

**INFLUENCE OF CODE-SWITCHING ON CLASSROOM PARTICIPATION AMONG
SENIOR SECONDARY SCHOOL STUDENTS OF ENGLISH
LANGUAGE IN ENUGU NORTH LOCAL GOVERNMENT
AREA OF ENUGU STATE**

BY

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GODFREY OKOYE UNIVERSITY, ENUGU, NIGERIA.**

JULY, 2026

TITLE

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**A PROJECT PRESENTED TO THE DEPARTMENT OF ARTS EDUCATION,
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SUPERVISOR: MRS. PATIENCE UGWU

JULY, 2026

APPROVAL

This project has been approved for the Department of Arts Education, Faculty of Education,
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CERTIFICATION

I, Angela Ladi Ibrahim an undergraduate student in the Department of Arts Education, with the Registration number GOU/U22/ELS/73 has satisfactorily completed the requirements for the Degree of Bachelor of Arts in English and |Literary Studies Education (B.AEd). The work embodied in this research project is original and has not been submitted in part or full for any other degree of this or any other university.

.....

Angela Ladi Ibrahim

.....

Date

DEDICATION

This research project is dedicated to God Almighty.

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The researcher returns all glory and praise to Almighty God for His grace, wisdom, strength, and protection throughout her academic journey and during the completion of this project work. The researcher would also like to extend her deepest appreciation to her amiable supervisor, Mrs. Patience Ugwu for making out time from her busy schedule to see that this work was successful

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TABLE OF CONTENTS

Title	i
Approval	ii
Certification	iii
Dedication	iv
Acknowledgement	v
Abstract	viii
 CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	7
Purpose of the Study	8
Research Questions	9
Scope of the Study	9
Significance of the Study	9
 CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Conceptual Framework	11
Theoretical Framework	20
Empirical Studies	22
Summary of Review of Related Literature	23
 CHAPTER THREE: RESEARCH METHOD	
Research Design	25
Area of the Study	25
Population of the Study	26
Sample and Sampling Technique	26
Instrument for Data Collection	26
Validity of the Instrument	27
Reliability of the Instrument	27
Method of Data Collection	27
Method of Data Analysis	28
 CHAPTER FOUR: RESULTS	
Analysis of data	29
Summary of the Findings	32
 CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS AND SUMMARY OF THE STUDY	
Discussion of Findings	33

Conclusions	35
Educational Implications of the Study	36
Limitations of the Study	36
Recommendations of the Study	36
Suggestions for Further Studies	37
Summary of the Study	37
REFERENCES	39
APPENDIX	44

ABSTRACT

The purpose of this study was to investigate the influence of code-switching on classroom participation among senior secondary school students of English language in Enugu North Local Government Area of Enugu State. Three research questions guided the study. Giles (1973) Speech Accommodation theory formed the basis of the research. The study adopted a descriptive survey research design where a sample of 200 respondents were selected from a total population of 2, 719 through a simple random sampling technique. The data collection instrument was a questionnaire that was face-validated by three experts. A reliability coefficient of 0.93 was calculated through Cronbach Alpha. The analysis involved mean score and standard deviation. The findings indicated that code-switching by students during the English language class generally contributes towards enhancing effective communication, facilitating students interaction and overcoming communication difficulties between teachers and the students. The study therefore conclude that a judicious choice in the application of code-switching has to be exercised regarding the English language abilities of the students and the specific topic of teaching. The overuse or undue dependence on code-switching could impede the development of English language skills of students and hinder certain linguistic and/or social identity considerations. As a result, the following are hereby recommended: the teacher could guide the students to distinguish between useful and meaningless applications of code-switching in English; schools ought to expose learners to different linguo-didactic and socio-linguistic environments and opportunities; teachers/curriculum experts could to use the observed drawbacks in this paper as appropriate models and guide in creating and designing suitable methods of instruction.

CHAPTER ONE

INTRODUCTION

Background to the Study

The development of a nation can only come through effective and holistic education of the populace. It's agreed that Education is the greatest agent of personal as well as social change. That is why Nigeria as a nation places it as one of the cornerstones to build any nation. It should be considered more than the skill to acquire literacy; It should include the impartation of adequate skills, pertinent knowledge, and critical thinking ability required for economic growth, national development, and personal self-reliance.

The process of secondary school education aids learner to become functional adults who possess knowledge and skills necessary for further education, employment, and to become responsible citizenry (Okafor, 2021).

Secondary Education refers to the general education for pupils from 11 to 18 years of age, given by a school and can sometimes be the stage at which they conclude school-going. For some of these individuals, this level marks their end point to formal schooling and others will embark onto the tertiary level school after finishing secondary level. There are various meanings attributed to secondary school in different definitions in dictionaries.

According to the Merriam-Webster lexicon (2019), secondary education can be described as an education that carries you beyond elementary school to college or training for jobs that includes courses in academics, business and office skills or technical training for certain trades or for colleges and university admissions to either higher education or career focused colleges or careers for young people or for training you that leads to an occupation.

The Collins Dictionary, on the other hand, states that secondary education entails general education provided by school for all students from 11-18 years old. It refers to the education given from secondary level and above Junior secondary. National Policy on education describes Secondary Education as education beyond primary and junior secondary level the learner gains adequate knowledge and excellent knowledge of English language. In other words, English is seen as a vital element in most aspects, whether it is education or not because, it can be utilized even during communication in various national issues or any kind of discussion across various fields as far as politics or economy, social, technology development is concerned. As a matter of fact, it is perceived as the only indigenous, native official language in Nigeria by most people; even when it is spoken in English language, it's perceived as though English language was original by those who do not know about the actual origin of English language. As a matter of fact, all that makes it stand tall and above the other languages spoken in Nigeria includes the use of it to represent the entire nation and as a common language to be used for all communication between citizens of Nigeria irrespective of their language backgrounds or social-status.

It also functions as one the primary tools for instructions at different school levels and an important official language for promoting rapport between Nigerian citizens who communicate within several indigenous languages (Danladi, 2020). Active Classroom Participation Classroom participation always seems to be part of the success and learning process. In class, it is the measure of learning a students gets in terms of gaining the required competencies as per the laid curriculum. Active classroom engagement is seen to be a students' capacity of active participation of what takes place in class: in the discussions, and whatever other learning procedures implemented in class for teaching the expected skills, behavior, principles and morals, the purpose is to imparting the appropriate skill in such a learners is that which the classroom engagement helps it; It's quite

evident as far as researchers are concerned, a high rate of class participation contributes positively to the success students gain in exams as well as fosters their communicative skills. Classroom participation involves and requires active and meaningful participation with all that occurs in class, whether it's teaching, student presentation or discussion among students in order for students to really learn. Studies on educational effectiveness consider, factors like learning climate, culture, instructors or any specific procedures used like peer teaching and other learning practices such as, (thinking –pair-Share), learning cycles to support student participation (Donovan & Cross, 2021). Code-switching is a familiar behavior exhibited by the users of more than one language that are involved in the communication process. According to Numma and Carter, (2020), when there is code-switching from one linguistic form to another within the same linguistic segment with the ability to communicate in that manner with fluency. To illustrate the usage and function, an English speaker to be a student or a teacher code switched as and when the need arises in communication. In such situations, there might occur a swap of code when communication becomes complicated. For the speakers of two or more languages, this practice goes further as they switch codes from one language to another.

