

The juxtaposition of parts of speech of one language in an utterance made in another language-or code switching, and this within the context of the teaching of French as a foreign language in Kenyan Secondary schools is what this research is all about.

It aims at showing the languages involved, the classes in which the practice is common, the level of code switching that is more frequently used (inter or intra-sentential) as well as the situations in which teachers feel obliged to code-switch. The hypotheses are that teacher's code-switch more in the lower than in the upper classes, solely with the intention of enhancing comprehension in a situation where they feel that the meaning is blocked.

But what do teachers think of the phenomenon? Moreover, what are the attitude and practice of the learners themselves Vis a Vis this phenomenon? When teachers code-switch, is there a risk of unconsciously training the learners to code-switch and in the end inhibiting the learning of the foreign language? In this case, what would be the equilibrium between enhancing the teaching of the foreign language and in the same breath not hindering the mastering of the same? In other words, can code switching be harnessed to improve the teaching and learning of French as a foreign language in Kenya Secondary schools?

Data was collected using four methods: questionnaires (one for teachers and another one for learners) recording and subsequent transcription of French lessons in Form 1 and 4 classes of the 4 selected schools, observation and interview.

On analyzing the data, we arrived at the conclusion that teachers of French do code-Switch in class; they do so more with beginners than with advanced students; they code-switch more at sentence level (inter-sentential code-switching) than at word level (intra-sentential code-switching). Moreover, we also observed that generally teachers code-switch to give instructions, to explain important grammar points, at times comparing French with other languages to elaborate a given structure, and to motivate the students by reinforcing their responses. Also found were instances involving translation. The most common switches were French <> English.