

**Exploring the impact of code-switching on English writing and speaking  
competencies: The case of Grade 12 learners' classroom at Hinkhensile High  
School**

**By**

**MOKGALAKA TRUST**

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## **DEDICATION**

I sincerely dedicate my dissertation to my late Grandmother, Mhlongo Burisa Mphephu, whose advice, support, and love helped shape who I am today.

## **DECLARATION**

I declare that this study titled '**Exploring the impact of code-switching on English writing and speaking competencies: The case of Grade 12 learners' classroom at Hinkhensile High School**' is my original work, that all sources quoted have been stated and acknowledged with comprehensive references, and that this work has not previously been submitted for any other degree at any other institution.

**Full names: Mokgalaka Trust**

**Date**

**10/07/2024**

**Student number:**

**Signature**

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

**Mokgalaka Trust**

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## ABSTRACT

Because of an insufficient level of English competence, English is rarely used in most rural South African schools. English exposure is restricted, and many learners are only exposed to the language in classroom. Because of that, most rural high school teachers adopt code-switching in their EFAL classrooms. Therefore, the purpose of this mixed-method study was to explore the impact of code-switching on English speaking and writing competencies of Grade 12 pupils at Hinkhensile High School. Furthermore, the goal of this study was to find out how often code-switching is used by Grade 12 learners and how it impacts their English language speaking and writing competencies. Again, the exploration focused on learners' and teachers' perspectives of code-switching in terms of writing and speaking competencies. In this study, the researcher employed a mixed-method approach, which is a mixture of both quantitative and qualitative research methods; this strategy enabled the researcher to collect and analyse data. Using classroom observation, semi-structured interviews and questionnaires, data were collected from a selected sample of 12<sup>th</sup> grade pupils and their two EFAL teachers. The study's findings indicated that pupils in the 12<sup>th</sup> grade at Hinkhensile High School are inadequate in speaking and writing English owing to a lack of English exposure. However, it was shown that code-switching in an EFAL class makes learning more palatable for pupils by boosting their comprehension of the information being taught and also helping them expand their English language vocabulary. Moreover, classroom observations, interviews and questionnaire revealed that code-switching is more common in Hinkhensile High School. In addition, both teachers and learners perceive code-switching as a meaningful tool that helps learners understand the lesson better, as their English language proficiency is low. Most notably, the study found that code-switching improves pupil's English speaking and writing skills by allowing them to employ words or concepts that were better articulated through code-switching in their English writing and speaking interactions.

**Key terms:** Code-switching, English teachers, English first additional language, Competency, English second language, rural high schools.

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## ABBREVIATIONS AND ACRONYMS

BICS	-	Basic Interpersonal Communicative Skills
CALP	-	Cognitive Academic Language Proficiency
CUP	-	Common Underlying Proficiency
CS	-	Code-Switching
DBE	-	Department of Basic Education
ESL	-	English Second Language
EFAL	-	English First Additional Language
FAL	-	First Additional Language
HL	-	Home Language
L1	-	First Language
L2	-	Second Language
LoLT	-	Language of Learning and Teaching
LiEP	-	Language in Education Policy
MOI	-	Medium of Instruction
OBE	-	Outcomes Based Education

## CHAPTER 1

### BACKGROUND AND MOTIVATION

#### 1.1 INTRODUCTION

South Africa (SA) has eleven spoken official languages that are claimed to share equal status. However, out of all the official languages, the English language has received greater status of being used mostly in many aspects of life (Kamwangamalu, 1998; Ntombela, 2008; Ngubane & Ntombela, 2021). English is used as a language of communication in most important areas in the country, such as in government, school, media, business and so forth.

Moreover, in most South African schools, all learning areas, except for home languages, are taught in English. Ntombela (2020) corroborate the above statement by asserting that English is the medium of instruction in South African schools. As a result, teachers convey material knowledge in English, and pupils must utilise their English proficiency to comprehend the shared content. This indicates that if a pupil understands English better, he or she is more likely to absorb a topic, if not, the learner would struggle in their studies (Nkabinde, 2021).

However, in the observation of the researcher, there are not many people in the area who understand and speak English fluently. As a result, learners have less motivation to speak English which results in low proficiency exacerbated by the fact that exposure to English First Additional Language (EFAL) is limited to school premises during the EFAL subject period. The researcher has observed that this situation forces educators to switch to the learners' mother tongue. As a consequence of this predicament, the researcher decided to perform a study on the influence of code-switching on English speaking and writing competence.

As an English First Additional Language teacher in a rural region of Giyani, the researcher has noted that, probably because schools in this area have limited exposure to the English language, teachers frequently employ code-switching to help pupils grasp some complicated sections of a curriculum. Despite this, code-switching has been seen and studied in a range of academic contexts (Straus, 2016; Ngubane & Ntombela, 2021; Ngubane, N.I., Ntombela, B. & Govender, S. 2020). It is against

this background that the researcher aims to investigate the impact of code-switching in writing and speaking.

Further, the researcher has noted that Grade 12 high school learners in the area lack competence in English language. This situation has also been observed by other researchers, especially among high school learners in predominantly South African black schools (Nkabinde, 2021; Cele-Sangweni, 2021; Ngubane, 2018). There could be many reasons for this incompetence, such as poor background and experience of language learning at primary school level.

Others contend that code-switching is a result of lacking competence in a target language and should thus be avoided (Clegg & Afitska, 2011; Maluleke, 2019; Probyn, 2009), whereas others assert that code-switching facilitates subject content learning (Ngubane & Ntombela, 2021). It would be interesting therefore to explore whether code-switching facilitates or hinders writing and speaking competencies of English First Additional Language.

Consequently, the researcher intends to undertake a study to explore the influence of code-switching on English language speaking and writing competencies at Hinkhensile High School in Groot Letaba, Giyani, Limpopo Province.

## **1.2 RESEARCH PROBLEM**

From grade four (4) onwards, many public schools in South Africa and other Anglophone post-colonial sub-Saharan nations use English as their language of instruction (Omodire, 2019). However, the very same language of learning present challenges in learning at South African rural schools. Learners in rural locations have little exposure to English outside of the classroom since their native language is their preferred language (Brock-utne, 2015). In a similar vein, the study's target school is in a rural location, with Xitsonga-speaking pupils who are not completely exposed to English outside of the classroom. As a result, they struggle to master English as a first language and as the medium of instruction. Additionally, this might be caused by poor background of language learning at primary school and poor motivation of using the language for communication outside classroom or at home. Since, proficiency in English is a prerequisite for admission to South African universities, learners in Grade 12 under study continue to struggle to meet this requirement, which hinders their ability to pursue certain career goals and prevents them from earning the 50% pass rate

required by these institutions. In support of the latter, Omidire (2019) posits that the challenges that are associated with the development of language and basic communication skills often have implications for achievement, career choice and well being.

Consequently, to close 'language barrier gap' between teachers and learners during teaching and learning, teachers often switch from English to Xitsonga to clarify what they are teaching. In support of this, Ibrahim (2013) state that teachers use of CS (code-switching) is to ensure that students grasp the materials or teachers' explanations. According to research by Uys and Van Dulm (2011), code-switching is advantageous since it allows teachers to provide content in a much more straightforward manner. Undoubtedly, one would attest that this is indeed for the benefit of pupils who are linguistically incompetent. Moreover, Modupeola, (2013) postulate that educators use the code-switching technique to provide pupils chances to interact and improve their comprehension. In addition, he asserts that it makes teaching in the classroom go more smoothly since teachers do not have to waste time attempting to explain things to students or looking up the simplest terms to clear up any misunderstandings.

However, on the one hand, code-switching has been criticised by others that it does not facilitate attainment of the target language and must be avoided (Clegg & Afitska, 2011; Maluleke, 2019; Probyn, 2009). Sakaria & Priyana (2018) disagree with code-switching, because they think that when the first language is removed from the classroom, the target language would be exposed to students earlier. Moreover, Palmes (2023) states that code-switching contributes to students' low vocabulary as it makes matters worse since they have trouble understanding and applying basic English grammar.

Basically, in terms of speaking and writing competencies in English, code-switching can either contribute positively or negatively. Since this is the main subject of the study, the researcher reviewed a range of articles written by various authors in order to gather information on the possible consequences of code-switching on English speaking and writing competencies. The researcher then organised the data thematically for logical reasons, beginning with how code-switching affects English writing competencies and moving on to how it affects English speaking competencies.

According to Keller (2016) students who switch between languages regularly may find it difficult to write with clarity and consistency. Similarly, Palmes (2023) postulate that students who use code-switching in class may rely on terms and idioms from their mother languages that may not always have exact counterparts in English, limiting their ability to express themselves effectively in writing. Moreover, a study by Akumu (2014) revealed that code-switching can make it more difficult to write in English by interfering with vocabulary, grammar, and syntax learning. However, some authors viewed the impact of code-switching in English writing positively. For instance, Simasikulu (2015) asserts that code-switching enables students to draw from their knowledge of several languages or dialects, which can result in a more flexible and varied English writing style.

What is more, according to Richards (2008) learners can communicate more effectively and develop their English communication skills by bringing aspects of their home language into English conversations. In support of the later, Butler & Cheng (1989) posit that by means of code-switching, students acquire pragmatic competence—the ability to recognize when and how to employ various languages or dialects in various social contexts—which is crucial for efficient communication in English-speaking situations. However, other authors are of the negative view regarding the issue of code-switching during English class. Jabeen, Hassan, & Ahmad, (2023) assert that frequent code-switching between languages might cause communication obstacles because pupils may struggle to maintain fluency and coherence in their speech. In their study, Ahmad, Hassan, and Jabeen (2023) opine that when learners are allowed to use their original tongue as a crutch, code-switching may impede their ability to acquire English as they might not interact with the language to its full potential, therefore, learners may lack experience and competence in speaking English.

This study is therefore meant to explore the impact of code-switching on English language speaking and writing competencies among Grade 12 learners at Hinkhensile High School.

### **1.3 PURPOSE OF THE STUDY**

The purpose of this study is to explore the impact of code-switching on English writing and speaking competencies in Grade 12 EFAL classroom at Hinkhensile High School. The study included forty-four (44) Grade 12 learners and two (2) EFAL teachers at a rural high school. More information regarding the purpose of the study is illustrated below.

#### **1.3.1 Aims and objectives:**

##### **1.3.1.1 Primary research aim:**

- The purpose of this study is to explore the impact of code-switching on English writing and speaking competencies on secondary schools' pupils.

##### **1.3.1.2 The research objectives are:**

- To establish the prevalence of code-switching in an EFAL Grade 12 class.
- To establish the perceptions of code-switching among pupils and teachers with regards to English writing and speaking competencies.
- To identify the effects of code-switching on English writing and speaking competencies

##### **1.3.1.3 Research questions**

###### **i. The primary research question in this study is:**

- Is the phenomenon code-switching impacting Grade 12 pupils of Hinkhensile High school negatively or positively in the learning of the English language in terms of both speaking and writing competencies?

###### **ii. The secondary research questions are:**

- What is the impact of code-switching on English writing and speaking competencies of pupils at Hinkhensile High school?
- Do pupils and teachers find code-switching useful or not in as far as English writing and speaking competencies are concerned?
- What English writing and speaking competencies areas are negatively or positively affected by code-switching?



## **1.4 THEORETICAL FRAMEWORK**

This study was underpinned by three theories, Cummins' one balloon theory, also known as the Common Underlying Proficiency (CUP), Krashen's input hypothesis and Translanguaging theory and practice. The common underlying proficiency provided the base language support for both the first language of the pupils and the second language. Furthermore, common underlying proficiency was employed to directly describe learners' competency in the target language (English) through the lens of speaking and writing competencies. Lastly, this study used translanguaging theory to explore how code-switching facilitates or hinders English language development in terms of speaking and writing competencies among grade 12 pupils under study. The three theories will be further explained in detail in chapter two.

## **1.5 LITERATURE REVIEW**

Scholars have defined code-switching in many ways; as a result, there are multiple definitions of code-switching. Code-switching is described as changing from one language to another that the audience understands (Dlamini-Myeni & Sibiyi, 2021). Code-switching can occur in speech or in writing depending on what the situation requires. It can take place in an informal setting such as in a bus station and in a formal context such as in a school classroom. Code-switching is common in bilingual or multilingual societies with more than one or two distinct language-speakers (Brdarević-Čeljo, A., Ahmetović, E. & Bajić, E., 2021). Further, Tamene and Desalegn (2022) concur that in bilingual and multilingual settings, individuals frequently code-switch from one language to another in regular discussions.

Additionally, Auer (2007) defines code-switching as the most widespread and distinguished traits of bilingual demeanour. Gumperz (1980) defines code-switching as the collocation of speech belonging to different grammatical systems or subsystems. This confirms the fact that code-switching occurs in a situation where there are two or more different language-speakers.

Code-switching alone cannot be explained independently without including the explanation of its influencers such as bilingualism and multilingualism. The definition of bilingualism and its influence on code-switching shall suffice.

A bilingual is someone who has the ability to read, speak, and write in two languages (Baker, 1988). When two people who can speak and write two different languages, a

possibility of code-switching is likely to happen as these people have the freedom of interchanging languages as they speak or write depending on which language can better convey a certain expression. Similarly, Wei (2000) defines a bilingual as a person who speaks two languages. In a nutshell, bilingualism is defined as the capacity of speaking fluently in two languages.

According to Ahmad & Jusoff (2009), code-switching administers students with opportunities to communicate and enhance their understanding. Research that was conducted by Promnath & Tayjasanant (2016) proved that code-switching highly contributed to learners' understanding of content as the teacher was facilitating lessons. Promnath's and Tayjasanant's research found that code-switching throughout learning saved time and helped pupils to feel more at ease and comfortable.

However, Tamene and Desalegn (2022) assert that code-switching negatively impacts students' learning outcomes and recommend that it be avoided entirely. Similarly, after a closer observation of what code-switching does to learners' language competency and other learning areas, Metila (2009) reports that teachers are confused on whether they should or should not allow their students to code-switch in the classroom.

In addition, what is common between teachers and learners concerning code-switching is that they all switch in order to convey certain meaning with success. According to Then and Ting (2009), teachers code-switch with the purpose of repairing trouble or silence in university classes. In their study, Then and Ting (2009) further state that teachers switched to other languages to call for attention and facilitate learners' understanding and build their vocabulary knowledge. In support of this supposition, Jacobson, Pandit and Ed (1990) affirm that code-switching helps speakers express themselves.

Additionally, when teachers were interviewed in research by Promnath and Tayjasanant (2016), they suggested that code-switching was not supposed to be carried out word by word, rather, switching should be done inter-sententially or intra-sententially. Promnath and Tayjasanant (2016) interviewed two teachers who accorded that switching from one language to another should be done for emphasis of some important messages or difficult content in order for students to understand. This suggests that if teachers can use code-switching for the same specific purpose,

it would prevent the overuse of code-switching in class and learners would still enjoy and appreciate the lesson through the target language.

Aljoundi (2013) indicates that code-switching makes teachers' explanations easy to understand. Therefore, in the context of this study, learners seemed to benefit from code-switching as they seemed to participate more when the teacher code-switches to Xitsonga than when the teacher is teaching exclusively in English during EFAL period and other learning areas.

Classroom code-switching research has been conducted by different scholars (Melita, 2009; Wei, 2000; Straus, 2016). Code-switching is defined as a transition from one linguistic variety to another when the situation requires (Hymes, 2013). This type of transition also occurs in educational settings such as in classroom when there is a need for understanding a lesson. It is reported that English second language learners frequently experience difficulties acquiring the necessary language proficiency both within and outside of the classroom (Shinga,2021; Maluleke 2019). As a result, teachers frequently use code-switching to ensure that students grasp what they are learning during teaching and learning. In support of the latter, Puspawati, (2018) reported that the motivation for using CS in the classroom was to help students learn, support students with weak L2 proficiency, and teach efficiently. In other words, learners and teachers in a classroom can switch between their home tongue and the target language as necessary to fulfil the goal of the demand.