Code switching, from a linguist viewpoint, means, 'the switching of language or an emitted utterance, between persons aware of how two languages are being used" (Cook, 2020).

Given Nigeria is well-known as a multinational and multilingual nation, it is ordinary for her inhabitants to speak at least two to three languages such as English, pidgin Nigerian and indigenous Nigeria languages (Mabule, 2021). This code switching happens in everyday discussions, and it is seen in other fields as well particularly in most educational establishments, including secondary schools, of Nigeria. There are numerous research reports with different findings pertaining to code-

switching as one of the means affecting and helping students to reach achievement and success, and others describing the potential problems and consequences (Mabule, 2021).

Numerous academics research has observed that by means of switching codes among students in the secondary schools in Nigeria, students will maintain a standard of understanding and classroom coherency. Researchers such as Modupeola (2021) & Svendsen (2021) mentioned this in their work. Researchers indicate that 'teachers can use code-switching as tool for effective explanation of lessons especially when you consider there is a diversity of students' backgrounds in terms of language in an English speaking class setting or any other environment'.

Some argue the ability to switch codes among individuals signify higher levels of linguistic skills and this can be utilized as an advantage to improve students' participation and comprehension in their lessons.

Other teachers like Garza (2022) argue code switching has been well perceived by teachers due to the clear evidence of bilingualism. For students, code-switching helps the them be motivated and more confident about learning something because the teacher talks in their first language, which helps them understand the concepts clearly and easily. Many of us do take into account code switching as something common, though other people might see it as a negative act of language mixing and discrimination. For example, it is assumed a code shift happens when an English learner comes across something they either find tricky to understand or to state it accurately, but code-switching can also reflect belonging to a particular group of community.

So, it also contributes to the bonding among fellow students in certain situation, for example when they become too passionate about a discussion pertaining to national politics.

Code-switching has a very crucial pragmatic or functional role within classroom scenario. For example, students switch their codes when they run into disagreements and conflict in a discussion,

and want to solve the conflicts. "If the speaker fails to use words to convey a particular thought in a particular code language he or she might use another language for the speaker to communicate without difficulty of understanding" (Johanes, 2022) Hence, a teacher may switch from using English to NigeriaPidgin while explaining an issue.

Even in professional contexts or schools where a single language is prescribed for academic instruction, code-switching can occur. Many Nigerian students code-switch to indicate their sense of belonging, respect, or solidarity. For instance, they might switch from Standard English to Nigerian Pidgin to display a sense of camaraderie and understanding among themselves. Such switching can create a stronger in-group feeling.

Batibo (2022) also observed, 'language usage is social and helps to foster sense of community'. Many Nigerian students also employ switching codes when the discourse becomes too serious to show they identify with their colleagues (Muthuri, 2022). It should be noted that although a group may code-switch to ensure solidarity, it is possible to signal exclusion from other groups by maintaining or reverting to a particular code, (Muthuri, 2022). Many Nigerian Pidgin language used to communicate a general feeling among student's of community and respect.

One might even state that as many Nigerian citizens, particularly at the secondary and university levels switch from english to Nigerian pidgin to denote respect for a fellow individual, even in official settings.

But switching to another language has, is an indicator of showing that such people have had good education. Code Switching have several very essential functions in pragmatic roles in classroom conversation. Whenever a student encounter with dispute in class, he/she will likely switch into different language of which he/she knows the way around, or possibly another code in order to help him to deliver himself successfully. "if a speaker's grammatical and lexical ability is

insufficient in one of the codes to express precisely what he intends, then the speaker will codeswitch to achieve communicative effectiveness of the listener” (Johanes, 2022).

Thus in Nigeria Secondary Schools, the need to make his explanation more accessible and understandable, a teacher might switch into Nigeria pidgin language, just to enable the entire learners have better understanding. (Mabule, 2021). However, it is not all writers and educationist that accept code switching.

According to Brock-Utne (2022) and Roy-Campbell (2020) Code Switching is a practice which must be avoided because it is an impediment to students in their quest to attain academic excellence using and effectively using English as language for instruction for that and if is constantly used students find it easy to revert to use mothers’ tongue and thereby lose command on English language.

Johansson (2021) further adds some teachers code-switch carelessly thus rendering the learning a meaningless activity, and this might cause students learning a particular concept the next lesson may also struggle when that same topic is tested using only English language. According to Brock-Utne (2022), students who code-switch commonly struggle in exams that are administered using only the English Language.

Johanes (2022) is of the opinion that constant usage of code-switching and code-mixing may create some difficulties in students on their ability to acquire some English skills. Based on these assumptions, this group believes only the use of the English language in the classroom is necessary. But in contrast, Skiba (2021) points out that though code-switching can sometimes be an index of low language skills, but it can also be a good pedagogical resource for instruction. Code-switching occurs most times when the students do not feel he can expressed himself effectively using English alone, hence its effects in the learning of English language is an issue for research as there are

varied view on whether the switching of language is a beneficial element of a pedagogy or not, there is no generally accepted view on the function and implication of code-switching as a classroom resource in as much as there seems to be more emphasis on multilingualism.

In summary, the controversy surrounding the usage of code-switching in teaching of English as a second language in schools and classrooms would necessitate a study of the impact of code switching on students of senior secondary students of English language in Enugu North L.G.A. Of Enugu State.

Statement of the Problem

Good Performance in English language as well as the other Subjects is essential for the effective performance in both primary and secondary school. In Nigeria educational system, English language has become of importance as it is the language of instruction in any of the Nigeria secondary schools. However, reports from chief examiners of the West African Examination Council have shown that the level of the performance of the Nigerian secondary school students in English language have always been low for years now (waec, 2018/2019). For this reason, considerable discussions had been on the cause attributed to low student's academic performance amongst students of Nigerian secondary school by stakeholders.

It is been recognized that development of the four fundamental skills in language learning including speaking, listening, reading and writing for English language competencies, which would subsequently bring about great impacts in other subjects taught in schools. But, it seems evident that the Students finds English language difficult to handle. They tend to rely on Codeswitching because it appears as an attempt to navigate language complexities and ensure classroom interaction and understanding. However, despite the evident helpfulness of codeswitching, there is a concern that it leads to reduced English language fluency due to frequent

language mixing and alternation in school environments. Codeswitching appears frequently in class discussions in Nigerian schools.

Many believe it to be a resourceful tool allowing effective communication in two or more languages, but there is a worry over their potential harm on students' proficiency in the English language. As evidenced by the chief examiners' reports of waec (2020), a significant number of candidates demonstrate lack in their English language writing skills with incorrect English grammar usage with characteristics from their mother's language prevalent. This not only leads to improper grammar usage, but it also hampers a candidate's vocabulary development.

