

## **ABSTRACT**

### **An Investigation Into Teacher's [sic] Perception of the Use of Code-Switching to Facilitate Comprehension in the Area of Language-Arts Instruction in a Primary School in the North Eastern Educational District**

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This study sought to investigate teachers' perceptions of the use of code switching in order to facilitate comprehension during Language Arts instruction. Data were collected through interviews with three Standard 4 teachers, who also completed an attitudinal survey, along with seven other staff members. Other data were collected through focus groups, observations, and the examination of artefacts. The findings indicated that there was an appreciation for the use of either of the codes (Standard or Creole) or code switching, as teachers identified the purpose for the use of the Standard or the Creole. It was also found that there were varying levels of awareness of code switching as a means of communication in scaffolding learning.

**Keywords:** Teacher attitudes; Language arts; Comprehension; Reading research; Teaching methods; Case studies; Educational strategies; Code switching; Primary school teachers; Trinidad and Tobago