## **1.6 THE RESEARCH DESIGN AND METHODOLOGY**

Research design and methodology outline how study is undertaken; they also set out tools used to conduct a study and also provide a justification for using such tools.

### **1.6.1 Case study**

This study employed case study. Case study is defined as an empirical inquiry which investigates a phenomenon in its real-life context. The title of the study under investigation is *Exploring the impact of code-switching on English writing and speaking competencies: The case of Grade 12 learners' classroom at Hinkhensile High School*. The researcher chose Hinkhensile high School Grade 12 pupils in order to explore the impact of the phenomenon 'code-switching' as it takes place during the EFAL class.

Moreover, this study used multiple methods of data collection. With such characteristics involved in this study, this makes this investigation a case study.

### **1.6.2 Design and Approach**

This study used an exploratory research design. According to Singh (2021), exploratory research design is a study that aims to answer a question or address a problem. An exploratory research design is advantageous in a mixed method study because it allows the researcher to collect data using a range of qualitative and quantitative techniques, resulting in a more thorough understanding of the phenomena under exploration (Alhassan, 2024). As a result, for reliable and unquestionable results, the study used exploratory research design to collect data from both qualitative and quantitative approaches.

Further, this study adopted a mixed-method approach which Almalki (2016) claims it allows the researcher to collect and analyse data using quantitative and qualitative approaches. As a result, this study adopted a mixed method approach because of its reliability in offering the best potential to answer research questions. Therefore, the study has used both qualitative and quantitative data to explore the impact of code-switching on English writing and speaking competencies of high school learners.

Again, this study used a case study because it only focused on EFAL Grade 12 pupils and teachers at Hinkhensile High School. This exploration started with the idea that learners from rural high school's typical encounter English language challenges as it is the language of learning and teaching and their schools are under-resourced and lacks motivation to speak English outside school context, which makes it difficult for learners to master the English language. As a result, the literature review explored previous literature around the phenomenon under study.

### **1.6.3 SAMPLING AND POPULATION**

In this study, purposive sampling was used to sample participants from Hinkhensile High School. According to Matthews and Ross (2010: 167), "purposive sampling relates to quantitative and qualitative research designs where gathering data focuses on exploring and interpreting perceptions and experiences." This study opted for

purposive sampling because it permitted the researcher to collect information from a particular class in the entire school. To obtain data, this study's population consisted of the sampled two EFAL educators and forty-four (44) Grade 12 pupils from Hinkhensile High School.

#### **1.6.4 DATA COLLECTION**

In this study three data collection methods namely: semi-structured interviews, questionnaire and classroom observations were adopted to collect data.

##### **1.6.4.1 Observation**

According to Hamed (2021), observation can assist researchers in learning more about what is happening in their immediate surroundings; nevertheless, as a technique for gathering data, it goes beyond merely listening and observing. Moreover, Observation helps to study the behaviour as it appears (Ankit., Ahmad, Ranjan, Kumar, Hussain, & Gopi, 2024). Therefore, this study adopted observation as a data collection in order to observe the interaction and participation between English teachers and grade 12 learners during EFAL period. As a result, data were collected through classroom observation while recording the ongoing teaching and learning session of EFAL subject.

##### **1.6.4.2 Questionnaire**

A questionnaire is a commonly used technique for data collection, claims Hamed (2021). In order to give the researcher, the information they want for the study, volunteers (from a certain demographic) must respond to a series of questions. To collect data needed for the study, the study used questionnaire that consisted of questions regarding learners' perceptions on code-switching being applied while teaching and learning is taking place during EFAL period. As a result, questionnaires generated quantitative data of this study.

##### **1.6.4.3. Interviews**

In semi-structured interviews, the researcher used a collection of questions—mostly straightforward, open-ended, and with a flexible order—to elicit information about the topics they would want to investigate, according to Miles and Gilbert (2005: 65). The data that would surface from the researcher's observations might be verified by semi-structured interviews, according to Niewenhuis (2007: 84). Because of this, the researcher developed semi-structured interview questions about code-switching and

its effects on speaking and writing abilities in order to collect data. Then, two EFAL teachers were interviewed to gather the required information.

#### **1.6.5. Data analysis**

The study opted to use two different strategies to analyse data from the two combined research approaches namely quantitative and qualitative. Content analysis and thematic analysis were used to analyse qualitative data whereas, frequencies and percentages were used to analyse quantitative data. After collecting and transcribing data from classroom observation, content analysis was used to analyse qualitative data (Elo et al, 2014). Qualitative data generated from semi-structured interviews from two EFAL teachers were thematically analysed. Furthermore, quantitative data generated through questionnaires were analysed statistically using frequencies and percentages.

### **1.7 QUALITY CRITERIA**

#### **1.7.1 Reliability**

Denscombe (2017) defines reliability as the capacity of the research process to provide results that do not change from one occasion to the next and do not fluctuate regardless of who is conducting the study. Therefore, to ensure reliability, the researcher opted for a mixed method that allows for multiple ways to gather data for quality and unquestionable results.

#### **1.7.2 Validity**

Validity refers to how well a questionnaire assesses what it is designed to measure. (Heale & Twycross, 2015). Validity was increased by using various data collection instruments in this study.

#### **1.7.3 Credibility**

According to Elo, Kaariainen, Kanste, Polkki, Utriainen, & Kyngas (2014) researchers' trustworthiness improves when they appropriately identify and characterize the participants in the study. To guarantee the study's credibility, the researcher cited all of the sources and authors. Furthermore, participant findings were presented as proof that the study was genuine and trustworthy.

#### **1.7.4 Transferability**

Transferability refers to the extent to which the findings and analysis may be utilised outside the scope of a single research study (Lincoln & Guba, 1985). This indicates that after the study is completed, it should be able to be connected and compared to previous studies on a comparable issue.

#### **1.7.5 Confirmability**

Confirmability reveals how thoroughly the conclusions are derived from the data and not from the researcher's bias. In this study, the researcher employed an audio recorder to ensure that data could be inspected, checked, or interpreted if necessary (Ntombela 2008).

### **1.8 JUSTIFICATION OF THE STUDY**

As an English First Additional Language (EFAL) educator in a South African rural high school, the researcher has observed that code-switching (CS) is employed as a pedagogical strategy by teachers across various subjects, including EFAL, due to perceived deficiencies in learners' English language proficiency. This observation prompted an investigation into the prevalent use of code-switching within the school, with the exception of the Xitsonga Home Language (HL) classes.

Contrary to the language policy advocating English as the primary medium of instruction in South African schools, the researcher noted that code-switching persists extensively in rural settings. In the researcher's EFAL Grade 12 class, students frequently seek explanations in their home language (Xitsonga) following English instruction, which, in the researcher's view, hinders the development of English language competence and restricts exposure to English, potentially leading to subpar proficiency levels.

Motivated by these observations, the researcher embarked on a study to investigate the impact of code-switching on learners' English language speaking and writing competencies in a rural high school context. Recognising English as crucial for effective participation in education, the study seeks to determine whether code-

switching practices benefit or impede English language acquisition in environments where English exposure is limited.

The findings of this study aim to inform rural high school English teachers and the Department of Basic Education (DBE) about the efficacy of code-switching as a teaching strategy in enhancing or detracting from language competency. Ultimately, these insights will guide educational policies and practices, aiding in the enhancement of English language proficiency among learners in remote areas, thereby equipping them with essential communication skills for broader educational and professional opportunities.

## **1.9 ETHICAL CONSIDERATIONS**

A variety of key variables are involved in research ethics, all of which are required to preserve participants' rights and dignity. The factors that were involved in this study are listed below:

### **1.9.1 Turfloop Research Ethics Committee**

Prior to beginning this investigation, the researcher submitted an ethical clearance application to the University of Limpopo Research Ethics Committee (TREC).

### **1.9.2 Permission**

The researcher requested permission from the school principal to collect data from the grade 12 learners at Hinkhensile high school required by the study. Grade 12 learners were also kindly requested to participate in the study.

### **1.9.3 Informed consent**

As a part of the research procedure, educators and pupils completed a permission form.

### **1.9.4 Parental Assent**

The researcher sought parental consent to sign and agree for their children to participate in research.

### **1.9.5 Protection**



The researcher made it a point to guarantee that the information or data acquired from participants via questionnaires and observation was only accessible and known to the researcher.

#### **1.9.6 Anonymity**

The researcher ensured that the respondents are protected, and their real names were not used but referred as anonymous throughout the whole research.

#### **1.9.7 Confidentiality**

The researcher ensured that the information obtained from participants during observation and questionnaires was kept confidential and only accessible to the researcher. Furthermore, the researcher ensured that the research subjects' identities were not divulged.

#### **1.9.8 Voluntary Participation**

The researcher made certain that research respondents were permitted to select whether or not to participate. Furthermore, participants were given an option to withdraw from participating or exit the research process at any time without feeling obligated to do so.

#### **1.9.9 Psychological and harm risks**

The researcher assured that participants involved in the study would be provided with support in form of counselling services before, during and after data collection in case they needed it. Again, in a case where there is harm such as dizziness, nausea etc, the researcher guaranteed the respondents that they will be provided with an immediate assistance from a professional medical practitioner.

#### **1.10 LIMITATIONS**

The study's title is *Exploring the Impact of code-switching on English Writing and Speaking Competency: The Case of Hinkhensile High School in Limpopo Province*.

The researcher found some limitations when doing this exploration. The researcher observed the following limitations:

- The researchers' presence in the English FAL class during the lesson observation and questionnaire frightened learners, and they could not conduct themselves in their normal behaviour during English FAL period.

- Learners' low confidence of self-expression contributed to poor learner participation in class. The learners' lack of language competency makes it hard for them to participate in class, therefore, a lesson which was meant to be learner-centred turns to be teacher-centred.
- The researcher as a colleague to the English teachers of Hinkhensile High school would limit chances of results being compromised.
- Lack of literature on the impact of code-switching in English speaking and writing competencies made it difficult for the researcher to conduct this study. Therefore, more studies need to be conducted on the English skills that are taught in areas where code-switching is used as another form of teaching and learning.
- Further research is essential to establish whether learners from deep rural areas lack English language competencies such as speaking and writing.
- The study was based in one school in rural areas. Therefore, it only focused in one English FAL subject content where code-switching was being detected.

## **1.11 DEFINITIONS OF KEY TERMS**

The brief explanation of the key concepts of this study is provided below.

### **1.11.1 Code-Switching**

This research defines code-switching as moving from one language to another during conversation (written and spoken).

### **1.11.2 Bilingualism**

In this study, bilingualism is defined as the ability to speak two languages fluently.

### **1.11.3 Teachers**

This study views teachers as qualified individuals that practise teaching in classroom. This study focused on Grade 12 English FAL teachers.

### **1.11.4 Pupils/learners**

This study refers to pupils as learners. This study focused on Grade 12 learners.

### **1.11.5 Linguistic**

Linguistic in this study is referred to as a synonym for the word 'language'. The language that the study focuses on is English FAL or English second language.

### **1.11.6 Competency**

Competency in this study is referred to as the ability to express oneself either in spoken or written language. Furthermore, it also outlines that competency is sometimes used as proficiency. Similarly, in this study, the concept proficiency is used as a synonym for competency.

## **1.12 DISSERTATION OUTLINE**

### **a. Chapter one**

The background of the study, the research problem, the goals and objectives with research questions, the study design, and the conclusion of chapter one are all covered in this chapter.

### **b. Chapter two**

This chapter provides a summary of a wide range of research on language policy, language proficiency, code-switching, code-switching types, bilingualism, translanguaging, the use of English as a medium of instruction, the perceptions of code-switching by teachers and students, the effects of code-switching on learners, and, lastly, the research role of theory. This chapter's objective is to present the literature's findings about the phenomena in question.

### **c. Chapter three**

This chapter describes the study's research methodology, such as the research design, sample size, data collecting procedures, quality criteria, and ethical issues. The researcher used these approaches to explore the study.

### **d. Chapter four**

The study's data analysis and discussion are included in this chapter. It highlights the findings, analysis, and research participants. The researcher presents the process of gathering, debating, and analysing data.

### **e. Chapter five**

This concludes the research; it includes a summary, recommendations, and conclusion of the study.

### **1.13 CONCLUSION**

This chapter provided an overview of the study's background; the next chapter evaluates the literature that addresses the study's goals and research questions.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2. INTRODUCTION**

This section reviews literature on the subject of teaching students in Xitsonga instead of English in order to improve their speaking (oral communication) and writing (non-verbal communication) skills. Studies on code-switching and the use of the English language in speaking and writing will be discussed in this part. There are eight (8) themes in this chapter namely: language policy, language proficiency, code-switching, code-switching between students and teachers, attitudes and perceptions of teachers and learners towards code-switching, the influence of society on code-switching, a theoretical framework, and finally, a conclusion.

#### **2.1 LANGUAGE POLICY**

The language of teaching and learning plays a significant role in education. According to Baker (2014: 217), “where the language of instruction is different from the language of the mass society, those who work in the language of instruction become culturally removed and alienated from the masses”. In South Africa, language policy aims to facilitate communication between different language groups.

The South African language-in-education policy aims to promote multilingualism and offer learners the opportunity to learn in both their mother tongue and a language (Baker, 2014) which may secure a better future for them, that is English (DoE, 1997). Historically speaking, English, as pointed out previously, is a world language and an important language in South Africa (Crystal, 2003). The language-in-education policy considers theories that state the importance of using first language to acquire second language (DoE, 1997). It is critical that children learn to think and operate in their native language up to CALP (cognitive/academic language proficiency) level before transferring the system of meaning he or she currently possesses to the new language.

Besides, English is introduced as a learning area in the Foundation Phase and becomes both a learning area and a language of teaching in Grade 4 of the Intermediate Phase (DoE, 1997). For the three-period of the Foundation Phase education, learners are taught the principles of the English language and transition

from mother tongue teaching to English instruction, and from four learning areas to six learning areas, five of which are to be taught in English (CAPS, 2012).

Corene de Wet (2002:119) adds that “the transfer of the medium of instruction from the home language to English occurs three years after learners are introduced to English.” However, the language transition is still an ongoing debate. Some scholars argue that the transition poses a great challenge to learners as it takes up to seven years for a learner to acquire adequate skills in a second language. The traumatic experience of learning and changing over to a second language may significantly delay learners’ academic development.

In addition, according to Alexander (2010) home language is important for literacy and cognitive development, as well as the preservation and promotion of indigenous languages. However, Alexander argues that competency in the language of teaching (particularly English) is required for pupils to properly comprehend educational concepts and participate meaningfully in the global information age. This statement highlights the significance of both the home language and the language of teaching, specifically English, in educational settings. While the home language is important for fundamental literacy and cultural identification, competency in the language of instruction is required for further education, global communication, and successful engagement in modern knowledge societies.

Obtaining proficiency in English is imperative as the English language is acknowledged as the language of economic empowerment. Therefore, “the South African language-in-education policy aims to achieve the goal of economic freedom by making English a First Additional Language (FAL) in schools” (Kashula & De Vries, 2000: 3).

## **2.2 LANGUAGE PROFICIENCY**

Language proficiency is commonly equated with Chomsky's (1965) concept of linguistic competence. “Linguistic competence is defined as a native speaker's (tacit) understanding of their language's grammar, which permits the individual to make and understand an infinite number of sentences” (Zeller & Posel, 2011: 2).

Again, language proficiency is measured in a number of ways such as the Cummins’ (1978) concepts of evaluating language proficiency in a formal setting such as school.