Similarly, the Students who Codeswitch often find the development of a sound understanding and mastery of English limited due to their tendency to use pidgin or local vernacular with peers and even educators.

Purpose of the Study

The main purpose of the study is to examine the influence of code-switching on classroom participation among senior secondary school students of English language in Enugu North Local Government Area of Enugu State. Specifically, the study intends to:

- i. establish the types of code switching used among secondary school students in classroom participation in English Language in Enugu North Local Government Area of Enugu State.
- ii. ascertain the factors influencing code switching in classroom participation among secondary school students of English Language in Enugu North Local Government Area of Enugu State
- iii. determine the strategies teachers employ to manage code switching among secondary school students of English Language in Enugu North Local Government Area of Enugu State.

Research Questions

The following research questions guided the study:

1. What are the types of code switching used among secondary school students in classroom participation in English Language in Enugu North Local Government Area of Enugu State?
2. What are the factors influencing code switching in spoken discourse among secondary school students of English Language in Enugu North Local Government Area of Enugu State?
3. What strategies do teachers employ to manage code switching among secondary school students of English Language in Enugu North Local Government Area of Enugu State?

Scope of the Study

This study is subject to limitations of geographic scope, content and education level. Limitations in geographic scope: this research is restricted to selected senior secondary schools in Enugu North Local Government Area of Enugu State. Limitations in content scope: the research is focused on; investigation into the forms of code-switching among senior secondary school students in English Language classroom discourse; investigation into the reasons behind students' practice of code-switching in spoken communication; investigation into the methods used by teachers to control and manage code-switching in English Language instruction in selected secondary schools in the study area. Limitations in education level: this research is limited to senior secondary two (SS II) students of English Language in selected senior secondary schools within Enugu North Local Government Area of Enugu State.

Significance of the Study

There are three perspectives to consider regarding the significance of the research carried out on this topic. On the theoretical level, this research is based upon Speech Accommodation Theory by

Howard Giles (1973). This theory explains that speakers are most likely to alter their speech according to that of their interlocutors to either move towards them, i.e. Convergence or to differ, i.e. Divergence. Convergence shows similarity and close ties during interaction while divergence highlights distance and shared affiliation with a particular social group.

This research aims, therefore, to reinforce present work on this theory within a classroom context and the process of second language acquisition. On a practical level, there will be three significant people to benefit from the finding of this study; this is the teachers, the students and those of policy. Firstly, the findings will benefit teachers as they will develop an in depth knowledge of how the code-switching between students will have an effect on their involvement within the classroom and will help them, as teachers to understand their students language and accordingly implement this towards their teaching strategies to motivate them to be involved within their learning process; more especially those students who speak different languages. The students will gain information as they will get a greater insight on how the code-switching will influence their ability to understand and contribute during the English lesson.

By realizing the way the code-switching influence, they would possibly improve and feel more comfortable to involve with in the lesson, mainly those students whom differ in level of ability in the English language.

Thirdly, the policymakers will find a reference useful evidence as to prepare policy related to language learning and, also it provides them information whether the act of code-switching actually hinders or does not hinders the educational results.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literatures related to this study will be reviewed under the following sub-headings:

Conceptual Framework

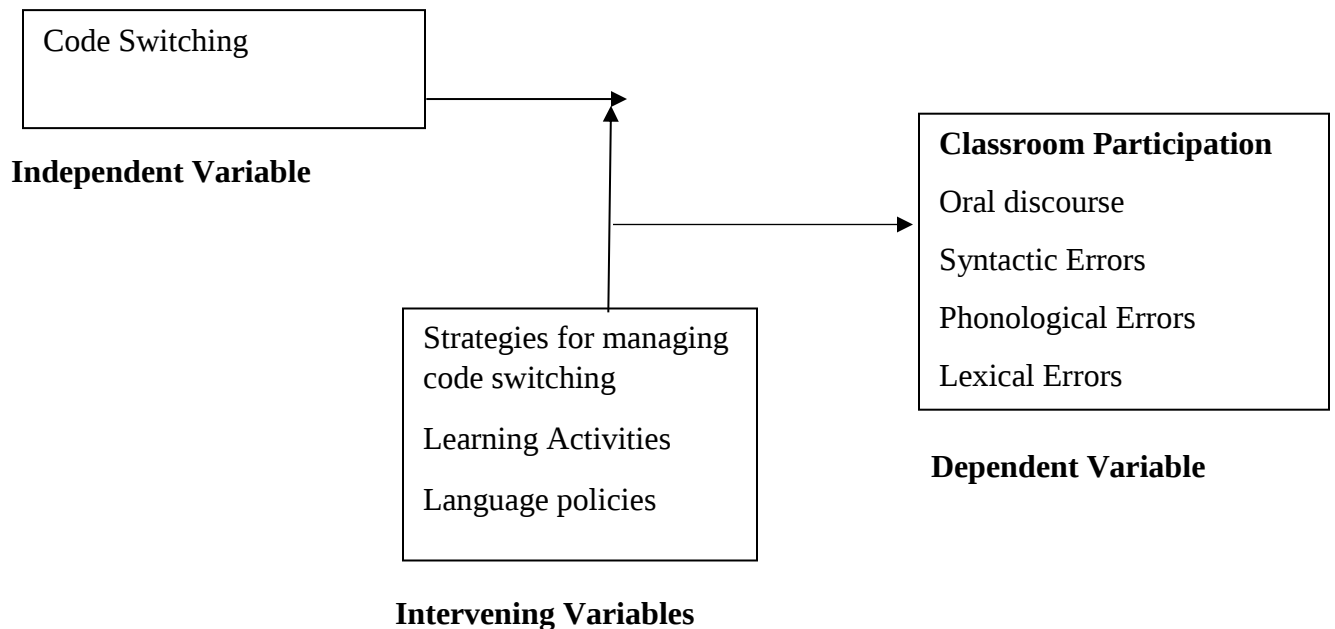
- English Language
- Classroom Participation
- Code-Switching

Theoretical Framework

- Giles' Speech Accommodation Theory (1973)

Empirical Studies

Summary of Review of Related Literature



Schematic diagram showing conceptual framework of the study (Field Survey, 2026)

English Language

The global and cultural importance of the English languages. In English Is a lingua franca for international communication. This involves in the exchange of people of disparate origins, cultural as well as different speaking patterns among peoples of diverse nationalities that otherwise express themselves differently from the remainder of mankind; it is hence a language known as International Language, World Language or indeed Global Language which also in several occasions of using the term bears with it implicit or explicit connotations of a generalized, standardization of a world English for purposes of cross-cultural and cross-border communication (Carlos, 2020). British colonizations on several lands and then in the second century the influence of economical, Political, technological, and cultural impact of the USA to the globe-American media which may include TV shows and films all play a vital role in promoting English recognizable throughout societies of world, which again gave a worldwide transmission such that english is necessary for internationalism although Greeks and latin have dominated on several times during past and it continues till date to exist with French on few global languages mainly in European nations. For that matter, English language is comparatively easy to grab; compare to other languages for its availability, usage in daily lives; day to day as education and mass media were largely influenced by this language making student unable to catch the logic of other subjects as in secondary schools english language is one of core or basic language; so all subjects would take off their topic or chapters with explaining it by english language(Iheanyichukwu, 2021) English plays significant role in international trade; education; research and science; digital platforms; cinema; mass media, digital platforms; etc; making countless human worldwide to understood, spoke and written its language well (Carlos, 2020).

