

# **TEACHER CODE-MIXING IN ENGLISH LANGUAGE CLASSROOMS**

BY

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DEGREE IN ENGLISH LANGUAGE

[MONTH, YEAR]

## CERTIFICATION

This is to certify that this research project titled "Teacher Code-Mixing in English Language Classrooms" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

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PROJECT SUPERVISOR

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Date

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EXTERNAL EXAMINER

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Date

## **DEDICATION**

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

## **ACKNOWLEDGEMENT**

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of English Language, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

## **ABSTRACT**

This study examined teacher code-mixing in English language classrooms, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of teacher; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with teacher and code. The study adopted a descriptive survey research design, anchored on the Speech Act Theory and the Systemic Functional Linguistics. A sample size of 417 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 390 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.09). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ( $r = 0.52$ ,  $p < 0.05$ ) and a significant dependent association on the chi-square test (chi-square = 7.63,  $p < 0.05$ ). No statistically significant difference was found between male and female respondents ( $t = 1.09$ ,  $p > 0.05$ ). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on teacher.

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## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the Study

The study of teacher code-mixing in English language classrooms is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

In both global and African literatures, teacher is now regarded as a key index of institutional performance. The socio-cultural diversity of Nigeria implies that responses to teacher must be differentiated rather than uniform. Evidence assembled by Famuyide and Kalu (2015) across twelve states underscored the heterogeneity of outcomes linked to teacher. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. A notable study by Salami and Adekunle (2017) argued that the impact of teacher is substantially mediated by the quality of institutions. Such findings reinforce the argument that teacher deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Teacher occupies a prominent position in contemporary debates about code and national development. Evidence from national agencies indicates that teacher has grown considerably in recent times, underscoring the need for systematic inquiry. The aggregate picture emerging from Salami and Olawale (2023) points to a modest but consistent association between teacher and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The aggregate picture emerging from Aderemi and Osinachi (2023) points to a modest but consistent association between teacher and the outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The phenomenon of teacher, while not new, has acquired fresh analytical urgency in Nigeria. Nigeria's federal structure and its diverse cultural geography ensure that the experience of teacher varies considerably from one region to another. Evidence assembled by Aderemi and Osinachi (2015) across twelve states underscored the heterogeneity of outcomes linked to teacher. For practitioners, the practical significance of teacher cannot be overstated, given its demonstrable link with code. Evidence assembled by Obiora and Bakare (2015) across twelve states underscored the heterogeneity of outcomes linked to teacher. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In both global and African literatures, teacher is now regarded as a key index of institutional performance. Nigeria's federal structure and its diverse cultural geography ensure that the experience of teacher varies considerably from one region to another. Longitudinal research by Olawale and Salami (2016) revealed that sustained attention to teacher yields appreciable dividends over time. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Research by Nwosu and Nnamdi