Swain, Harley, Cummins and Allen (1990: 8) state that “in perhaps the majority of bilingual programmes, what has been considered as “full English proficiency” amounts essentially to fluency in English; that is, the ability to function adequately in face-to-face situations and use English appropriately in conversational contexts”.

Alexander (2010: 12) states that “language is very broad, and one is said to be fully competent in a language if they have mastered the forms of the language and are able to use the forms to create meaningful sentences for communicative purposes.” Every child is required to be proficient in English, but there are linguistic, psycholinguistic and other pedagogical theories which indicate very clearly that maximum proficiency in any additional language can be gained through mother tongue.

Moreover, Cummins (2000) believes that it takes five to seven years for trainees to develop appropriate CALP abilities in English, or any target language, in order to do well academically. Acquiring appropriate CALP abilities in a second language takes seven to ten years (Adger, Snow, & Christian, 2003). Given the community's lack of English exposure, this may take much longer in the current study's environment; BICS (Basic Interpersonal Communicative Skills) and CALP are interdependent and linked ideas.

CALP, often known as academic English, is described as "an extension of social English" (Van Wyk, 2015: 236). This means that in order for a learner to use a language for academic purposes, he or she must first acquire the BICS of that language and then the CALP of that language; thus, South African policy states that learners should be taught in their mother tongue while also being introduced to English during their initial schooling.

### **2.2.1. Speaking and writing Skills**

In this study, speaking and writing competencies shall be referred to as speaking and writing skills. As a result, the following is an explanation of the two language skills/competencies being researched in this study: speaking and writing competencies. Writing ability is described as a productive skill required by the learner in acquiring the target language, Nanik (2020). Moreover, Harmer (2004) claims that writing is an important skill required by English Second Language (ESL) or English Foreign Language (EFL) learner and writing is a tool of communication because it

expresses people's thoughts and feelings. He went on to say, those who cannot express their thoughts and feelings orally can express them in writing.

On the other hand, in simple terms, speaking is an oral producing ability. Brown (2006) defines speaking as an activity that involves two or more people in which the participants are both listeners and speakers having to act what they listen and make contribution meaningfully. It signifies that speaking requires two or more persons engaging and contributing as listener and speaker. According to Richards (2008), the success of ESL or EFL learners in learning English is dependent on their ability to speak. Therefore, when a learner cannot speak English fluently, that learner has lower chances of being successful academically. According to Harmer (2007), the capacity to communicate fluently is dependent on past understanding of language characteristics as well as the ability to process information and language concurrently. Furthermore, Maulidiyah and Qolbia, (2020) outlines that the components of speaking competence include grammar, vocabulary, pronunciation, fluency, and accuracy. A student is more likely to suffer academically if he or she lacks prior understanding of the aforementioned.

In the context of this study, the pupils are taught in English as their second language and medium of instruction. Therefore, it is noteworthy for grade 12 pupils to demonstrate high competency of English language through their writing and speaking competencies as grade 12 is the last grade in high school.

### **2.3. ENGLISH AS MEDIUM OF INSTRUCTION**

According to Ntombela (2020), there is undoubtedly a myriad of challenges associated with switching from mother tongue instruction to English medium of instruction in Black South African schools. "In the educational sphere, there has been arguments throughout the history of SA; from the HL instruction to Afrikaans and then English" (Reagan, 2008: 165). In South Africa, English is part of two of the three concentric circles outlined by Kachru (1992), the Inner Circle and the Outer Circle; "English is spoken as a first language by some and a second language by others" (Kamwangamalu, 2007: 264).

English is utilised as a second language by many South Africans, particularly in the educational area. As a result, English is a medium of teaching in all South African



schools beginning with the Intermediate Phase, preceded by mother-tongue education in the Foundation Phase. "In education, English is the medium of instruction in more than 80% of South African schools" (Kamwangamalu, 2007: 272).

"Despite rising recognition that mother-tongue education is more successful than bilingual or second language (L2) medium of teaching (Heugh, 2002: 171; Rademeyer, 2005: 7), English as a second language has become the main medium of instruction in South Africa" (Uys, van der Walt, van den Berg, and Botha 2007: 69).

Because the FAL may also be used for teaching and learning, its teaching and learning should attain proficiency levels that satisfy the threshold level required for successful learning across the curriculum. The abstract cognitive academic language abilities essential for thinking and learning are included in this competency (SADoE, 2002).

The language of learning and teaching (LOLT) is a key factor in a child's language development and its impact on literacy as children gain linguistic fluency as they mature. Reading and writing are essential for children's language development because they help them learn grammatical patterns. Writing is harder than speaking, since it requires grammatical structural understanding. "Writing, according to Vygotsky (1978: 28), promotes a child's intellectual growth." The literacy level of a child affects his or her linguistic development. The poor English proficiency levels of pupils at the secondary school under investigation constitute hurdles to academic progress.

According to Noor-ul-Islam (2015), in education, the MOI (Medium of Instruction) is of extraordinary significance. It is clear that no investigation can be genuine and productive unless it is joined with direct perception and experimentation. MOI is constantly recommended after perceptions and experimentations. Such types of recommendations are adopted from researchers, therapist and educators who are specialists of changes in any general public. Medium of instruction is implemented to see the way toward learning and instructing as indicated by scholarly capabilities of instructors, their language and primary language of the children is constantly given significance.

What is more, the majority of learners in South Africa obtain their education in a second language which is usually a medium of instruction and English teachers play an important role in aiding students to gain language skills in the medium of teaching. Teaching this language to learners enhances their exposure to it and offers them an

opportunity to communicate in it, allowing them to develop its command (Setiyadi, 2020).

Marsh (2006) states that the English language remains and continues to be the most widely used language, worldwide. Furthermore, it is seen that in the period 1995-2005 instructive frameworks worldwide have appeared enthusiasm for the reception of English as a MOI. Instructing during a time dialect has been effective in a certain instructive condition. As a result, it is without doubt that it is crucial for second language learners to master the language, so that they can use it competently.

## **2.4 CODE-SWITCHING**

The behaviour in alternating between two or more different languages is known as code-switching (Yetti, 2021). Many scholars have defined code-switching in many ways which some are similar to others while others are a bit different to others. Thereof, it is important to note that the term code-switching (CS) is not limited to one single definition. It can be defined as the change from one language to another language that is understood by the listener. In support of the latter, Fareed, Ashraf, .and Bilal, (2016) indicate that code-switching is generally defined as a shift from one language to another by the speaker during the speech. Code-switching can be detected from either speaking or writing depending on what the situation requires. Furthermore, code-switching is also explained as a direct result which emanates from interaction of people within bilingual communities (Akrawarti, 2011). Additionally, it is general knowledge that CS often takes place in bilingual or multilingual communities where there are more than one or two different language-speakers. In support of this supposition, Arega and Eyasu (2022) contend that persons in bilingual and multilingual societies often code switch between languages during ordinary discussions.

Moreover, it is important to note that code-switching has been defined relatively by numerous scholars, therefore, it is crucial to have many definitions as possible. Auer (2021) defines code-switching as the most widespread and distinguished traits of bilingual demeanour. On the other hand, Gumperz (1980), defines code-switching as the collocation of speech belonging to the different grammatical systems or subsystems. In a nutshell, this simple reveals the fact that code-switching can occur in a situation where there are two or more different language-speakers.

### 2.4.1. Types of code-switching.

According to research by Baloyi (2010), it is asseverated that for code-switching to emerge, code switches must be included. Moreover, she asserts that code switches occur between or within sentences which include phrases of words and even parts of words. This presents an idea that code-switching takes place in different forms. Al Heeti and Al Abdely (2016) identify three types of code-switching, these are: tag switching, inter-sentential switching and intra-sentential switching.

Tag switching refers to placing a tag in one language on an utterance that is spoken in a different language (Yietyinem, 2004). According to Baloyi (2010), tag switching refers to switching at a tag phrase or inserting tags and particular set words in one language into an otherwise in another utterance. Isn't it? for example, *I siku ro saseka?* (It's a lovely day, isn't it?).

Inter-sentential switching is a switching at level of clause or sentence, that each clause or sentence is conveyed in one or another language (Romaine, 1989; Tajudin, 2013). Additionally, Baloyi (2010) defines Inter-sentential switching as a switching that occurs outside of the sentence or clause. For example, *Ndzi lava ya wena pen* (I want your pen).

Intra-sentential switching refers to switching within the sentence (Tajudin, 2013). Furthermore, intra-sentential switching pertains switching to switching languages within a phrase (Condra & Qodriami, 2019). According to Tajudin (2013), intra-sentential switching normally takes place due to the influence of fluency. That may mean that interlocutors switch to another language because of the lack of sufficient language ability of the target language. An example of intra-sentential language would be: *Ndzi ta dya vuswa or ndzi ta nwa tiya* (I will eat porridge, or I will drink tea).

As a result, in the context of this study, code-switching is spotted by some of these types, however, it is not limited by the only mentioned types, sometimes, people do what is known as intra-word switching. Intra-word switching is defined as switching within a word or at the morpheme border (Baloyi, 2010). For example, *ku climba (To climbe)*.

Code-switching alone cannot be explained independently without including the explanation of its influencer: bilingualism and its further developing partner translanguaging. hereunder, follows more details of the latter.

### **2.4.2. Bilingualism**

According to Gottardo and Grant (2008), the definition of bilingualism is complex and is influenced by multiple factors such as the age at which the second language is acquired, continued exposure to the first language (L1), relative skill in each language, and the circumstances under which each language is learned. Also, bilingualism is described as the knowledge of using two languages, as well as the presentation of information in two languages (Grosjean & Li, 2012). Thus, a person who is able to converse in two languages is referred as a bilingual. In support, Baker (1988) asseverates that a bilingual is someone who can listen, read, speak, and write in two languages. In other words, in order for one to be classified as bilingual, they must demonstrate proficiency in both languages. For instance, learners under study would be classified as bilingual if they could show proficiency in both their first language and second language.

Furthermore, bilingualism and code-switching are prominent features in the linguistic landscape of many rural high school learners. A study by Omidire (2020) found that learners in rural schools are only exposed to English at school, because their parents at home have a limited ability to speak English or rather cannot speak English at all. This reveals that learners from rural schools have limited exposure to the language which they are expected to show proficiency in (English), as their only exposure to English happens at school. Therefore, this compels teachers and learners to adopt the use of both first language and second language during the learning of second language since learners second language (English) is poor. What is more, Baker (1988) provides an example of this situation as follows: here is a case 'a pupil may be able to understand spoken English and Welsh, speak English fluently but Welsh only haltingly, read in Welsh with a reading age of six and in English with a reading age of eight, write poorly in English and not at all in Welsh'. Therefore, this situation may require the teacher to involve both languages through the practice of code-switching as they teach these pupils.

Moreover, Research indicates that code switching can help bilingual students understand more. According to Grosjean (2010), bilinguals employ code-switching as a cognitive technique to overcome linguistic knowledge gaps, which can improve comprehension of complicated topics in classroom. Although learning in two

languages aids understanding of the lesson, a study by Maluleke (2023) revealed that sometimes learners get confused when they learn in two languages.

Moreover, in rural high schools, where English instruction may be uneven or restricted, students might utilise their first language (L1) to comprehend English (L2) subject. For example, Hoffman (1991) shows that code-switching can assist students in grasping complex vocabulary and grammatical structures by offering explanations in their first language. Similarly, a study conducted by Nursanti (2016) found positive perceptions on students' English achievement when teacher uses bilingualism or code-switching in English class. The teacher would use bilingualism so it could be easier for students to learn the target language (English). Also, Nursanti's study revealed that students found bilingualism useful as it became easy to understand new vocabularies in English and helped them to ask and answer something during the class. In support of the latter, Baker (2001), mentioned that bilinguals who switch between their two languages frequently get a deeper comprehension of both languages' norms. A better understanding of this can result in enhanced first language (Xitsonga) and second language (English) proficiency simultaneously.

On the other hand, Li and Lien (2020) assert that students who code-switch frequently may create written work that combines grammatical elements from both languages, which might have an impact on the coherence and accuracy of their English writing. In other words, over-reliance on code-switching might hinder the growth of one's English language skills. On the one hand, although code-switching can offer temporary assistance, Garcia and Wei (2014) contend that it may also result in less possibilities for English practice and proficiency. Therefore, learners who use their mother tongue language more often may not participate completely in English language assignments, which might cause their English competence to grow more slowly. Mackey (2007) emphasises that without enough exposure to and practice in the language, students may find it difficult to acquire accuracy and fluency in both spoken and written English. In educational settings, particularly classrooms where learners predominantly possess a monolingual background and limited exposure to English as a second language, instances may arise where comprehension of instructional content is hindered, therefore, to mitigate this challenge and facilitate language acquisition, teachers may resort to code-switching, employing elements of the learners' native language alongside English to enhance understanding and facilitate learning outcomes.

In a nutshell, bilingualism is described as the knowledge of using two languages, as well as the presentation of information in two languages (Grosjean & Li, 2012). Bilingualism is intended to provide students with good skills, particularly English language skills such as listening, speaking, reading and writing. Hereunder, translanguaging is discussed.

### **2.4.3. Translanguaging**

According to Makalela (2015:204) translanguaging can be defined as a “fluid communicative language practice where the language of input and output are purposefully juxtaposed”. In other words, translanguaging allows people to switch between languages in a way that enhances understanding and effectiveness in communication. Similarly, Baker (2011) defines translanguaging as the process by which bilingual or multilingual learners integrate two languages systematically to create meaning and acquire information. Translanguaging is similar to code-switching or code-mixing, as it is a dynamic language practice prevalent in bilingual or multilingual settings (Lisa, 2021). This simply implies that both translanguaging and code-switching only take place in a bilingual setting.

Additionally, translanguaging is a theoretical framework, a description of language activity (language in use), and a teaching method (Seals, 2021). Basically, translanguaging can be utilised as a purposeful teaching method in educational settings, particularly in environments where pupils speak various languages (for example, rural high schools with diverse linguistic origins such as the high school in this study). Teachers may encourage pupils to use their whole language repertoire to improve learning and communication in both speaking and writing tasks. In support of the latter, (García 2011; Makalela 2014) revealed that in multilingual classrooms where teachers and learners share knowledge with more than one language, translanguaging becomes a powerful learning tool for meaning making, enriching learning experience and developing identity. Basically, translanguaging advocates for fair and equity of languages present in a classroom by both teachers and learners.

Several writers conducted study on translanguaging and its influence in a bilingual or multilingual classroom, and various findings were found. For example, a study conducted by Champlin (2016) revealed through its findings from teachers interviews

that translanguaging develops students' language abilities such as speaking, writing, reading and listening. In this case translanguaging aids in enhancing learner's English competency be it in speaking, writing, reading and listening. Since code-switching is a translanguaging agent, it could be deduced that it also produces the same positive influence in learners' English competencies.

Moreover, according to Otheguy, Garcia & Reid (2015), translanguaging is opposed to the concept of monolingual bias and rejects it. In other words, translanguaging challenges traditional monolingual biases by advocating for the unrestricted use of multiple languages to enhance communication and learning outcomes. Further, it posits that learners should be encouraged to use their native languages alongside English in classroom interactions to facilitate comprehension and foster meaningful communication (Canagarajah, 2013). Hence, translanguaging advocates for a multilingual foundation to the theory, which recognises that speakers have a complex, intertwined linguistic repertoire from which they can draw freely and flexibly as needed.

Additionally, translanguaging, in contrast to code-switching, is political, revolutionary, and radical since it challenges existing prescriptivist discourses that dictate there are right and incorrect ways for individuals to talk (Canagarajah, 2013). What is more, code-switching is part of the practices or strategies of translanguaging, bilingual learners could be afforded an opportunity to use both their mother tongue and target language by integrating them to source meaning and knowledge. Similar to this, the results of Makalela's (2017) study showed that in a translanguaging classroom, teachers and students strategically integrate two languages: the student's native tongue and English, the language of instruction and learning, for the purpose of communicative acts like asking questions, giving answers, and engaging in other pedagogical or social discourse.