Classroom Participation

Classroom participation has been described as "the participation of learners in the activities of teaching and learning that occurs within the classroom setting" (Mancuso, 2020). These are a range of types of engagement between a teacher and students: questioning and responding; engaged with the discussion; presented information and worked in groups on classwork tasks. By participating learners can contribute their own thoughts and further develop their communication skills, and make meaning of things. "Classroom participation refers to the level of involvement that students exhibit in the activities that occur in the classroom that they participate in while they are engaged in learning (Kong, 2020). Classroom participation may offer some benefits besides of knowledge accumulation that includes development of thinking, the spirit of discussion and the importance of learning. A variety of factors can influence classroom participation, and the researchers are discussing with various kind of factors, for example: learner individualities like gender, temperament and so on; factors in institutional environment like class size, the curriculum content, the learning context of the school and etc; teaching style of teacher, teachers support, the controlling of the classroom, and relation between teachers and learners and so on (Hu & Li, 2021). A good communication between the teachers and the learners promotes good ambiance and helps learning actively (Weaver, 2021).

Concept of Code-Switching

Interest have been garnered towards the notion of code-switching, in the light of which varied definitions has emerged. Myer-Scotton (2022) asserts that, Code-switching is common feature for communication amongst bilingual, who use at least two languages for their communication in conversation in the sense that they switch over between two or more codes. Hence Hymes (2022) define code-switching as "the alternating use of one more language, dialects and modes of

discourse in the same communicative context" One can see the reasons why code-switching happens is because, as per Johansson(2021) "it is natural thing that occurs when more than one code is available to a person to use in a communicative event" (in particular with more than one community code.

Atoye(2022) noted that code-switching is the act where the speaker switch from a code, or different codes or set of language rules (which the writer believes may refers to either or both the social-cultural, or language in use that are at an disposal of the individual) to another in single utterance, be it be at the level of word, phrase or sentence. Bokamba(2022) opined to differentiate between code switching and code mixing; code-witching occurs as a change or movement between different language code from sentence to sentence, while code-mix is the insertion of other language elements into another within the confinement of single utterance. For Esen(2022), code-switching involve a shift between not just two languages, but between varieties of speech styles and registers of the same language, as a speaker shift from one register to another in context, and among the social contexts which are related to a changing of speaker/listener relations, from different registers of the same language in one event like, he may change to informal or informal register to respond a question, etc when talking to his boss in his/ her office.

Lusekelo(2022), state that it is an alternation in speech or conversation between two different languages. Therefore, by following, the argument above to fit into the spirit of this study, by Code-switching it refers to move from a language of some sort, then maybe move back again, either the same or even another type. This could possibly be a word, or pair of words, clause, phrase or sentences.

Influence of Code-Switching

The literature review indicates that code-switching may be conceptualized according to two distinct although not mutually exclusive categories namely; main forms of code-switching and sub categories of code-switching. These can be classified into three types as; Inter-sentential switching, tag switching and intra-sentential switching as the main type. As for the subtype categories there exist a numerous approaches which have put forward other different ways of categorising code-switching, a few examples of which are metaphoric, conversation and situational switches. This will also briefly highlight some research carried out on the affects of the code switching phenomenon towards the teaching and learning process.

Inter-sentential switching refers to the change in languages that occur at the sentence or clause level, where different sentences are in different language as such it can occurs between clauses of the same sentence. This also happens between a pair of speech acts as if they occur between consecutive speakers (Poplack, 2022; Romaine, 2023). As it does not requires much of the grammatical fusion between languages it occurs more frequently than Intra-sentential code-switching. Several reasons are cited for the usage of inter-sentential code-switching such as; to emphasizes particular ideas and thought, to mark who is targeted for a certain remark; or to signal that one is switching topics or quoted an other one (Gluth, 2023).

Tag switching this is another code switching where short expression/tags/discourse markers of a certain language is added in speech of another language. A typical example includes of tags like "you know", "ok" and "I mean". This form requires minimal grammatical fusion between languages since it is generally grammatically independent from the main body of the sentence (Milroy & Muysken, 2023; 2023). The switch is said to occur out of the sentence hence known also as extra-sentential and/or emblematic switches (Milroy & Muysken, 2023).

Intra-sentential switching means changing codes within the boundaries of a single sentence, thus more complicated type. It thus means that the speakers require good understanding of grammatical codes of both the two languages as in their union should create a meaningful sentence and should be syntactically correct (Poplack, 2022). It also means that intra-sentential code-switching requires a high proficiency in the target language. The form is often associated with the proficient speakers in both language.

Other than this, different subtypes or categories have been reported: Metaphoric switching: It is when speakers change code, not because they change conversational context or address new audience but they may be expressing certain symbolic meaning, emotion or social position (Auer, 2021; Wei, 2022). In many cases this indicates change of subject, subject, intention or attitude (Auer, 2021). Conversational switching: The term 'Conversational code switching' or 'proper' is used to refer the switching which happens during conversation between two people. It happens for numerous reasons such as Quotation, clarification, emphasis of points, expressing speakers' personal views, attitudes, emotions, or for emphasis (Cantone, 2022; Nguyen, 2023) Situational switching: Switching which directly correlate with a specific situational change such as the change of audience, setting or purpose of the conversation (Gumperz, 2023). As, in many multilingual speech communities all this switching coexist with other form within the same discourse. Some studies indicate that switching have negative impact on learning process, by restricting use and learning of target language, while others suggest that such practice leads to comprehension in the class room as well as effective communication among students during the process of teaching and learning.

Factors Influencing Code-Switching Behaviour

Multiple reasons have contributed to code-switching in language learning. The mother tongue of the learner is one such factor. Studies show the transfer of the native language into a second language can impact the second language proficiency of the learners, especially those that toggle back and forth in two languages (Theo, 2023).

However, the language is more than native when learners get to come to close contact with the target language, as the increased exposure with the second languages reduced the negative language transfer to the native one, thus increase second language ability (Theo, 2023).

The society and environment provide several factors contributing to language shifting behaviors. Urbanisation, migration, increasing level of education, changing from poor to upper status, wider network of personal acquaintance offer people the environment that leads to language shifting (Gumperz & Hymes, 2023). Furthermore, language shift is one behavior associated with social class and status that could reflect speakers' desire of status, affiliation and the belonging to social group. Grosjean (2023) notes that bilingual switch between two codes when one has difficulty finding the right words or to direct translated words from another code to another code in a particular speech.

