Epitome : International Journal of Multidisciplinary Research

ISSN : 2395-6968

_____

CODE-SWITCHING : A PEDAGOGIC STRATEGY IN EFL CLASSROOMS

COMFORT NUMFOR

HTTC Bambili;

The University of Bamenda

Bio Data

Comfort Numfor holds a Bachelor of Arts (B.A.) in English Language; a Master of Arts (M.A.) in Applied Linguistics & a Doctorate of Philosophy (PhD) in Applied Linguistics from University of Buea in Cameroon. She is a Senior Lecturer at the Department of English Modern Letters; Higher Teacher Training College Bambili, the University of Bamenda. At present, she teaches applied linguistic courses. She has also published papers in journals such as Plurilinguisme en Afrique, Epasa Moto, The Gong and Nyaa & Partners Publishers etc.

ABSTRACT

Code-Switching (CS) is alternating from one language to another within the same conversation. It is a normal every day practice among people in bilingual communities including Cameroon. Code-switching is done for various reasons and is usually an unconscious activity. It occurs not only in whole sentences, but also in phrases or words. This study focuses on the use of code-switching as a pedagogic strategy in English as a Foreign Language (EFL) classroom. Meanwhile, the attitude of students and teachers towards CS, the effects of CS on students' learning ability and understanding the target language were investigated. The data for this study was collected through audio recordings of classroom observation and interviews. The results revealed that the students code-switched due to insufficient vocabulary knowledge. In informal contexts, the students use the two languages freely for different purposes. Thus code-switching was used for clarification, checking understanding, and socializing. On their part, the teachers also code-switched to clarify concepts or points that were difficult for the students to understand. They also did this to translate into the students' second language, French when necessary. The results also suggested that both teachers and students had positive views towards the application of CS. As such, code-switching enhances the learning of the target language.

KEYWORDS

code-switching, bilingual education, EFL classroom instruction