While translanguaging offers a variety of possibilities to support instruction in the classroom, it also has advantages and disadvantages of its own. Based on its findings, research by Seals (2021) listed several advantages and restrictions of translanguaging. Seals' research revealed that translanguaging was positively perceived by both educators and learners. In support, research by Galante (2020) also

found that students who received their instruction through translanguaging performed better in terms of their academic vocabulary in English than students who received their instruction only in English. However, the study also showed that learners occasionally had confusion during teaching and learning owing to a lack of translanguaging expertise in a classroom. For a considerable amount of time, code-switching, mixing, or translanguaging has been regarded as improper in educational settings because it is seen as a deficiency mode of interaction, where students are thought to be unable to master the proper academic language and must fill in the blanks with words or phrases from another variety (Seals, 2021). This viewpoint believes that pupils cannot effectively utilise the major academic language (English) and must rely on their native language to fill in the gaps. However, this ignores how utilising various languages might help pupils learn better.

In short, code-switching or translanguaging can help students absorb a topic more deeply in a classroom when certain students struggle with the target language. However, in a context of this study, since code-switching is applied in a deep disadvantaged rural area where there is lack of English exposure there is no clear answer as to how it may impact the learners English speaking and writing competencies.

## **2.5. THE IMPACT OF CODE-SWITCHING ON ENGLISH LANGUAGE CLASS**

When students employ code-switching with their teachers as well as amongst themselves in an EFAL class, it can have both beneficial and negative consequences on them (Shinga & Pillay, 2021). Ahmad and Jusoff (2009) assert that code-switching gives students the chance to interact and improve their comprehension. Nevertheless, depending on whether their school is located in an urban or rural region, this could have either a favourable or detrimental impact on the students.

The usage of code-switching by students whose schools are located in metropolitan areas does not prevent them from fully accessing the target language (English), as they do so often even outside of the classroom (Ahmad & Jusoff, 2009). For instance,



the majority of these students speak English with their parents or friends because they believe it has more advantages and their social environment supports this idea (Getie, 2020).

Code-switching is said to improve content comprehension for students who struggle with the English language. The aforementioned assumption is consistent with the findings of Simasiku (2015) study, which discovered that code-switching in classroom helped students' successful acquisition of a second language. Additionally, the study by Promnath and Tayjasanant (2016) demonstrates that code-switching significantly aided students' comprehension of the lesson's material when the teacher was enabling it. Further, research by Promnath and Tayjasanant also shows that code-switching during learning saved time and increased students' comfort and confidence. In support of the latter, (Gabusi, 2005; Aichum, 2003) note that code-switching is an important teaching tool since it allows teachers and students to connect with one another while also allowing them to negotiate meaning. In similar vein, Bhatia, (2018) discovered that code flipping, or switching from one language to another, is a helpful technique in English as a Second Language classes because it encourages teacher-student interaction.

Additionally significant, multilingual instructional strategies can aid students in overcoming communication challenges in the classroom, according to Zabrodiska (2007). It is important to keep in mind that because English is not most South Africans' first language, learning it and successfully using it in a second language setting, including in an English class, might be difficult for certain South Africans. The use of code-switching in ESL instruction has been linked to functions like classroom management, language analysis, rules-governed grammar, discussion of cross-cultural difficulties, issuing directions, explaining errors, and checking comprehension (Gulzar, 2014). Studies show that code-switching helps learners by reinforcing their vocabulary, clarifying complex concepts, and checking their understanding (Lin, 2013; Magid & Mugaddam, 2013; Mahofa & Adendorff, 2014). It also helps learners by connecting their prior knowledge in their L1 to the new vocabulary and context in the target language to improve mutual understanding (Songxaba, Coetzer & Molepo, 2017). It has been discovered by Maluleke's (2019) study that code-switching serves as an empowering method to boost learners' performance in addition to improving teaching and learning.

Also, many academics who have undertaken study on the causes of code-switching dominance in English courses have provided reasons to address the question of why English teachers switch codes. Rosa (2016), for instance, mentions that learners code switch as a result of their limited vocabulary. More explanations are given by Zainaddin (2016), whose research shows that code-switching occurs in the classroom for a variety of reasons, such as when students are unsure of a precise equivalent or when they want to speak freely without experiencing a breakdown in communication.

On the other hand, code-switching is detrimental to students' learning, therefore needs to be avoided (Arega & Eyasu, 2022). According to Metila's (2009) study, teachers are undecided on whether or not to allow code-switching among their pupils in the classroom after a closer examination of the effects it has on language proficiency and other learning areas. This may be because not all students will benefit from code-switching. Consequently, code-switching is thought to have a negative impact on students' L2 communication abilities (Zhu, 2008).

Nonetheless, code-switching should be allowed in lower-level classes but discouraged in higher-level classes (Songxama et al., 2017). In this sense, students at lower levels of instruction desperately code switch because their command of the English language is still brittle, but as they gradually advance to higher levels, their English would have matured; as a result, code-switching should be permanently discontinued as it will reduce their desire to learn the language. More exposure to the English language should occur both at home and in school for students to acquire it. Students learn more quickly the more they are exposed to English (Ellis, 2015). Nordin, Ali, Zubir, and Sadjirin (2013) opine that the use of code-switching in the teaching of L2 is thought to cause learners to lose interest in the language and render them unable to guess and infer in their new linguistic settings.

## **2.6. LEARNERS' AND TEACHERS' PERCEPTIONS TOWARDS CODE-SWITCHING**

Students may have either a good or negative attitude towards code-switching when it is employed as a teaching method (Fareed, et al, 2016). Code-switching is viewed differently by teachers and students; both learners and teachers engage in code-switching, which can either be advantageous or detrimental. In an English classroom, teachers regularly switch between their native tongue and English, either to better explain subjects or to develop connection with their pupils (Gulzar & Qadir, 2010).

Additionally, for code-switching to occur in a classroom setting, both participants are required. As a result, code-switching involves both teachers and students in classroom. Then (2009) claims that teachers switch their code to address disruptions or silence in university classes. Then (2009) writes in his study that the teachers used several languages to re-voice, draw attention to, and aid learners' understanding as well as expand their vocabulary. Similar to this, in spoken English, teachers switch codes during courses for a variety of purposes, such as issuing instructions, explaining new terminology, controlling classrooms, etc. Code-switching, according to Jacobson (1990), enables speakers to express themselves and avoid pragmatic meaning, which is evidence in favour of this hypothesis.

Besides, in a study by Promnath and Tayjasanant (2016), teachers who were questioned about code-switching recommended that switching should take place inter- or intra-sententially rather than word-by-word. According to two teachers surveyed by Promnath and Tayjasanant (2016), switching between languages is necessary to emphasise certain key points or challenging material so that pupils can understand it. This implies that if teachers could employ code-switching for the same precise goal, it would avoid it from being overused in the classroom and students would still benefit from and enjoy the lesson delivered in the target language.

Horasan's (2014) found that some professors believe code-switching should only be used at the starting level and be restricted as the level progresses. The content presented by a teacher, according to learners, is more easily understood when the teacher switches from the target language to their mother tongue. RAHMATOVA & QURBONOVA (2013) provide evidence to support the latter claim, showing that code-switching facilitates student comprehension of instructor explanations. Therefore, students also appear to warmly welcome code-switching.

Moreover, according to a study by Fareed, et al (2016), the majority of the participants said that when the teacher switched from L2 to L1, the lessons were more engaging. This suggests that students do get something from code flipping since they appear to participate more when the teacher switches to their home language. According to research by Alenezi (2010), 64% of students appreciate teachers more when they swap coding during courses, and many students also think that code-switching helps them do better on exams.

However, a different study found that in order to improve their learning and English language proficiency, students preferred monolingual classrooms (Tsukamoto, 2012). They also valued the fact that classes should only be taught in English. This is corroborated by research by Ling, Jin, Tong's, Tarmici's, & Sahiddan's (2014), which found that some students don't think code-switching is a successful strategy for learning language. Despite the fact that code-switching is not permitted in a formal setting like a classroom, teachers nevertheless use it because the goal is to pass on understanding. This is supported by Metila (2009) who states that teachers are uncertain about whether they ought to permit their students to code switch in class or not.

## **2.7. THE USE OF CODE-SWITCHING BETWEEN TEACHERS AND LEARNERS IN THE CLASSROOM.**

Most scholars conducted research on classroom code-switching with a common goal to assess whether the practice is beneficial or detrimental to learners. According to Hymes (2013), code-switching is a change from one language variety to another as circumstances require. Therefore, when a learner or instructor needs to switch from the target language to their mother tongue in a classroom, they can do so in order to satisfy the demand and fulfil their intended purpose.

Trudgill's (2000) theory assumes that speakers switch to manipulate, influence, or define the situation as they wish as well as to convey nuances of meaning and personal intention. Accordingly, one can infer from this quotation that code-switching is frequently employed for self-expression with the goal of communicating an intelligible message.

In addition, language, as Palmer (2009) states, shifts between individuals represent their ethnic identities and serve as a link that fosters intergroup harmony. Bilingualism can be understood by teachers who are aware of the discourse's influence as well as the effects of students' race, class, gender, and sexual orientation. The learners and teachers in the proposed study are both from rural areas, which means that they share a common culture and ethnic identity. As a result, when they interact in a classroom where teaching and learning take place in English, code-switching may occur when the content is more complex.

Further, code-switching is justified by the classroom's educational and communicative functions in teaching and learning environments, but it is advised that code-switching only be used in informal classroom activities (Narayan & Kuar, 2022). This is suggested to prevent code-switching from being used inappropriately. For instance, it would not be ideal for a student to code switch when giving an oral presentation in an English classroom. Finally, according to Wei (2000), the instructor uses code-switching to impart the knowledge necessary for the students' comprehension.

## **2.8. THE INFLUENCE OF SOCIETY ON CODE-SWITCHING**

According to Simasiku, Kasanda, & Smit (2015), the role of culture and social interactions are imperative to cognitive development. The location of a school has a great influence on the development of a learner's language. The use of code-switching in the classroom reflects social reality (Simasiku et al, 2015). This implies that the language which is used in a community where the school is situated, the language used in that community may have greater influence in learning the target language at school. Simasiku et al (2015) further assert that learners' mother tongue in the English medium classroom should be used as a means to learn the target language. If a location of a school consists of only one language, and learners coming from that location only acquire learning of second language at school, there will be difficulties in acquiring second language.

A study by Mokibelo (2016) shows how differently code-switching impact schools that are based in urban areas and rural areas using English as a medium of instruction. Mokibelo's study findings disclosed that learners from urban areas school are not nearly affected by code-switching and those from rural areas depend on code-switching for understanding other aspects of the English language, as their vocabulary knowledge is limited.

Therefore, it is paramount to note that learners who stay in rural areas are not much exposed to English language as most of them only encounter the language at school in a classroom (Calderón, Slavin & Sanchez, 2011). However, it should be noted that for learners in urban areas, it is quite easier for them to acquire second language (English) because, they are more exposed to the language and are privileged to have means (sufficient textbooks, TV, libraries etc) of acquiring it. The unequal treatment given to both learners in rural and urban areas leaves out learners in rural areas

helpless in developing their language ability as their second language acquisition requires regular attention by the teacher, otherwise they will suffer in examinations (Omidire, 2020). This is supported by Ntombela (2020) when he states that the use of English First Additional Language as a medium of instruction is setting many Black South African (BSA) learners for failure. Since, English is used as a medium of instruction at schools, it becomes hard for learners from rural areas to engage actively or participate in classroom activities due to their English incompetency. This suggests that where one comes from can determine their language skills and cognitive development.

## **2.9. ROLE OF THEORY IN THE STUDY**

This section discusses three theories which are related to the title guiding this study. The three theories which were chosen to guide this research are Cummins' one balloon theory, also known as the Common Underlying Proficiency (CUP), described by Baker (2011), Krashen's input hypothesis revised by Victor (2016) and Translanguaging theory and practice by Cen Williams.

### **2.9.1 The one balloon theory**

Jim Cummins, a Canadian researcher who specialises in bilingual education and second language learning, created the Common Underlying Proficiency (CUP) Theory. The hypothesis was first proposed in the 1970s and has since proven significant in explaining language development, particularly in bilingual or multilingual settings. The one balloon theory or the Common Underlying Proficiency (CUP) model described by Cummins (1978) states that proficiencies involving more cognitively demanding tasks such as, literacy, content learning, abstract thinking and problem solving are common across languages.

Furthermore, in Cummins (1978) CUP Theory proposes that bilingual or multilingual people share an underlying competency in cognitive/academic ability that is shared across languages. According to Cummins, mastery of one language can have a beneficial effect on mastery of another, especially if the two languages are comparable

or if one language has advanced cognitively or academically. In support, Baker (2011) asserts that when students learn one language, they acquire a bank of skills and implicit metalinguistic knowledge that they can draw upon when they learn subsequent languages. In other words, CUP provides the base language support for both the first language of the student and the second language acquisition as well.

What is more, the CUP model is represented with the 'dual iceberg metaphor' and is the basis of the hypothesis called the linguistic interdependence hypothesis which posits that every language contains surface features; however, underlying those surface manifestations of language are proficiencies that are common across languages. Basically, the theory emphasises that languages may vary at certain levels, but they are similar in certain aspects such as the factors which are mentioned in the definition of the model. The researcher has chosen this theory because learners' competence was explained on the grounds of common underlying proficiency characterising both target language (English) and Mother tongue (Xitsonga).

Lastly, to determine if the pupils (Xitsonga speakers) in the study since they started school were able to apply their BICS to learn (CALP) English as a second language along their academic journey, therefore, the researcher in this instance selected this hypothesis to direct the investigation. Moreover, the Common Underlying Proficiency framework is used in this research because of its usefulness in understanding bilingual language development. Therefore, this theory will be a guidance tool in this study.

### **2.9.2 The input hypothesis theory**

According to Birkner (2021), The input hypothesis posits that language acquisition occurs when an individual is exposed to an adequate amount of comprehensible input. This sufficient comprehensible input was expressed by Krashen (1982) as consisting of  $i+1$ , where 'i' represents the current state of language acquisition, whilst the '1' represents the acquisition of structures beyond the current level of competence. This explains that human beings acquire language by understanding messages or by receiving comprehensible input. The definition is further stretched to state that language acquisition depends upon trying to comprehend what other people are saying.

Furthermore, “while the home language plays the primary role in developing literacy and thinking skills and is of importance in enhancing the protection and further development of the indigenous language, the language of learning (in particular English) is the one in which students must master educational concepts and provide a platform to participate and engage meaningfully in the information age on a global stage” (Alexander, 2010: 13). Therefore, the study investigated input in the form of two languages, English as the medium of instruction and second language, and Xitsonga as the mother tongue of learners and teachers, which aided in explaining the ensuing competency.

### **2.9.3. Translanguaging theory and practice**

Cen Williams first introduced translanguaging theory, which was further developed by Ofelia García. According to García (2009), translanguaging is defined as a collection of language practices that bilinguals use to understand and navigate their bilingual experiences. This perspective elucidates how people employ their whole linguistic repertoire to comprehend and communicate in their multilingual environments. In a bilingual classroom situation, teachers and students employ translanguaging by using all of their linguistic repertoires to grasp lessons learned. Moreover, in a common direction Canagarajah (2011), defines translanguaging as the ability of multilingual speakers to transition between languages, perceiving these languages as a single system instead of discrete entities. This view rejects the idea of using a monolingual approach, therefore proposes for all linguistics repertoires to be used. Additionally, Li Wei (2018) argues that translanguaging is the flexible use of multiple language resources during interactions. This viewpoint highlights how languages may be combined in a flexible and context-sensitive way to satisfy communication demands.