While some criticize switching codes to being proof of linguistically inferior, numerous scholars agree code-switching is an indicator of linguistic expertise and versatility in communication.

In her research Poplack (2022) demonstrated that different kinds of codeswitches required a different level of proficiency. For example, the usage of tag switching takes the smallest effort in linguistic competence. The switches in between sentences is moderately skillful, while intralingual switching needs extensive knowledge of the second language.

Romaine (2023) explains such code switching forms occur frequently. According to Kim (2023), more reasons that account for language shifting in communication between bilingual individuals include the relation between interactants, contexts, communication aims, attitudes toward languages, confidence of the speaker and so forth.

Strategies for Managing Code-Switching

Education, mobility, social interaction all favor English. Because of the social standing that attaches to an educated, socially, economically and international position, in terms of language, there are good reasons why a parent, indeed most educators would feel the target here ought to be English proficiency. As Whiteley (2022) says 'mastering a new language particularly English' is viewed as 'essential for academic and professional achievement'. English holds a strong global position and as such, it holds an equal position in the education systems globally, (Whiteley 2022). Students struggle to gain competence in English as second language, which leads to the students using code switching to cope with such a problem as Kimemia(2021) stated that; 'Various techniques that the teacher and students may use to deal with linguistic problematic situation' while Lado (2022) has suggested 'to use as a base of teaching, the relation between target language and the learners' mother language as a teacher is expected to have a clear knowledge of the learners' mother tongue and target language'. It seems reasonable that from errors produced from code- switching, can inform teachers about language acquisition and allow them to make pedagogical adjustments, as has been discussed by Theo (2023) that 'code-switching provides a means of coping and adjusting to situations' and also that it can offer significant clues 'to understanding the various stages of the learner's language acquisition'. From an pedagogical point of view, appropriate teaching interventions can be implemented, since 'Such code-switching can aid in the development of proficiency by offering opportunities for learners to practice the L2'

(Theo, 2023). In study by Then and Ting (2023) it was found that teacher used code switching to “explain difficult concept to the students.

To clarify instruction and reinforced or confirmed information” In further support to this in the same study, “The findings indicated that there was a possibility that code switching had benefits because they could help student better understood instruction when proficiency in target language is still limited” Similar findings to those in Then and Ting’s study are those by Gabusi (2023) who stated that, "Teachers who fall back to mother-tongue when communication breaks down, not only help the students and keep the classroom functioning, but they also model how it is appropriate to negotiate linguistic difficulties.

Furthermore, code switching can be a useful device by helping to transmit message and reinforce understanding, in multilingual classrooms." Nthinga (2023) found code switching a practical tool that is used in the education environment to enhance the understanding in multilingual classrooms and was able to point out that ‘there may be evidence to suggesting that code switching is a normal linguistic strategy rather than an indication of language incompetence’. It’s not unlikely some may take it as language insecurity from the learner, “There are concerns about the effect of code-switching on a learner’s ability to acquire the target language, especially grammar and pronunciation; if the learner relies too heavily on his first language there will be reduced practice opportunities of the target language" (Wilkin, 2022).

To remedy such issues, teachers need to develop strategies that build capacity and competence of learners that ensures exposure to the target language is maximized, while respecting the students’ prior linguistic knowledge. Strategic approach would ensure that learners are able to communicate both in their native and target languages and do not see code switching as a deficit strategy.

Theoretical Framework

Giles' Speech Accommodation Theory

My research is based upon the framework of the Speech Accommodation Theory proposed by Giles in 1973 and additionally supplemented by Conversational Functions theory by Gumperz. In relation to communication, Giles' (1973) Speech Accommodation Theory describes ways in which speakers adjust their pattern of speech towards the person with whom they communicate. According to Giles (1973), when talking, speakers alter their speech so as to become similar to those they address or to create social difference from the interlocutor (Hossain, Khanam, and Lopa, 2022).

A speech pattern becomes converged when a speaker adjusts a parameter such as accent, language, style or vocabulary towards their listener; diverged when they create differences in their language that maintain their language distinctiveness in comparison to their listener; maintained when they fail to accommodate their own language against the conversational partner (Brown and Yule, 1983).

For instance, a speech is convergence when it is modified to reflect something closer to the address; when a speech is maintained, it is more similar to the original utterance, in which a divergent behaviour on the part of speakers creates a differentiation from their own group (Wardhaugh, 2006). Accommodation can be in a given instance achieved in one language, so it consists in selecting that variety which will, by implication, best achieve a specific communicative goal by converging. A second type consists in a maintenance of own speech, in non-accommodation which has diverged features to distinguish himself or herself as well as his or her own social group from an other social group (Hossain, Khanam, and Lopa, 2022). This maintenance does not signify non-

communication as many speakers are inclined not to accommodate because they think they have no reason for adjustment.

Members of the majority social groups will perhaps, through maintenance of their own preferred variety of language, ensure their listeners are able to understand them rather than they themselves taking any action to help communication by modifying their accent and language and it is thought that holders of socially valuable varieties will not want to compromise what is in fact the ideal form of that variety.

Moreover, in the Speech Accommodation Theory, the accommodation can range far beyond the initial choice of one particular language. Giles (1973) claims it may involve changes of speaking rate, translations, shifts in phonetic pronunciation or accent. The closest approximation to a fully converged speech style requires a speaker to adopt a person's language and also attempts to speak as a native of this language, so the pronunciation is as natural as possible. An approximation to convergence is given by the choice of that person's language, while retaining a discernible accent. In the reverse example, an approximation to divergent behaviour means a speaker speaks his or her own language throughout, providing no other facilitatory measures for his or her listener. The framework, further, points out that, language is not just for communicate but also for marking one's identity and group affiliations. Jasper et al. (2022) contend that code-switching is a language behavior through which individuals can switch from one language to another, borrow from the linguistic repertoires of another language or vary in pronunciation, and style.

Social factors such as the position of the language within the social structure and attitudes of the speakers play a role. Attitudes about the social status of the speakers or perceived possibility for upward or downward social mobility may affect communication choice for each of them. In this view, code-switching acts as one among the many strategies available for speakers to achieve a

specific communication intention, this study applies the framework to analyze code-switching, which are largely explained within its parameters as means to create social cohesion and mutual understanding among learners, which reinforces my argument on the importance of maintaining consistent use of English in the classroom context.

Review of Empirical Studies

In order to evaluate the effects of code switching and interaction among Nigerian Secondary School Students. A research designed used and the participants are 3,340 in number; and 1,170 participants were used as respondent using random sampling technique. According to Okafor and Uzoamaka (2018) they found out that the use of code-switching had increased classroom participation on the side of the low proficiency learners on the use of English Language, however it has some lapses that could distract pupils from effective participation in the teaching learning situation if the rate is too excessive.

