaching and learning, language policy, English learning and teaching in multilingual setting.

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