Moreover, translanguaging challenges traditional notions of language segregation and encourages a flexible and adaptive view of language use. According to this idea, rather than dividing languages into discrete systems, bilinguals and multilinguals make use of all of their linguistic resources to understand their environment and communicate successfully (García & Wei, 2014).

Furthermore, translanguaging theory and practice (García, 2009; Canagarajah, 2011) changes how we view multilingualism by suggesting that people have one flexible and



integrated set of language skills. Instead of being divided into separate languages, this set works as a unified whole, allowing multilingual individuals to handle various situations and communicate effectively. Translanguaging involves deliberately and strategically using multiple languages to meet communication needs. It recognizes that language use is adaptable and fluid, enabling people to express meaning by drawing on all their language resources.

Moreover, translanguaging serves as a theoretical framework, a way to describe language use, and a teaching approach. As a theoretical framework, it represents a shift in our understanding of language (Seals, 2021). Translanguaging theory also aims to normalize these language practices, which are commonly used in everyday life across various societies.

Additionally, translanguaging as a practice involves the use of all linguistic resources without strict adherence to the socially and politically established boundaries of individual languages (Otheguy, Garcia, & Reid, 2015). García (2009:45) describes translanguaging as "a range of discursive practices through which bilinguals navigate and understand their bilingual experiences." Similarly, Canagarajah (2011:40) views translanguaging as "the capacity of multilingual speakers to switch between languages, treating their diverse linguistic resources as a cohesive system." Supporting this view, García and Li (2014) conceptualize language as an integrated repertoire utilized by multilingual individuals.

Further, translanguaging highlights the entire range of language skills that bilingual or multilingual individuals possess, treating their combined linguistic resources as a key asset. This approach is similar to earlier concepts like code-switching and involves incorporating native languages as a teaching strategy (Li, 2018). Research has shown that translanguaging can enhance students' learning by allowing the use of their first language (L1) for translation, explanation, and examples. It also helps students negotiate their identities and fosters a more engaging and supportive classroom environment.

As a result, this study explored the impact of code-switching on English language writing and speaking competency through the lens of translanguaging theory.

Furthermore, as translanguaging recognises linguistic repertoires as dynamic, integrated and creative, this study used translanguaging theory to explore how code-switching facilitates or hinders English language development in terms of speaking and writing competencies among grade 12 pupils under study. Furthermore, this theory played a role in analysing how translanguaging shapes writing and speaking competencies of rural high school learners, particularly the ones under the current study.

## **2.10. Conclusion**

Literature review focused on studies by other researchers on code-switching and how it affects speaking and writing competencies. The next Chapter presents the methodology of the study.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3. INTRODUCTION**

It is important to define the chief term 'research'. Research is about seeking out information and knowledge on a specific subject (Mishra & Alok, 2011). Simply put, research is a systematic way of investigating; during its process, researchers collect data by looking for information and knowledge that is about or closely related to the problem under investigation, and thereafter interpret it in the most reliable manner. The aim of this chapter is to present and discuss the entire research methodology that was utilised to collect the necessary data required in this study. This study employed a mixed-method research approach, using questionnaires, interviews and observations as data collection methods.

#### **3.1 RESEARCH METHODOLOGY**

The methodical design of a study to guarantee that the outcomes that answer the research aims and objectives are valid and trustworthy is known as research methodology (Bahati, 2021). The study's goal was to investigate the effect of code-switching on the English language speaking and writing competencies of high school Grade 12 learners in a rural setting. This study adopted mixed-method research (MMR), which is defined as a combination of elements of both qualitative and quantitative research methods (George, 2023). Under MMR, both quantitative and qualitative research methods were used to gather the data needed to answer the research objectives. The solid reason for selecting MMR is that the study benefited from both methods as it combined both qualitative data and quantitative data to answer the research objectives of the study in a clearer picture, of which a standalone approach would not fulfil. Below follows quality criteria of the study.

##### **3.1.1. QUALITY CRETERIA**

### **3.1.1.1 Reliability**

According to Denscombe (2017) reliability pertains to the research process's capacity to yield consistent results across different occasions and regardless of the individual conducting the research. Therefore, to ensure reliability the researcher piloted the questionnaire.

### **3.1.1.2. Validity**

Validity is the extent to which the questionnaire measures what it intends to measure (Heale & Twycross, 2015). Validity was increased in this study by piloting the instrument.

### **3.1.1.3. Credibility**

According to Elo et al (2014), credibility is enhanced when researchers identify and describe accurately those participating in the study. In this study, the researcher accurately described all those who participated in the research and further described the research process accurately.

### **3.1.1.4. Transferability**

Transferability is the degree to which the results and analysis can be applied beyond a specific research project (Lincoln & Guba, 1985). In this study, transferability was ensured by using purposive sampling and by accurately describing the research process.

### **3.1.1.5. Dependability**

Elo et al., (2014: 2) stress that “dependability refers to the stability of data over time and under different conditions.” In this study, dependability was ensured by engaging peers who were asked to examine the findings and the conclusions drawn.

### **3.1.1.6. Confirmability**

Confirmability indicates how well the findings flow from the data and not from the researcher's bias. In this study, the researcher used an audio-recorder in order to make sure that data were available for inspection or for re-analysis or interpretation should there be a need (Ntombela, 2008).

## **3.2 RESEARCH DESIGN**

According to Harish (2021), a research design is described as the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem, it constitutes

the blueprint for the collection, measurement, and analysis of data. As a result, a research design is crucial to research as it serves as a harbour light that guides the research exercises.

Moreover, according to Stevens and Wrenn (2013) a research design consists of three types namely: exploratory, descriptive and casual. As a required by the study, this study adopted an exploratory research design. According to Singh (2021) exploratory research design is a study that seeks to answer a question or address a phenomenon. In support of the latter, Stevens and Wrenn, (2013) further argue that exploratory research is a kind of research design that involves a search for clues to disclose what has happened and or is currently happening. In a similar vein, McNabb (2015:107) postulate that exploratory research is conducted in order to explore a phenomenon to create new insights or ideas about it. They further assert that exploratory research is associated with the work or duties of investigating. Exploratory research design was suitable for this study as it allowed the researcher to explore the phenomenon under study in order to address the problem of the study. The study's research approach is discussed below.

Creswel (2017) defines mixed-method research as a research approach (or methodology) in which the researcher collects, analyses, and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry. In addition, Almalki (2016) reinforces that mixed-method research allows the researcher to collect and analyse data using quantitative and qualitative approaches. The effectuality of this approach is that it gives wide evidence for studying a research problem than either quantitative or qualitative research alone.

Moreover, in this study, to generate qualitative data, the researcher used classroom observation to investigate the prevalence of code-switching. On one hand, the researcher observed both grade 12 EFAL teachers and learners, and audio recorded EFAL teachers teaching a Grade 12 EFAL class in order to establish the prevalence of code-switching. Also, teachers semi-structured interviews were used to generate qualitative data that answered the last two objectives of the study. On the other hand, quantitative data was generated through questionnaires, where the researcher administered a questionnaire to Grade 12 learners in order to identify the effects of

code-switching on writing and speaking proficiency, and to establish the perceptions of learners and their teachers about code-switching with regards to writing and speaking competencies.

### 3.3. TRIANGULATION

Noble and Heale (2019) defines triangulation as a method used to increase the credibility and validity of research findings. Further, it is a process that permits validation of data and can be used in both quantitative and qualitative studies. Since this study is a mixed-method research, triangulation assisted in ensuring that fundamental biases arising from single method are overcome. Methodological triangulation is known as a promoter for the use of more than one method to gather data (Heale, 2013). This study used methodological triangulation to allow the researcher to use three different data collection methods to ensure that the findings of this study are trustworthy. Classroom observation, semi-structured interviews and questionnaires were used to collect data in order to achieve the research paper's triangulation.

**Figure 3.5.1. Methodology triangulation.**



### 3.4. POPULATION AND SAMPLING

This part presents how sampling and population of the study was conducted. Dana (2020) defines sampling as the selection of a subset of the population of the interests in a research study. This implies that this study selected only the population that was of interest in the study. Moreover, the sampling of the study was guided by the research design adopted in this study.

Purposive sampling was also used in this investigation. Purposive sampling, according to Matthews and Ross (2010: 167), refers to “quantitative and qualitative research

approaches in which data collection focuses on examining and understanding perceptions and experiences.” In support of the latter, purposive sampling, according to Oliver (2006) is a form of non-probability sampling where the researcher selects participants based on specific criteria, such as their expertise or their readiness and ability to engage in the study. Additionally, Campbell, Greenwood, Prior, Shearer, Walkem, Young, waters, and Walker (2020), It is asserted that purposive sampling is suitable and effective for choosing participants who are likely to generate relevant and valuable data. Thus, this study adopted purposive sampling intentionally because it is capable of abstracting the required information from the participants that have to do with the research problem. Therefore, in this study the researcher used purposive sampling to sample Hinkhensile High School where one EFAL Grade 12 class, consisting of 44 learners, was sampled and two EFAL educators were sampled.

#### **3.4.1 Geographical Location of the investigation**

The study was conducted at Hinkhensile High School in Giyani under Groot Letaba Circuit. Hinkhensile is situated in a rural part of Giyani. The High school was chosen because it is a rural area-based school where learners are less exposed to English and only get an encounter with English language only during EFAL class at school.

### **3.5 DATA COLLECTION**

Data collection is the process of gathering information on a certain study topic (Hamed, 2021). According to Dalati & Gomez (2018), there are two common sources of data namely primary data and secondary data. This study was conducted through primary data as data were collected for the exclusive purpose of the research study. Dalati & Gomez (2018) further state that data can be collected through observations, semi-structured and in-depth interviews and questionnaires. As there are numerous methods that are used to collect and analyse data. For its data collection, this study adopted semi-structured interviews, observations and questionnaires.

Data were collected through classroom observation using an audio-recorder and then transcribed and analysed to answer the first objective of the study. Moreover, the study also used questionnaires that collected quantitative data and semi-interviews to collect qualitative data in order to answer the remaining research objectives. In order other

words, quantitative data were generated by questionnaires, while qualitative data were obtained through semi-structured interviews and classroom observation.

### **3.5.1 Questionnaires**

Hamed (2021) opines that questionnaire is one of the common devices for collecting information [which consists of] a set of questions that respondents (from a specific population) fill to give the researcher information needed for the study. As a consequence, the study used questionnaires as the data collecting method in this study since they give standardised questions that are set the same and are sent to each participant, hence reducing bias and ensuring consistency in data gathering. Therefore, a questionnaire was administered to EFAL Grade 12 learners and their two EFAL teachers to address the remaining two objectives of the study. Thereafter, questionnaires data were then used to generate quantitative data.

#### **3.5.1.1 Advantages of questionnaires**

According to Bryman (2016), questionnaires have numerous benefits or advantages. Questionnaires are less costly to conduct; as a result, it became cheaper for the researcher to design and utilise questionnaires in this study. Moreover, there is normally high rate of responses, and this helped the study to generalise English language competency challenges encountered by pupils.

#### **3.5.1.2 Disadvantages of questionnaires**

Questionnaires can have their disadvantages as they have a greater chance that respondents may not fully comprehend the questionnaire therefore, resulting to inaccurate data generated (Dalati & Gomez, 2018). In conducting questionnaires, there may be a chance where respondents do not answer all questions as that would not paint clear picture of the data needed.

### **3.5.2. Classroom observations**

Taherdoost (2021:10-38.) claims that “observation can be described as helping tool to the researcher to find out what is going on in the surrounding environment; however, as a data collection method, it is further than just listening and looking”. Furthermore, Mashiane (2020) contends that observations are effective data collection techniques because they can provide an insider's perspective on group dynamics and behaviours. Thus, the intention for choosing this method was because of its feasibility in acquiring



the data needed as it allowed the researcher to record the English sessions and replayed them for quality data analysis. Moreover, an observation tool was used to guide the acquiring of data needed by the study. Therefore, the researcher observed and recorded the English FAL class of Grade 12 learners during an English period to observe the teacher and learner engagement during the lesson in order to detect the footprints of code-switching. The researcher observed English lessons consisting of sixty minutes each, for four days in grade 12 class. The first two days were attended by Teacher A, and the last two sessions were handled by teacher B. So, after the entire process of observation, the recording was then played, and content analysis took its course to generate qualitative results. Content analysis is “a systematic coding and categorizing approach used for exploring large amounts of textual information unobtrusively to determine trends and patterns of words used, their frequency, their relationships, and the structures and discourses of communication” (Vaismoradi et al., 2013).

#### **3.5.2.1. Advantages of classroom observations**

Observations are useful in studying behaviour in a situation under investigation (Ciesielska, et al, 2018). Again, observations give a researcher the ability to collect data about social practices - what and how people are doing - in a context that is natural to them. Lastly, observations can provide invaluable information as subjects can reveal more information as the observation is proceeding. For similar advantages provided above, this research chose classroom observations to gain more insight of the phenomenon under study.

#### **3.5.2.2. Disadvantages of classroom observations**

Ciesielska, et al (2018) opine that observations are time consuming as they require the researcher to be fully present as they are conducted. On top of that, observations can be tiring and stressful to the researcher.

#### **3.5.3. Semi-structured interviews**

An interview is basically described as a conversation between two persons on a certain occasion, with one serving as an interviewer and the other as an interviewee

(Mashuri, Sarib, Rasak, Alhabsyi & Syam, 2022). According to Abawi (2017) there are four types of interviews namely: structured interviews, semi-structured interviews, in-depth interviews and focused group discussion interviews. Amongst these types of interviews, the researcher chose semi-structured interviews to collect data from teachers in this study. According to Magaldi & Berler (2020), the semi-structured interview is exploratory in nature. They go on to clarify that the semi-structured interview is frequently guided and focused on the major issue that gives a basic pattern. Furthermore, Megaldi & Berler (2020) suggest that the semi-structured interview, despite the thematic paths supplied prior to the session, allows a researcher to go deeply into a discovery. Therefore, the researcher chose semi-structured interviews to have an advantage of asking teachers follow-up questions for clarity, should their response appear vague and also to gain deep insight of the phenomenon under study. To analyse interview responses, the study adopted thematic analysis. Thematic analysis is a data analysis procedure that centres on identification, description, explanation, substantiation and linkages of themes (Kampara, 2021). As a result, to generate qualitative results, the researcher created semi-structured interview questions on code-switching and its impact on speaking and writing competencies and pose them to grade EFAL teachers.

#### **3.5.3.1. Advantages**

Semi-structured interviews are flexible, allowing for additional questions based on interviewee responses (Mashuri, Sarib, Rasak, Alhabsyi and Syam, 2022). Moreover, Semi-structured interviews are more effective for qualitative research as they provide in-depth information and evidence from respondents while focusing on the study's objectives (Mashuri, Sarib, Rasak, Alhabsyi and Syam, 2022). In support of the latter, Abawa (2017) asserts that semi-structured interviews collect complete information with greater understanding which gives clear insight to the researcher. Therefore, semi-structured interviews were advantageous to the study as they allowed the teacher to ask follow-up questions for clarity should the respondents answers become obscure.

#### **3.5.3.2. Disadvantages**

According to Segal and Coolidge (2007) Risk of bias is high due to fatigue and to belonging too involved with interviewees. Also, they argue that Interviewing can be tiresome for large numbers of participants. This is similar to what the researcher experienced in this study.