The researchers recommend that a teacher should consider the use of code-switching as a supportive learning technique for their learners and the learners attention should be put on the learning to avoid distraction. The gap is that both study differs in sample size, population and Area of the study.

According to Eze and Adebayo (2020) this research examine the impact of the use of code-switching on the oral participation of students in the Nigerian classroom; using a qualitative approach that include data collected from interviews, questionnaire and Focus group discussions; sample was 10, from seventeen selected senior secondary schools across Nigerian were sampled using simple random technique; using a four hypotheses correlated with correlation technique; they discover that the use of code-switching increased classroom interaction most especially for English classes, and its effect depended on the type of classroom climate. The gap therefore is that

Eze, & Adebayo, (2020) was conducted in Nigeria as a whole, the present study was conducted in Enugu North.

Similarly, Nwosu and Igwe (2019) carried out a research on the effect of code switching to enhance classroom interaction at Ibadan, using a quasi – experimental research approach, involving 3 research questions, three hypotheses; they discover a greater degree of interaction in those classes that were allowed to use code switching more than in those that restrict the use of code switching only to the use of English Language. They conclude that a more fluid language use could foster learner engagement and this differ to this study by the methodological technique used. The gap is that the study reviewed differ in research design from the current study.

A study carried out by Akachukwu and Obasi (2021) the purpose was to investigate the relationship between language alternation and classroom participation of Nigerian Secondary School Students; using descriptive survey research design method, there are 4 research questions; sample is 2,780 participants; and the number that were selected for the study was 250, through random sampling. They found that the use of code switching has increase comprehension because they are in to explanation which requires in depth and conceptual analysis; and concluded that the ability to employ language alternation contextually enhance classroom learning. Both study differs in both sample size, population and Area of the study.

Summary of Reviewed Literature

This study focuses on the influence of code-switching on classroom participation among senior secondary school students of English Language in Enugu North Local Government Area of Enugu State. The literatures related to this study was reviewed under the following sub-headings: English Language, classroom participation, code-switching, the influence of code switching, factors influencing code switching behavior, and strategies for navigating code switching.

In Theoretical Framework, the study was anchored on Giles' Speech Accommodation Theory (1973). Related Empirical Studies reviewed the studies of some scholars' like Okafor and Uzoamaka (2018), Eze and Adebayo (2020), Nwosu and Igwe (2019), Akachukwu and Obasi (2021). The findings showed that Code-switching facilitated participation, especially in English classes, but depended on teacher-student rapport. Code-switching bridged gaps in understanding, increasing participation in content-heavy subjects. Also the findings revealed that contextual language use supports learning outcomes. From the studies reviewed none was carried out in Enugu North Local Government Area of Enugu State on the influence of code-switching on classroom participation among senior secondary school students of English Language which is the gap this study intends to fill.

CHAPTER THREE

RESEARCH METHODS

In this chapter, the methodology that was employed in carrying out the study is explained. The various steps used in the research process are laid out under the following headings: research design, area of the study, population of the study, sample and sampling procedure, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection, method of data analysis.

Research Design

The study used descriptive survey research design method. A descriptive survey design is a research strategy for the acquisition of data from a specified sample population for purposes of determining the prevailing conditions, sentiments, attitudes, or habits towards a given phenomena. Iketaku (2019) defines a research design as a structure that involves sampling procedure for selection of variables of the study. This design was chosen because it would enable researcher to collect and analyse opinions of respondents on the effect of code switching on classroom participation of the secondary school students in Enugu North Local Government of Enugu State, and equally examining the phenomena in its natural state without intervening in any of the studied variables.

Area of the Study

The area of study is Enugu North Local Government Area of Enugu State. The Enugu North Local Government Area, as the researchers may have known, consists of two (2) major communities of Ogui Nike and portions of Ngwo with a total land area of roughly 106 square kilometers and bordered by Enugu South Local Government Area and Enugu East Local Government Area in addition to her Local Governments which are mentioned above (if they exist). There are numerous

public secondary schools situated in Enugu North Local Government Area and to them we go for out subjects (study's) from amongst whom they are to be drawn. They were chosen because they had a large concentration of senior secondary school population which suits our aims and purpose.

Population of the Study

The population of the study is 2, 719 respondents comprising 805 English Language teachers and 1,914 students in Public Senior Secondary Schools offering the English Language in Enugu North Local Government Area of Enugu State. The study population sizes were sourced from the post primary school management board, Enugu for the 2025/2026 academic year. The respondents were selected from the ten (10) public senior secondary schools within the study area.

Sample and Sampling Technique

200 respondents were randomly sampled from a large population. The simple random sampling was adopted in selection to enhance that each element of the population has an equal chance of being selected into the sample. 5 public secondary schools were randomly selected from a total of ten (10) senior secondary schools in the area. Five (5) English Language teachers were also randomly selected from the 5 selected senior secondary school, making total twenty five (25) teachers. Thirty-five (35) students were again randomly picked from each of the five schools by ballot process, making total 175 students. The sample to study therefore consists of 25 teachers and 175 students making a total of 200 respondents.

Instrument for Data Collection

The research instrument used to collect data was a structured questionnaire known as Influence of Code-Switching on Classroom Participation Questionnaire (ICCPQ). The questionnaire consists of two sections. Section A captures some of the background data of the respondents while Section B consisted of statements that were formulated to answer the research questions. The statements in

section B of the ICCPQ were adapted using a four-point likert rating scale, of which the scale include Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Validation of the Instrument

To confirm the appropriateness and validity of the research instrument, expert validation of the questionnaire was conducted with three specialists two of whom were lectures from Department of Art Education and one lecturer was a lecturer from Department of Measurement and Evaluation Unit in Godfrey Okoye University, Enugu Nigeria were used to ascertain the relevancy, lucidity, suitability and adequacy of the test items for the research questions of the study.

Reliability of the Instrument

The Questionnaire was validated using Cronbach Alpha reliability technique. A pilot survey was carried out in three secondary schools in Enugu East Local Government Area that were outside of the study area. Questionnaires were given out to respondents in the selected schools and were retrieved from the respondents for analyses. The results from the analyses indicated the instrument to have a reliability of 0.93 (Cronbach's $\alpha=0.93$), which is acceptable.

Method of Data Collection

In carrying out this research, the investigator administered the questionnaires to the respondents in selected schools through two trained research assistants. Before distributing and retrieving of the instrument, the research assistants were informed on the protocol on the methods of administering and retrieving the questionnaire. Questionnaires were distributed by researcher himself directly to subject and retrieved once answered so as to guarantee high rate of return and reduce loss of instrument.

Method of Data Analysis

Mean and standard deviation statistics were utilized in the treatment of the data in the survey. The questions posed in the investigation were responded using the mean score. Mean was computed to enable the investigator to respond to the research questions whilst the standard deviation served to illustrate how varied each respondent opinion was.

A criterion mean of 2.50 was utilized to making a decision on whether to accept or reject items.