### **3.6 DATA ANALYSIS**

Data analysis is the process of organising, representing, describing, evaluating, and interpreting data using statistical techniques (Amini, Jones, Ghosh, Scheffer & Goodman, 2017). Creswell (2013; 179) argues that “data analysis can be classified into five types namely, thematic, content, narrative, discourse, and semiotic analysis.” In this study, the researcher adopted two of them namely, content analysis and thematic analysis. Content analysis is simply an interpretation of what is contained (content) in a message. This is supported by Parveen and Showkat (2017) when they attest that content analysis is the analysis of what is being said, written, or recorded. Therefore, after collecting and transcribing data from classroom observation, content analysis was used to analyse qualitative data narratively. Content analysis was suitable for this study as it aimed to observe the Grade 12 English class and record the lesson where information was going to be extracted from the recording and be presented narratively. Additionally, semi-structured interviews were analysed using thematic content analysis. Thematic content analysis is centred on theme creation, which means that themes are the result of coding (Braun & Clarke, 2021:5). This data analysis was appropriate for the study as it allowed the researcher to present the information gathered from teachers' semi-structured interviews using themes that were generated from the participants' collected and interpreted information therefore, that also generated qualitative data of the study. Moreover, Quantitative data were generated through questionnaires and analysed statistically using frequencies and percentages that were presented in tabular forms.

### **3.7 SIGNIFICANCE OF THE STUDY**

The study of code-switching in English writing and speaking competencies is important and will reveal the strengths and weaknesses of the practice of code-switching while teaching English language as a first additional language and other learning areas. This will help in the development of resources and new ways of getting the learners to acquire language and offer ways for teachers to use code-switching without affecting learners English speaking and writing competencies negatively. In South Africa, it is crucial that such studies are conducted because, as has been mentioned previously, English is an important language in the country, being designated as one of the official languages, therefore, learners should master its writing and speaking competencies so that they can do well in other learning areas. This study may contribute towards the understanding of English language teaching to second language learners in South Africa. In other words, it will contribute to the body of knowledge related to English language teaching.

### **3.8 ETHICAL CONSIDERATION**

#### **3.8.1 TREC Permission**

Before conducting the study, the researcher sought ethical clearance from the University of Limpopo Research Ethics Committee (TREC). Every participant was given the freedom to decide whether or not to participate in this study.

#### **3.8.2 Privacy**

The researcher made it a point and ensure that the information or data that were gathered from the participants through questionnaires and observation was only accessed and known by the researcher. According to Du Plooy-Cilliers, Davis and Bezuidenhout (2014: 259), “research subjects or participants’ identities should be protected and not revealed to anyone.”

#### **3.8.3 Anonymity**

The researcher assured the respondents’ that they are protected and their decision of not using their real names but referred as anonymous throughout the whole research should be respected at all costs. Anonymity is defined by Du Plooy-Cilliers, Davis, and Bezuidenhout (2014: 258) as “the act of safeguarding participants’ identities by not

recording their names during data collection, making it impossible for researchers to specify or match subject identification.”

#### **3.8.4 Consent forms for teachers and learners.**

All research participants were informed that their privacy and confidentiality would be prioritised and protected. Principal, teachers and learners were given consent forms to sign for participation. Moreover, the researcher never disclosed the participants' private information or personal data to anybody without their prior authorisation. All information provided by participants was purely for the purposes of this study.

#### **3.8.5 Respect**

At all times, participants in the research were treated with decency and respect. The researcher endeavoured to approach the individuals with the utmost care and to alleviate any pain or worries expressed by the subjects. They were promised that their option to withdraw from the program would be honoured at any time. Furthermore, by addressing and treating participants with dignity, the researcher safeguarded and enforced their right to dignity. If the participants felt their dignity was being violated at any stage, they were encouraged to express their concerns to the researcher, who treated them appropriately.

#### **3.8.6 Risk and harm.**

The researcher briefed the participants about the benefits of the study, which included increasing everyone's knowledge and comprehension of the use, efficacy, and potential enhancements of EFAL competency. It was also stated that they would get no monetary advantages for themselves. They were informed that their involvement in the study would cause no damage or risk to them or anybody in their immediate surroundings.

#### **3.8.7 Honesty**

The researcher avoided every form of academic dishonesty by citing all sources used in the study and by submitting the manuscript to Turnitin for similarity index.

#### **3.8.8 Conclusion**

The methods and study design used in assessing the English Language writing and speaking competencies of Grade 12 pupils at Hinkhensile Secondary School were

explained in Chapter 3. It also demonstrated how ethics were ensured during data collection. The study's findings are presented in Chapter 4.

## **CHAPTER 4**

### **PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

#### **4.1 INTRODUCTION**

Chapter 1 presented the background of the study and indicated how the study would be conducted. For this chapter to be successfully completed, the data collected must be analysed to answer the research questions. This chapter provides the data analysis and presentation of findings. The analysis and interpretation of data is carried out in three parts namely: analysis of questionnaires, analysis of classroom observation and analysis of interviews. The data were collected using data collection methods such as interviews, questionnaires, and observations. Thus, questionnaires will generate quantitative data whereas interviews and observations will generate qualitative data.

#### **4.2 HINKHENSILE HIGH SCHOOL PROFILE**

Hinkhensile High School is situated in the eastern part of the Giyani Township in Limpopo Province. The school is situated in a socio-economically disadvantaged community with most of its learners from poor homes. Some of the learners and educators live in informal settlements. The school has a feeding scheme where about 507 children are fed once a day.

Also, most learners in this school speak Xitsonga as their home language. English is the LoLT from Grade 8 to Grade 12. The Home Language and English are studied as subjects until Grade 12. There is only one Grade 12 classroom consisting of 44 learners. The researcher observed English lessons for one week in Grade 12 class. Each class was observed for an hour at a time with lessons being recorded. Again, the researcher gathered quantitative data from Grade 12 EFAL learners using questionnaires. Lastly, the researcher gathered quantitative data from grade 12 EFAL teachers through semi-structured interviews.

#### **4.3 PARTICIPANTS OF THE STUDY**

The sampled population of the study consisted of forty-four (44) Grade 12 learners and two Grade 12 EFAL teachers. Thus, the total number of participants was forty-six (46). The table below illustrates the demographics of the sampled population of Hinkhensile High School.

### 4.3.1 Demographics of Hinkhensile High School

4.3.1.1 TABLE 4.2.1.1 Demographics of Hinkhensile High School.

<b>NAME OF THE SCHOOL</b>	<b>HINKHENSILE HIGH SCHOOL</b>
<b>GRADE</b>	<b>12</b>
<b>SUBJECT</b>	<b>ENGLISH FAL</b>
<b>NUMBER OF LEARNERS</b>	<b>FOURTY FOUR (44)</b>
<b>AGE GROUP OF LEARNERS</b>	<b>16-25 YEARS OLD</b>
<b>GENDER OF LEARNERS</b>	<b>MALE (18) AND FEMALE (26)</b>
<b>LEARNER'S HOME LANGUAGE</b>	<b>XITSONGA</b>
<b>NUMBER OF TEACHERS</b>	<b>TWO</b>
<b>GENDER OF TEACHERS</b>	<b>TWO MALES</b>
<b>TEACHER'S HOME LANGUAGE</b>	<b>XITSONGA</b>
<b>TEACHER'S EXPERIENCE</b>	<b>5 YEARS AND MORE</b>
<b>PROVINCE</b>	<b>LIMPOPO</b>

#### 4.4 PART ONE (1) CONSISTS OF QUANTITATIVE INTERPRETATION OF RESULTS.

A questionnaire template was designed for EFAL grade 12 learners to generate quantitative data. Questionnaire was used to identify effects of CS in English writing and speaking competencies and to establish the perceptions of CS among learners and teachers with regards to writing and speaking competencies. Data were collected from Hinkhensile High School grade 12 learners. Moreover, questionnaire data was subjected to frequency counts. Subjects' responses were then quantified and presented in percentage forms. To present this analysis, the researcher used tables containing variables.

#### 4.5. Presentation and analysis of questionnaires

##### 4.5.1. Questionnaires for learners

1. Do English teachers pay attention to grammar when marking assessments?



Out of 44 learners, 42 learners agreed that their EFAL teacher pay attention to grammar when marking assessments. 2 learners out of 44 learners disagreed. The table below illustrates the findings discussed above.

**Table 4.3.1.10 Marking of English assessments**

VARIABLE	FREQUENCY	PERCENTAGE (%)
A= Agree	42	95.5
D=Disagree	0	0
NS=Not sure	2	4.5
Total	44	100

2. Do English teachers switch from English language to Xitsonga HL during EFAL lesson?

All the learners agreed that their teachers switch from English language to Xitsonga HL. Learners' data is presented below.

**Table 4.3.1.11 Teacher's code-switching in class**

VARIABLE	FREQUENCY	PERCENTAGE (%)
A= Agree	44	100
D=Disagree	0	0
NS=Not sure	0	0
Total	44	100

3. Responding in Xitsonga during EFAL lesson is because of incompetency in speaking and writing English language.

Apparently, 41 learners agreed that they respond to English questions in Xitsonga due to lack of sufficient language ability; and only 3 learners out of 44 learners disagreed. The following table illustrates the findings discussed above:

**Table 4.3.1.12 Learners' language response during EFAL class**

VARIABLE	FREQUENCY	PERCENTAGE (%)
A= Agree	41	93.2
D=Disagree	3	6.8
NS=Not sure	0	0
Total	44	100

4. The school should strictly use English as a medium of instruction in class.

20 learners out of 44 learners agree that English must strictly be used as a medium of instruction. However, 18 learners out of 44 learners disagree, while the remaining 6 learners were not sure of their answer. Their responses are presented below.

**Table 4.3.1.13 The use of English as a medium of instruction.**

VARIABLE	FREQUENCY	PERCENTAGE (%)
A= Agree	20	45.5
D=Disagree	18	40.9
NS=Not sure	6	13.6
Total	44	100

5. Is the Groot Letaba education system being effective in assisting learners to be competent in English?

Apparently, 30 learners out of 44 learners disagree, while 10 agree and 4 not sure. The table below illustrates the findings discussed above.

**Table 4.3.1.14 Groot Letaba education system.**

VARIABLE	FREQUENCY	PERCENTAGE (%)
A= Agree	10	22.7

D=Disagree	30	68.2
NS=Not sure	4	9.1
Total	44	100

6. The learner is competent in writing and speaking English language.

3 learners out of 44 learners agree. 40 learners out of 44 learners disagree while 1 learner out of 44 learners is not sure. The table below illustrates the findings discussed above.

**Table 4.3.1.15 Learner's English writing and speaking competency.**

VARIABLE	FREQUENCY	PERCENTAGE (%)
A= Agree	3	6.8
D=Disagree	40	90.9
NS=Not sure	1	2.3
Total	44	100

7. The learner speaks English outside the school context.

Data show that 43 learners disagree that they speak English outside the school environment (home), while 1 learner agree out of 44 learners. The table below illustrates the findings discussed above.

**Table 4.3.1.16 Use of English outside school context.**

VARIABLE	FREQUENCY	PERCENTAGE (%)
A= Agree	1	2.3
D=Disagree	43	97.7
NS=Not sure	0	0
Total	44	100

8. The learner finds code-switching useful in English FAL class.

Data from the learners indicate that 43 learners out of 44 learners agree while 1 disagrees. Their answers are shown on the following table:

**Table 4.3.1.17 Learners' perspective on usefulness of code-switching.**

VARIABLE	FREQUENCY	PERCENTAGE (%)
A= Agree	43	97.7
D=Disagree	1	2.3
NS=Not sure	0	0
Total	44	100

9. Learner understands the English subject content more when the teacher switches to Xitsonga.

It appears from the collected data that 41 learners out of 44 learners agree, and 3 learners disagree. See the following table for their data breakdown:

**Table 4.3.1.18 Understanding lessons when code-switching is applied in classroom.**

VARIABLE	FREQUENCY	PERCENTAGE (%)
A= Agree	41	93.2
D=Disagree	3	6.8
NS=Not sure	0	0
Total	44	100

#### **4.5.2. SUMMARY**

The Grade 12 class agrees that CS takes place during EFAL lessons. Furthermore, 41 out of 44 learners frequently reply to their EFAL teachers during EFAL sessions in

Xitsonga, while the remaining three use English as the language of teaching. Again, half of the class disagrees with the use of English as a medium of education, while the other half supports it. When asked about their proficiency in English speaking and writing abilities, 40 out of 44 learners agreed that they are not competent in English writing and speaking, while the other three disagreed, claiming that they are competent. Furthermore, learners indicated in their questionnaire responses that they do not speak English outside of school. Finally, the study discovered that when the teacher uses code-switching, grade 12 learners seemed to comprehend the EFAL session more.

#### **4.6. PART 2 (TWO) QUALITATIVE DATA**

Qualitative data was collected through teachers semi-structured interviews and classroom observation. Teachers semi-structured interviews analysis is presented first and followed by classroom observation analysis.

##### **4.6.1. Teacher's Interview analysis.**

Two English teachers were interviewed regarding their perceptions on code-switching, and on the effects of code-switching on English language speaking and writing competencies. The data obtained from semi-structured interviews were carefully transcribed and analysed. Data analysis revealed five themes that mostly addressed the issue under discussion. The emerged themes were thematically presented. A brief discussion of each theme follows.

##### **Theme 1: Code-Switching in EFAL classroom**

According to the semi-structured teacher interviews, two EFAL teachers were asked questions on code-switching and its influence on learners' English language speaking and writing competencies. EFAL teachers demonstrated their comprehension of the practice of code-switching, but only one (Teacher A) does code-switching in class, while the other (Teacher B) does not. Both participants had this to say:

*Teacher A: Yes, I do switch from English to Xitsonga because my learners' English proficiency is low, so I need to make sure that they understand what I am teaching about.*

*Teacher B: No. however, I do allow my learners to practice code-switching.*

This strengthens the idea that both grade 12 EFAL teachers are aware of code-switching and what it does in a classroom. Furthermore, both EFAL teachers acknowledged that they do permit their grade 12 learners to perform code-switching in the classroom due to the benefits of doing so, which include allowing learners to more readily express themselves given their low English language proficiency. In support of the latter, Yuvayapan (2019:678-694) maintains that “translanguaging in bilingual and multilingual classrooms helps to make learning possible when learners have low proficiency in English”. Moreover, teacher B did, however, add that he eventually discourages learners to code-switch since he doesn't want them to depend too much on the code-switching. Moving on, teacher A attested that learners comprehend him more and better when he explains some English topics in Xitsonga. In contrast, teacher B refrains from code-switching since he views it as a means of highlighting the significance of learning and mastering the English language.

The above information simply depicts EFAL teachers' knowledge of code-switching and its practice, and both teachers appeared to be well abreast with the phenomenon and seem to appreciate in order to make learning of EFAL conducive as grade 12 learners have low English proficiency.

## **Theme 2: EFAL teachers' perception on code-switching and its impact on speaking and writing competencies.**

Regarding the opinion of grade 12 EFAL teachers regarding code-switching and its effects on speaking and writing competencies, teacher A stated that he believes it is beneficial for these competencies, giving reasons such as how code-switching aids in the explanation of difficult concepts or words, which learners then attempt to apply to their own writing and speaking communication because they would have gained a working knowledge of them. In similar vein, according to research by Herawati & Fitriani (2021), code-switching helped low proficiency learners comprehend challenging English syntax and concepts as well as new terms. Both participants had this to say:

*Teacher A: Yes, I find it useful as it stimulates learners' minds to understand in full what I am teaching them about, and in terms of writing competencies it assists them to understand concepts that are complex, so when I switch to*

*Xitsonga to explain what that word means, it gives them complete understanding of those concepts and it gives them an advantage to use those concepts in both their writing and speaking communication that gradually develops their vocabulary although it is only few learners who do this. On speaking competencies, it opens a room for them to feature words or sentences that best fit what they want to say in their oral communication especially in oral presentation speech in class, so yes, I would say code-switching is helpful in our EFAL classroom.*

*Teacher B: I do think it is useful because though some learners struggle to speak English, it assists them to give oral presentation in class as they resort to it when they get stuck while trying to speak. I just do not like learners over relying on code-switching that is why I do not practice it but only allow learners do it at some point. However, when it comes to writing, it is not easy as to detect code-switching but what they write is really not satisfying.*

Additionally, teacher A further stated that code-switching is important for pupil vocabulary growth, which is why he thinks code-switching is helpful. Similarly, in terms of acquiring vocabulary, study by Svendesen (2014) concludes that, while concentrating on form, teachers' code-switching enhanced students' vocabulary development to some extent. Similarly, teacher B believes code-switching helps learners to deliver oral presentations with the option to resort to code-switching therefore, finds practice of code-switching helpful in that regard. However, teacher B stated that when it comes to writing competency, it might be challenging to detect and identify clues of code-switching in students' essays and other written work.

In a summary, the aforementioned remarks indicate that EFAL teachers see code-switching as a useful technique in the classroom; nonetheless, code-switching is difficult to identify in writing competencies.

### **Theme 3: Learners' English speaking and writing competencies.**

The speaking and writing English language proficiency of EFAL pupils in grade 12 is still lacking and/or limited and requires improvement in order for these learners to do better on their final examination, according to both EFAL teachers. Furthermore, both

teachers stressed that code-switching has no impact on pupils' incompetence to speak and write in English. When the responses from both teachers are combined, it can be seen that there are a number of factors that lead to learners' incompetence in writing and speaking English, including: inadequate exposure to English-language reading materials and television content; insufficient practice of the language at home and in school; a lack of native English speakers in the community; and so on. Below are the remarks of both EFAL teachers.

*Teacher A: No, it is not, what code-switching does is simply to make learners understand what they are learning by using both the L1 and L2. I think this is because of poor background of the language and lack of motivation to use the language. in terms of speaking competencies, I think what contributes is the lack of enough exposure to English language native speakers or English speakers in general as that would motivate the need to speak the language and in the case of our learners, they only get to be exposed to the English language in class and nowhere else. In writing competencies, lack of resources such as English textbooks contributes to mastering the English language therefore, code-switching plays no role in that.*

*Teacher B: No, lack of English language use among learners at school and also at home may be the chief contributor of their English language incompetency in speaking and writing competencies.*

According to the responses of both EFAL teachers, the results of this study indicate that the grade 12 learners had low competency in both speaking and writing competencies hence, teacher A resorted to code-switching as a teaching strategy at some point.

#### **Theme 4: Grade 12 learners' participation during EFAL period.**

Learner involvement during EFAL time in grade 12 is frequently reported to be low when teaching and learning EFAL in grade 12 class is performed entirely in English. The reason for the poor participation in EFAL class was reported to be due to lack of English competence, thus teacher A when learners are not actively participating in his class, he resorts to code-switching, which helps when pupils begin to participate by



giving them the opportunity to switch if they become stuck speaking English. Similarly, a study by Maluleke (2019) revealed that code-switching provides better learning outcome than an instruction in English only as teacher did not rebuke learners who inserted L1 words or phrases to finish their sentences when they got stuck when responding in English. When EFAL teachers were asked of learner participation during EFAL period, they offered the following responses:

*Teacher A: it depends on the teacher's strategy of teaching. When I am strict to teaching in English as per language policy instruction, participation is low as our learners are not confident in expressing themselves in English.*

*Teacher B: participation in grade 12 EFAL class is not satisfactory as these learners are not active during teaching and learning resulting to participation being low.*

As a result of learners' English language incompetency, particularly in terms of speaking, both teachers promote learners to practice code-switching in the classroom which heightens learner participation in EFAL classroom. In a question where they were asked of the participation when there is an allowance of code-switching in EFAL, both teachers had the following remarks:

*Teacher A: It is high, I think it is because learners have an opportunity to include their native language to respond.*

*Teacher B: I do not practice code-switching, but I can say that participation is often low in an EFAL grade 12 class as our learners are fragile in English language. as a result, I sometimes allow my learners to adopt code-switching to ask questions and clarity.*

Furthermore, they stated that the reason for allowing learners to practice switching has little to do with their own English language proficiency because they are proficient in both speaking and writing. Regarding teachers' English competency mentioned that:

*Teacher A: No, I am Competent in English, I only switch codes when I notice that my learners seem lost or confused rather.*

*Teacher B: No. I think teachers practice code-switching as a teaching strategy not because they are incompetent.*

Overall, the two teachers claimed that when an EFAL lesson is taught entirely in English, learners' participation tends to be low due to their low English proficiency; however, when code-switching is used, learners' participation is high, demonstrating the value of code-switching in EFAL classes.

### **Theme 5: Speaking English outside the classroom context.**

Teachers at Hinkhensile High School reported that learners in grade 12 do not speak English at home or outside of the classroom. When asked if they communicated in English with these pupils outside of the classroom, the two teachers replied that they do, but not enough. Regarding the latter both teachers asserted that:

*Teacher A: As little, and I feel this is impacting negatively as learners don't get to learn the language when they are outside but only during lessons and this is not adequate.*

*Teacher B: As much as I can, although I do not get feedback in English, but in Xitsonga instead.*

Moreover, it was found that the lack of desire and lack of encouragement to speak English at home stems from the fact that most of the learners' parents are illiterate and do not speak the language. When asked whether grade 12 learners speak English outside the classroom context, EFAL teachers had to say the following:

*Teacher A: No, there's no motivation for them to speak English outside the school premises. The area does not have a background of English, so it is rare to find people speaking in English.*

*Teacher B: I don't think so. When the school holds meetings with the parents, they always suggest that is conducted in their home language because they don't understand English, so that's enough proof to show that learners have no one to encourage them to speak English once they are outside the school premises.*

Overall, the results regarding speaking English outside of the classroom indicate that learners in an EFAL grade 12 class do not speak English outside of the classroom for a variety of reasons, including low motivation, parents who are illiterate, and a lack of encouragement to speak the language.

## **4.7. CLASSROOM OBSERVATION ANALYSIS**

In order to fill the gap that was left out by questionnaires and interviews, the study used qualitative approach which included third data analysis tool namely content analysis, which the researcher used to analyse data gathered through classroom observation. Qualitative approach normally aims to provide a convincing, certain, and clearer detailed information. In this study, qualitative approach aimed to reveal the prevalence of code-switching during EFAL classroom. Classroom observations seem to have answered the first objective of the study as it relates more to the aim of the study.

This study adopted classroom observation as one of the data collection methods. This is a tool that helps the researcher to find out what is going on in the surrounding environment. Similarly, in this study it helped the researcher to find out if there is prevalence of CS in an EFAL classroom or not. The aim of the classroom observation is to answer the following objective:

1. To establish the prevalence of code-switching in an EFAL Grade 12 class.

Classroom observation was carried out to EFAL Grade 12 class that consisted of forty-four (44) learners and two EFAL educators. An observation tool checklist was used to guide the classroom observation process. The researcher observed the EFAL Grade 12 class for four days, one lesson per day which was one hour long, which means four lessons worth of an hour were observed in total. During classroom observation, the researcher audio recorded the lessons and later transcribed to analyse the data using content analysis.

### **4.7.1.1 Lesson 1 Observation and discussion**

The researcher observed the Grade 12 class during the EFAL lesson. The class consisted of forty-four students with one educator in front of them. The teacher was teaching about *parts of speech* and outlined all the nine parts of speech in English namely: noun, pronoun, verb, adverb, adjective, preposition, conjunction, interjective, and article. Each part of speech was defined and provided with an example. For instance, the teacher defined a noun as a naming word that names people, places, buildings, ideas and things in general and example of a noun being a name of a person (James, for example). While the teacher was teaching, learners were so relaxed and did not ask questions for clarity. However, after the presentation of the lesson, one learner seated at the back of the classroom raised his hand and requested the

educator to translate some of the English words by the teacher during the lesson in Xitsonga as that would help them to grasp the content. For the sake of understanding, the teacher had to switch to and explain the lesson in Xitsonga, and learners then seemed to participate highly and also provided Xitsonga examples for English parts of speech. This revealed that in some instances code-switching goes together with translanguaging in order to achieve the same goal.

#### **4.7.1.2 Lesson 2 observation and discussion**

In day 2 of Grade 12 EFAL classroom observation, the educator was teaching about *The types of sentence structures in English*. The educator introduced learners to each sentence structures and provided examples. Then after the lesson presentation, the teacher requested learners to formulate English sentences using the sentences he taught them as a guide. Only one learner succeeded to come up with a complete correct sentence and the rest of the learners did not respond to the teacher. Instead, to pass time, they just looked away to show disinterest in creating sentences by themselves. Regardless, the teacher randomly asked one learner to create a sentence being using what they were taught as a guide. The learner simply responded in Xitsonga saying *Ndzi nge swi ko ti* (I cannot). However, as part of teaching and learning, the educator gave the learners homework on essay on any topic of their choice, exercising their ability to use various types of sentence structures.

#### **4.7.1.3 Lesson 3 Observation and discussion**

The educator announced to the class that it was a day for unprepared speech that contribute to their formative marks and learners screamed to show discomfort with this announcement. Unprepared speeches are not prepared for, but the teacher gave the learners topics to focus their presentation on. Learners were selected randomly; out of 44 learners that presented, only 3 learners were competent. The other learners would have irregularities such as: long pause when presenting, losing the idea of the topic, including Xitsonga words in cases they did not know English words.

#### **4.7.1.4 Lesson 4 observation and discussion**

The educator introduced to learners that they would read a literature text titled *My children my Africa*. The teacher started off by explaining the history of apartheid in South Africa so that learners could familiarise themselves with the story and what happened in South Africa before democracy in Xitsonga. Pupils seemed interested of

the apartheid history shared to them by the teacher; they were required to read and play the characters of the text so that the teacher could explain the scene of the book after the learners have read. Apparently, learners appeared to have deficiency in reading as most of them could not read a single sentence without pausing due to not knowing how to read certain words. After learners have read the entire scene, the teacher had to explain it in simple terms, and where there were complex words or sentences, the teacher would switch the code to Xitsonga so that learners understand what the text was about. Pupils appeared to enjoy the drama more when the teacher explained in their mother tongue.

#### **4.8. SUMMARY**

In all these days that were observed, it was discovered that CS is a common phenomenon during EFAL lesson in Grade 12 class at Hinkhensile High School. One teacher seems to adopt the CS phenomenon more often and the other attempts not to code switch during the EFAL class. However, at some point, the teacher is left with no other choice but to code-switch. Also, it was discovered that learners switch from English to Xitsonga when participating in class. However, there are three learners who stick to English as the medium of instruction and make it a point that they speak and write in English only. Although they fumble at some point, they do show the willingness to learn and to acquire the English language. In an instance where the educator is teaching and the learners do not understand a certain word or the entire sentence, they would request the teacher to explain in their mother tongue in order for them to understand. It was also observed that many learners feel more comfortable when the teacher keeps on switching from English to Xitsonga (their HL). As a result, this revealed that one major factor that influences the prevalence of code-switching in EFAL classroom is the lack of the ability of expressing oneself either in writing or speaking using the English language. Therefore, one would deduce that the use of code-switching in EFAL class is a normal act in rural areas-based schools.

#### **4.9. CONCLUSION**

The analysis of the findings displayed that most learners in Grade 12 class at Hinkhensile High School are not competent in speaking and writing using the English language, therefore teachers resort to the use of code-switching while teaching EFAL. Code-switching serves as a helping tool to learners to understanding the EFAL teacher better. Therefore, it can be concluded that the use of CS during EFAL lessons

positively impacts how learners understand and speak English. Since the researcher did not read learners written work, the writing competencies of learners had been revealed by teachers interviews as they have witnessed the learners written work.

## CHAPTER 5

### SUMMARY, RECOMMENDATION AND CONCLUSION

#### 5. INTRODUCTION

The study aimed to explore the impact of code-switching on English language speaking and writing competencies of Grade 12 learners at Hinkhensile High School in Limpopo province, South Africa. After the exploration of the study, there are recommendations that may assist in closing the current gap through further research.

#### 5.1. SUMMARY OF THE FINDINGS

To acquire these data, the study adopted questionnaire, semi-structured interviews and classroom observation as data collection methods. Therefore, the conclusions of the study arise from classroom observation, semi-structured interviews and questionnaires findings. Below is the summary of the findings based on the results of the study.

##### 5.1.1 Lack of exposure to English language

Hinkhensile High School is situated in a rural area that represents a disadvantaged socio-economic background. Hence, parents of these learners cannot afford to buy reading materials for their children, and they cannot afford to buy a television for learners to watch English programmes. In their research, Mncube and Fesi (2021) found that there is lack of parental involvement in rural schools due to disadvantaged socio-economic environment. Also, the school does not have a library and learners do not have EFAL textbooks and only rely on limited photocopied material. Again, Mncube and Fesi (2021) argue that South African schools, especially in rural areas, lack resources. Moreover, the government is also not doing enough to support quality and effective teaching and learning in rural schools.

##### 5.1.2 Lack of motivation of speaking English outside school context.

Learners in rural locations are often exposed to English at school only since their parents speak English poorly (Omidire, 2020). Similarly, Xitlakati population is overpopulated by illiterate people who cannot speak English. Therefore, it is quite impossible for learners to get enough exposure to the English language at home as

their parents cannot speak the language. This simultaneously revealed that there is no sufficient motivation from parents to encourage their learners to practise speaking and writing English at home. Since most learners' homes do not have television, it is difficult for learners to absorb English content that would challenge and grow their understanding of the language. This was proven by the findings through learners' questionnaires as high number of learners agreed that they do not speak English outside school context, and the only time they are exposed to the language is through EFAL lesson and it is not fully used as code-switching is often practised due to lack of proficiency in English.

### **5.1.3 English as a medium of instruction**

Oxford Dictionary (2019) defines English as a medium of instruction as an educational paradigm in which students whose first language is not English are taught and learned in English. In the school under exploration, learning and receiving instructions in English is challenging to learners, since they have limited access and exposure to English language. According to the findings of the study, through questionnaire and classroom observation, English as a subject and a medium of instruction simultaneously has been found as a conundrum to Grade 12 learners of Hinkhensile high school. Learners also expressed how English is challenging for them; they indicated that they cannot speak and write English proficiently. This shows that their English competency level is poor. It was also observed that in a situation where the EFAL teacher would present something and learners keep quiet, that would suggest for the teacher to code-switch to Xitsonga as learners would not have heard or understood the teacher.

In addition, learners' questionnaires revealed that approximately 20 learners endorse English as the primary medium of instruction, whereas 18 learners' dissent from this proposition. The varying opinions among learners about the language of instruction highlight the need to respect linguistic diversity and learner preferences in education. In the above case, translanguaging would be a solution. This approach is essential for creating inclusive and effective learning environments that meet the diverse needs and backgrounds of students.

Further, the study findings revealed that due to lack of proficiency of the LoLT, EFAL teachers adopt the use of code-switching. CS aids learners to understand lessons



better as teachers explain contents in learners' home language. Another finding from a similar study revealed a supposition that teachers teaching bilingual classroom in rural schools often opt for CS to help align language being learned (Turnbull & Dailey-O'cain, 2009). Furthermore, the study findings revealed that CS opens up a room for discussion among teachers and learners as learners get to communicate in the language they understand. In support of the latter, it is asseverated that CS may be considered as a useful strategy to stir up participation and interaction among teachers and learners in a classroom to make meaning clear (Liyanage and Canagarajah, 2019).

Again, it was found that the level of participation rises up in class when the teacher uses CS. Moreover, based on the findings, learners appeared to appreciate the use of CS during EFAL lessons. Therefore, it is understandable that learning through English is not easy for grade 12 learners and their expressions towards the language would be different if they understood it better, meaning if they were competent in speaking or writing English language. Being proficient in a language, according to Cummins (1999), is having both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS account for learners' ability to communicate without difficulty and CALP accounts for learners' skills to be successful in academics. As such, it is important for Grade 12 learners to display sufficient competency in English to achieve more than 50% in their final examination results as universities only recognise candidates such pass rate in English.