Items which scored the mean values of 2.50 or above were accepted while those with mean value lesser than 2.50 were rejected.

CHAPTER FOUR

PRESENTATION OF DATA AND RESULTS

This chapter is devoted to the analysis and interpretation of data collected in the process of this study.

Research Question 1: What are the types of code switching used among secondary school students in classroom participation in English Language in Enugu North Local Government Area of Enugu State?

Table 1: Responses on the types of code switching used among secondary school students in classroom participation in English Language in Enugu North Local Government Area of Enugu State

N = 200

S/N	ITEM DESCRIPTION	SA	A	D	SD	MEAN (X)	STD	DECISION
1.	Students use inter-sentential code switching in classroom participation	85	75	20	20	3.10	0.62	Accepted
2.	Students use tag-switching in classroom participation	100	70	20	10	3.30	0.66	Accepted
3.	Students use intra-sentential code switching in classroom participation	120	50	19	11	3.40	0.68	Accepted
4.	Students use metaphorical code switching in classroom participation	110	80	-	10	3.70	0.74	Accepted
5.	Students use situational code switching in classroom participation	90	80	30	-	3.30	0.66	Accepted
	Grand Mean					3.36	0.67	Accepted

From the table above, it can be seen that responses from 1,2,3,4, and 5 with the mean scores of 3.10, 3.30, 3.40, 3.70, and 3.30, and standard deviation of 0.62, 0.66, 0.68, 0.74 and 0.66 were above cut off point of 2.5 and therefore accepted, which shows that Students use inter-sentential

code switching in classroom participation, students use tag-switching in classroom participation, students use intra-sentential code switching in classroom participation, students use metaphorical code switching in classroom participation, and students use situational code switching in classroom participation.

Research Question 2: What the factors influencing code switching in classroom participation among secondary school students of English Language in Enugu North Local Government Area of Enugu State?

Table 2: Responses on the factors influencing code switching in classroom participation among secondary school students of English Language in Enugu North Local Government Area of Enugu State

N = 200

S/N	ITEM DESCRIPTION	SA	A	D	SD	MEAN (X)	STD	DECISION
1.	Code-switching makes students fluent in multiple language.	100	70	20	10	3.3	0.66	Accepted
2.	Technical topics may trigger switching to a more familiar language	90	90	-	20	3.25	0.65	Accepted
3.	switching based on listener's language proficiency/understanding	80	79	21	20	3.10	0.62	Accepted
4.	Code-switching fill gaps in vocabulary in one language	110	70	15	5	3.40	0.68	Accepted
5.	Assessments in one language may disadvantage code-switching	75	74	31	20	3.00	0.60	Accepted
	Grand Mean					3.21	0.64	Accepted

From the table above, it can be seen that responses from 1,2,3,4, and 5 with the mean scores of 3.3, 3.25, 3.10, 3.40, and 3.00 and standard deviation of 0.66, 0.65, 0.62, 0.68, and 0.60 were above cut off point of 2.5 and therefore accepted that Code-switching makes students fluent in multiple language, technical topics may trigger switching to a more familiar language, switching based on listener's language proficiency/understanding, Assessments in one language may disadvantage code-switching and Code-switching fill gaps in vocabulary in one language.

Research Question 3: What are the strategies teachers employ to manage code switching in English Language in secondary schools in Enugu North Local Government Area of Enugu State?

Table 3: Respondents Responses on the strategies teachers employ to manage code switching in English Language in secondary schools in Enugu North Local Government Area of Enugu State

N = 200

S/N	ITEM DESCRIPTION	SA	A	D	SD	MEAN (X)	STD	DECISION
1.	Teachers address code-switching openly and set classroom language norms.	90	85	20	5	3.3	0.65	Accepted
2.	Teachers demonstrate target language use and scaffold learning	100	80	10	10	3.35	0.67	Accepted
3.	Teachers Connect lessons to students linguistic/cultural background	70	70	30	30	2.90	0.58	Accepted
4.	Teachers discuss language choices and raise awareness	80	75	35	10	3.15	0.63	Accepted
5.	Teachers allow responses in dominant language if needed.	90	90	15	5	3.30	0.66	Accepted
	Grand Mean					3.20	0.63	Accepted

From the table above, it can be seen that responses from 1,2,3,4, and 5 with the mean scores of 3.10, 3.33, 3.40, 3.70, and 3.30 and standard deviation of 0.62, 0.66, 0.68, 0.74, and 0.66 were above cut off point of 2.5 and therefore accepted with the statement that teachers address code-

switching openly and set classroom language norms, teachers demonstrate target language use and scaffold learning, Teachers discuss language choices and raise awareness and Teachers allow responses in dominant language if needed.

Summary of the Findings

Based on the respondents' responses, the following findings were revealed:

1. Code-switching enhances language proficiency and bilingual skills among students in classroom participation.
2. Technical topics may trigger switching to a more familiar language among students in classroom participation.
3. Teachers address code-switching openly and set classroom language norms in classroom participation.

CHAPTER FIVE

DISCUSSION, CONCLUSION, EDUCATIONAL IMPLICATION, RECOMMENDATIONS AND SUMMARY OF THE STUDY

This chapter shows the result of the study, based on the data interpretations made in chapter four which are examined and inference drawn from there.

Discussion of Findings

This chapter presents an interpretation of the findings obtained from the analysis of data in Chapter Four. The results are discussed and relevant conclusions are drawn based on the evidence generated from the study.

The discussion is organized under the following themes:

1. Forms of code-switching employed by secondary school students during participation in English Language classes.
2. Factors responsible for code-switching among secondary school students during classroom interactions.
3. Approaches adopted by teachers in managing code-switching among students during English Language instruction.

Forms of Code-Switching Used by Secondary School Students during Classroom Participation

The data in Table 1 demonstrate the prevalence of different kinds of code-switching employed by students in English language learning classrooms which are inter sentential switching, tag switching, intra sentential switching, metaphorical switching and situational switching. The presence of such different kind of language alternation among the learners lends support to the study made by Poplack (2022), in which intra sentential switching is said to happen at sentence

level, and is considered a device which is more than linguistic and demands linguistic expertise of a speaker when she tries to switch between languages. In the present study, it suggests that it is more evident that the student switches languages more often within the English language class.

Factors Influencing Code-Switching Among Secondary School Students

The data in Table 2 indicates several influences in why learners switch languages in classroom communication. There is evidence that code-switching facilitates learners' bilingual communication ability, makes it easier for them to articulate complex or specialized meanings, allows the learners adjust their language for the communicative competence level of their interlocutor, and offers replacement for insufficient lexical items. The study also indicates that in a language oriented evaluation setting the code-switches students might find themselves to be disadvantaged. Table 2 results supports Grosjean (2023) argument on code-switching occurrences due to difficulties in lexical retrieval where bilinguals switch to an alternative language when lacking the precise lexical item or expression needed for conceptualizations or other pragmatic purposes, or imitated the language habits of salient interlocutor such as teachers without considering the grammatical and phonological rule: \"Bilinguals have recourse to language switching to overcome semantic obstacles, to strengthen communicative bonds with their interlocutors, or because their speech was imitative of the habits of certain salient interlocutors\" (Grosjean, 2023,p.109).