#### **5.1.4 Linguistic shaming**

According to Abeysena & Abeywicksana (2019), practices of linguistic shame and shaming pose one of the major barriers to the improvement of English language proficiency. As such, the study findings revealed that Hinkhensile High School Grade 12 learners have a tendency of teasing or shaming one another when a fellow learner attempts to respond to their EFAL teacher in target language (English). As an observer, I observed that linguistic shaming makes these learners feel unconfident and uncomfortable when expressing themselves in English. Thus, it is difficult for learners to practise English as they fear being laughed at and told that their English is what they call 'broken'. As a result of linguistic shaming, learners' English language acquisition is hindered from improving as they are not supported by fellow learners but rather demotivated.

### **5.1.5 The prevalence of CS in EFAL classroom**

According to the study's findings, code-switching is common at Hinkhensile High School's grade 12 class. This suggests that in grade 12 classroom under study, teachers and pupils engage in code-switching, or translanguaging. After conducting a classroom observation and teachers' interview, the researcher found that, as a result of the pupils' low English proficiency, CS was frequently used in teacher A's class. As a result, teacher A as well as pupils would alternate between English and Xitsonga to encourage pupils to participate and enhance understanding. Similarly, a study by Mokgwathi and Webb (2013) found that code-switching increases learners' participation and lesson comprehension in class. In other words, code-switching played a positive role in emphasising understanding of the lesson in EFAL grade 12 class than using a monolingual strategy (English-only) that often led to poor learner participation and lack of understanding of the lesson. This is corroborated by Abad (2010), who stresses the ramifications of the "English Only" strategy for education, which appears impracticable and ineffectual in nations where English is a second or foreign language. This simply indicates that the policy of using English as the only medium of instruction in schools is unfair to nations where English is a second language, such as South Africa, and should be used in conjunction with local speakers' languages to assist teaching and learning.

Moreover, the findings of this study, also revealed the positive utility of code-switching during the reading of English literature text *My Children My Africa*, when learners participated more when the teacher explained the drama in their mother-tongue in some instances. As a result, code-switching or translanguaging could be said that it is helpful in teaching and learning when practiced. On the other hand, there was a minimal of code-switching in grade 12 class when teacher B was teaching, and participation was low. This is without doubt that, it is because of the lack of English proficiency by learners. The results revealed through observation and interviews highlight that code-switching is more prevalent and helpful in the school under study.

### **5.1.6 Learners and teachers' perceptions on code-switching and its impact on speaking and writing competencies.**

This study findings revealed that learners are of the sentiment that CS helps in reinforcing understanding of complex concepts and complex sentences during EFAL lesson. Similarly, a study by Elias et al., (2022) found that learners find code-switching useful during second language lesson. Similarly, to the responses supplied by EFAL teachers in the interview, they revealed that learners find code-switching useful throughout the EFAL class because it helps them grasp the lesson and allows them to acquire new language while the teacher explains complex concepts. Moreover, according to a teacher who practices code-switching, code-switching was found to have a positive impact on learners' English speaking and writing competencies because they apply new concepts and terms learned through code-switching strategy in their writing and speaking communication, which aids in language development. On the other hand, one EFAL teacher is of the perception that code-switching helps their Grade 12 learners understand what the lesson is about, although, it seems like learners rely on this teaching method than learning to be dependent by mastering the language. Besides minor occurrences caused by code-switching, the findings outline that both teachers and learners perceive code-switching as a useful tool in an EFAL grade 12 class at Hinkhensile high school. Lastly, it can be deduced that code-switching impact English language speaking competency positively, however, it was not detected on English writing competency, therefore much cannot be said about it.

### **5.1.7. Grade 12 learners' participation during EFAL Period.**

Furthermore, in terms of learner participation in an EFAL class, both teachers stated that when a lesson is conducted strictly in English, learners' participation is often low due to learners' English language incompetency; however, when the other teacher uses code-switching in such cases, code-switching revives the class and encourages learners to participate. Furthermore, according to the answers provided by the two teachers, CS is caused by lack of English language competency, insufficient exposure to English content such as English reading materials and television viewing, a lack of parental support to use the language at home because the same parents cannot speak English, and, finally, a lack of language practice, whether in writing or speaking. As a consequence, during EFAL sessions, teacher A uses code-switching to improve comprehension of complicated statements and concepts. It is important noting that

teacher B does not practice code-switching but does enable learners to do so; nonetheless, he opposes it when it is overused since he does not want the learners to become overly reliant on it.

#### **5.1.8. Learners English speaking and writing competencies.**

Language learning competencies are expressed through communicative competence. To achieve these competencies, learners must be educated and trained in English, both written and spoken (Shobikah, 2020). In this study, grade 12 EFAL teachers through interviews revealed that grade 12 learners' English language speaking and writing competencies are fragile or inadequate, indicating that they still require adequate attention to grasp the language. Given this, teacher A uses code-switching as a teaching approach to guarantee that language does not become a barrier to learning. Importantly, teachers' interviews demonstrated that code-switching is not the cause of learners' incompetence in speaking and writing English; rather, there are elements that contribute to English language incompetency including: inadequate exposure to English-language reading materials and television content; insufficient practice of the language at home and in school; a lack of native speakers in the community.

#### **5.1.9. Conclusion**

Interviews, questionnaires and classroom observations were used to collect data for this study. The collected data were then analysed and evaluated. The analysis revealed that code-switching occurs voluntarily at Hinkhensile High School Grade 12 learners due to their lack of English language competency; therefore, teachers are obligated to switch with the sole and honest purpose of conveying meaning or/and understanding to these learners. The exploration also found that among Grade 12 EFAL learners, at least three adhere to the language policy assigned for teaching and learning (English) by responding to their EFAL educators in English. Nonetheless, the majority of learners in EFAL lessons are only at peace when the teacher switches to their HL.

Furthermore, the two EFAL teachers confessed that code-switching only helps learners grasp complex topics. Moreover, code-switching makes EFAL learning more pleasant, learners acknowledge that it diminishes or restricts their chances of getting enough exposure to the English language, which would help them improve their

speaking and writing competencies. Lastly, learners also admitted that their English language speaking and writing competencies are poor. In conclusion, code-switching has a positive influence on learners' English language speaking and writing proficiencies of Hinkhensile High School Grade 12 class. However, DBE interventions are needed immediately to support rural high schools' learners to master the English language for academic achievement.

## **5.2 Recommendations:**

Based on the findings and conclusions generated from the study, the researcher recommends the following:

- ✓ Schools based in rural areas must encourage the use of the English language both in classroom and outside the school context.
- ✓ The department of education should assign delegates that will work on ensuring that schools abide by the South African school's language policy of teaching and learning.
- ✓ Teachers should also determine whether the differences in performance across pupils are the consequence of code-switching or other learning challenges and offer instructional solutions accordingly.
- ✓ It is recommended that English should have a subordinate subject that deals with mastering better speaking and writing English language.
- ✓ Schools must encourage more of reading, writing, and speaking the English language.
- ✓ To determine why pupils, code-switch more during oral communication than during written communication, additional study is needed.
- ✓ It is recommended that teachers and learners avoid overuse of code-switching in an EFAL classroom.
- ✓ The Department of Education of South Africa should introduce programmes that will enhance learners' skills of reading, writing, and speaking English competently.
- ✓ The researchers need to determine whether additional linguistic characteristics influence code-switching during the English session in rural high school classrooms.

- ✓ English grammar books should always be readily available to all South African schools in order for teachers to use to improve learners' competency in writing and speaking English language.
- ✓ Books are not sufficient for EFAL learners especially those who have limited access to the English language. Using resources such as televisions could help teachers explain situations and lessons better by showing the learners perhaps a video or educational programmes.
- ✓ Further research is needed to explore how these strategies can be effectively implemented in diverse rural educational contexts to support bilingual learners' English language development.

#### **5.2.1 Recommendations for future research:**

- ✓ Similar research can be undertaken to figure out how code-switching can affect the mastering of English language skills compulsory for a learner to master in order to be proficient in English, such as listening, reading, writing and speaking in South African rural schools.

### **5.3. CONTRIBUTIONS OF THE STUDY**

This research provides significant insights into the impact of code-switching on English speaking and writing competencies among Grade 12 rural high school learners, who require a 50% pass rate for university entrance. By examining the role of code-switching in this context, the study reveals its dual impact: while it serves as an essential tool for aiding comprehension and facilitating communication in classrooms with limited English proficiency, it can also impede the development of English language skills crucial for achieving the required academic standards. The findings underscore that, although code-switching helps learners grasp complex concepts and engage with the material, it simultaneously restricts their exposure to English, which is essential for improving speaking and writing competencies. This research highlights the urgent need for tailored pedagogical strategies and interventions that balance the immediate benefits of code-switching with the necessity of enhancing English

proficiency to meet academic requirements and support university entrance aspirations among rural high school learners.

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## APPENDICES

### 7.1 TREC CERTIFICATE: APPENDIX A



**University of Limpopo**  
Department of Research Administration and Development  
Private Bag X1106, Sovenga, 0727, South Africa  
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: tukiso.sewapa@ul.ac.za

**TURFLOOP RESEARCH ETHICS COMMITTEE**  
**ETHICS CLEARANCE CERTIFICATE**

**MEETING:** 26 SEPTEMBER 2023

**PROJECT NUMBER:** TREC/1569/2023: PG

**PROJECT:**

**Title:** Exploring the impact of code switching on English writing and speaking competency: The case of Grade 12 learners' class at Hinkhensile High School, Limpopo province, South Africa  
**Researcher:** T Mokgalaka  
**Supervisor:** Dr TJ Kekana  
**Co-Supervisor/s:** N/A  
**School:** Languages and Communication Studies  
**Degree:** Masters in English Studies

**PROF D MAPOSA**  
**CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE**

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

**Note:**

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

## 7.2 Appendix B: Letter to the school principal

P. O. Box 640  
Giyani  
0826  
28 June 2023

Hinkhensile High School  
P. O. Box 3712  
Giyani  
0826

**Dear: Principal**

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

My name is Mokgalaka Trust, a registered Masters student at the University of Limpopo, in the school of Languages and Communication Studies. I am writing to request permission to kindly collect data for my Research Study titled '**Exploring the impact of code-switching on English writing and speaking competencies: The case of Grade 12 learners' classroom at Hinkhensile High School.**'

Should you require further information, please do refer to the following contacts:

Trust Mokgalaka (Researcher): 0734249960

Dr Kekana TJ (Supervisor): [tebogo.kekana@ul.ac.za](mailto:tebogo.kekana@ul.ac.za)

Your approval will be greatly appreciated.

Yours sincerely,

.....

Mr. Mokgalaka Trust

**7.3. Appendix C: Letter to the English teacher**

P. O. Box 640  
Giyani  
0826  
28 June 2023

Hinkhensile High School  
P. O. Box 3712  
Giyani  
0826

**Dear: Teacher**

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

My name is Mokgalaka Trust, a registered Masters student at the University of Limpopo, in the school of Languages and Communication Studies. I am writing to request permission to kindly collect data for my Research Study titled **‘Exploring the impact of code-switching on English writing and speaking competencies: The case of Grade 12 learners’ classroom at Hinkhensile High School.’**

Should you require further information, please do refer to the following contacts:

Trust Mokgalaka (Researcher): 0734249960

Dr Kekana TJ (Supervisor): [tebogo.kekana@ul.ac.za](mailto:tebogo.kekana@ul.ac.za)

Your approval will be greatly appreciated.

Yours sincerely,

.....

Mr. Mokgalaka Trust

#### 7.4. Appendix D: Consent form for the English teacher

##### CONSENT FORM

I \_\_\_\_\_ hereby agree to participate in a Masters Study titled **‘Exploring the impact of code-switching on English writing and speaking competencies: The case of Grade 12 learners’ classroom at Hinkhensile High School.’**

The purpose of the study was thoroughly described to me, and I understand that my participation in this study is entirely voluntary and that I am not being forced to participate. I also accept that the information acquired during this survey will be used solely for the purposes of the study. I've been told that my privacy and confidentiality would be upheld. There will be no repercussions if I opt to withdraw from the research.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

## 7.5. Appendix E: Consent form for the learners

### CONSENT FORM

I \_\_\_\_\_ hereby agree to participate in a Masters Study titled **‘Exploring the impact of code-switching on English writing and speaking competencies: The case of Grade 12 learners’ classroom at Hinkhensile High School.’**

The purpose of the study was thoroughly described to me, and I understand that my participation in this study is entirely voluntary and that I am not being forced to participate. I also accept that the information acquired during this survey will be used solely for the purposes of the study. I've been told that my privacy and confidentiality would be upheld. There will be no repercussions if I opt to withdraw from the research.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

## 7.6 Appendix F: Semi-structured interviews for Teachers.

1. Do you practice code-switching during English FAL period? If so, elaborate.

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2. Do you allow learners to practice code-switching during EFAL period? Support your answer.

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---

3. Do grade 12 learners understand you better when you explain some English concepts in Xitsonga?

---

---

---

4. Do you find code-switching useful to learners in as far as English writing and speaking competency is concerned? Elaborate.

---

---

---

5. How is your learners' English language speaking and writing competencies?

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---

---

6. Is code-switching one of the reasons that contribute to learners' English language incompetency in terms of speaking and writing competencies?

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---

7. How is learner participation during EFAL period?

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---

---

8. What is the cause of this low participation as said in question 5?

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---

---

9. Is Learner participation in class high or low when you practice code-switching? substantiate.

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---

---

10. Is the practice of code-switching in class due to lack of English competency or other reasons? If there are reasons, please highlight them.

---

---

---

11. Do you think the practice of code-switching during English FAL lesson may be due to teacher language incompetency? Please substantiate.

---

---

---

12. Do you allow grade 12 learners to express themselves in Xitsonga when speaking and writing during English FAL lessons?

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13. How much English do you speak with your learners outside the classroom?

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14. Do your learners speak English outside classroom or at home? If not, provide the reason.

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## 7.7 Questionnaire table for Learners.

Figure 4.18

S/N	Questions	Agree	Disagree	Not Sure
1.	My English teacher pay attention to grammar when marking assessments?			
2.	My English teacher switch from English language to Xitsonga home language			
3.	I respond to English questions in Xitsonga due to lack of sufficient language ability.			
4.	I have no problem when a teacher switch from English to Xitsonga to clarify meaning.			
5.	The school should strictly use English as a medium of instruction in class.			
6.	The Groot Letaba education system is effective in assisting learners to be competent in English.			
7.	I am proficient in writing and speaking English language.			
8.	I speak English outside the school context.			



9.	I find code-switching useful in English FAL class.			
10.	I understand the English subject content more when the teacher switch to Xitsonga.			

### 7.8. Observation tool for grade 12 class template.

**FIGURE 4.19.**

Observation checklist:

Classroom Observation Checklist Class Observed: Grade 12 EFAL AT Hinkhensile high

Number of learners and teachers Present: forty-four learners and one EFAL teacher.

Date:

Observer: Mokgalaka T student: 201707948

The use of code-switching in English classrooms Instructions: As you watch the lesson, listen for utterances by the teacher that are in the students' " first language". What is the teacher doing through the utterances? Check function and tick (✓).

UTTERANCES	TICK (✓)
1. Reinforces the lesson by explaining through code-switching.	
2. Explain or summarise lesson items.	
3. Expand on content (Provide background information to make lessons comprehensible.)	
4. Comment on language learning (Comment on language or language learning in general.)	
5. Expand on content (Provide background information to make lessons comprehensible.)	