Strategies Employed by Teachers to Manage Code-Switching

Table 3 presents various strategies used by the teachers to control code switching in the classroom; the strategies include language expectation setting, modelling proper use of target-language, providing the learners with some help to cope with the new information they are provided with, creating awareness for them about which languages they are supposed to use in different contexts

of classroom interactions and at time they may resort to use their stronger language if they are finding difficulties with the target language. These findings are inline with those by Bennet (2023) who states that second-language teaching ought to aim for acquisition of grammatical, conventional language form which should be accompanied by language exposure practice outside the classroom setting and a well-programmed curriculum designed with rich selection of appropriate lexicon, patterns of grammar and the various communicating structures that the learners may adopt.

Conclusion

From the conclusion of this study, it can be said that language attitudes towards languages used in the students' society strongly affect their language use within the school. Therefore, code-switching may become important to compensate for their lack of words and facilitate ongoing of conversation, preventing of misinterpretation etc. It suggests that students are most likely to code switch when their teachers also switch their languages code. It suggests the stronger influence in the oral use than written use.

It supports the effective role of code-switching for instant conversation but over dependence of code-switching can bring a disadvantage in their overall performance on English teaching and learning and make it more challenging for intercultural communication to communicate effectively. Pronunciation may also be effected from it. Although, a number of students consider measures taken to regulate code-switching by school negatively, the conclusion implies that code-switching has some communicability which can be exploited positively in language teaching and learning and the result found that quite a number of teachers did not know how to deal with it and guide the students on proper use of code-switching, owing perhaps, to their lack of teaching

experience, poor training in language education or lack of knowledge of language management strategies.

Educational Implications of the Study

The key findings suggested that code-switching is a common practice in English language classrooms, primarily employed to enhance comprehension and facilitate interaction among students, thus to bridge language gaps with teachers. However, it was emphasized that a balanced approach to code-switching is crucial, considering learners' language proficiency and the subject matter being taught. Excessive use of code-switching was found to potentially impede the development of English language skills among students and could threaten cultural or linguistic identities.

Limitations of the Study

Several challenges were encountered during the conduct of this research. These include:

1. Difficulty in obtaining timely validation of the research instrument from the selected experts.
2. Reluctance on the part of some respondents to complete and return the questionnaire.
3. Refusal by a number of prospective respondents to participate in the study despite repeated efforts by the researcher.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Teachers and curriculum planners should utilize the findings of this study in designing instructional approaches that address the challenges associated with code-switching in the classroom.

2. Teachers should assist students in understanding the grammatical and contextual rules governing appropriate language alternation. This will enable learners to distinguish between acceptable and inappropriate forms of code-switching.
3. School authorities should organize programmes and language-related activities that encourage students to communicate in English beyond the classroom setting. Such activities should provide opportunities for authentic language use and help students improve their communicative competence. Teachers should also provide guidance whenever inappropriate code-switching occurs.

Suggestions for Further Studies

To expand knowledge in this area, future researchers may investigate the following topics:

1. Teachers' perceptions of code-switching in English Language instruction.
2. Students' attitudes toward code-switching in educational settings.
3. The effects of code-switching on classroom interaction and academic performance in English Language.
4. The relationship between code-switching and students' oral communication skills.

Summary of the Study

This study investigated the role of code-switching in the class participation of English Language students of Secondary Schools in Enugu North Local Government Area of Enugu State. It is informed by the Speech Accommodation Theory (1973) by Giles, with the use of descriptive survey research design. The findings of the study indicated that the students use the various forms of code-switching in their interactions and that they see code-switching generally as switching between two or more codes.

The findings also indicated that most of the teachers consider code-switching an effective teaching strategy, encouraging code-switching in order to create rapport and understanding with students during a lesson while few of them discouraged the use because of their fear that the use of code-switching could be to the disadvantage of English language acquisition skills.

In sum, code-switching was found to be important in classroom participation and communication of secondary school students in an English language class and thus it must be given the consideration it deserves in teaching and learning English language in schools.

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APPENDIX A

Department of Arts Education

Godfrey Okoye University

Thinkers Corner, Enugu.

April, 2026.

Dear Respondents,

REQUEST FOR FILLING OF QUESTIONNAIRE

I am a final year student carrying out a research on influence of code-switching on classroom participation among senior secondary school students of English Language in Enugu North Local Government Area of Enugu State. I want to appeal to you to kindly fill the items in the questionnaire. This is purely for academic purposes and any information given by you will be treated with utmost confidentiality.

Thanks for your anticipated cooperation.

Yours sincerely

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Ibrahim, Angela Ladi

APPENDIX B

QUESTIONNAIRE ON INFLUENCE OF CODE-SWITCHING ON CLASSROOM PARTICIPATION AMONG SENIOR SECONDARY SCHOOL STUDENTS OF ENGLISH LANGUAGE IN ENUGU NORTH LOCAL GOVERNMENT AREA OF ENUGU STATE

Section A

Gender: Male ☐ Female ☐

Class (Students): SS II ☐

Years of teaching experience: 1-5 year ☐ and above

SECTION B:

Instruction: Please tick (✓) in the space provided in accordance to the order of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D)

Cluster I: types of code switching used among secondary school students in classroom participation in English Language in Enugu North Local Government Area of Enugu State?

S/N	Indicate your extent of agreement with each of the following statements by ticking (✓) in the appropriate column on your right	SA	A	SD	D
1.	Students use inter-sentential code switching in classroom participation				
2.	Students use tag-switching in classroom participation				
3.	Students use intra-sentential code switching in classroom participation				
4.	Students use metaphorical code switching in classroom participation				
5.	Students use situational code switching in classroom participation				

Cluster 2: Factors influencing code switching in classroom participation among secondary school students of English Language in Enugu North Local Government Area of Enugu State.?

S/N	Indicate your extent of agreement with each of the following statements by ticking (✓) in the appropriate column on your right	SA	A	SD	D
1.	Code-switching makes students fluent in multiple language.				
2.	Technical topics may trigger switching to a more familiar language				
3.	switching based on listener's language proficiency/understanding				
4.	Code-switching fill gaps in vocabulary in one language				
5.	Online trends and messaging styles influence switching patterns.				

Cluster 3: Strategies teachers employ to manage code switching in English Language in secondary schools in Enugu North Local Government Area of Enugu State?

S/N	Indicate your extent of agreement with each of the following statements by ticking (✓) in the appropriate column on your right	SA	A	SD	D
1.	Teachers address code-switching openly and set classroom language norms.				
2.	Teachers demonstrate target language use and scaffold learning				
3.	Teachers Connect lessons to students linguistic/cultural background				
4.	Teachers discuss language choices and raise awareness				
5.	Teachers allow responses in dominant language if needed.				