

**THE IMPACT OF CODE-SWITCHING IN GRADE 11 LEARNER'S LONGER
TRANSACTIONAL TEXT WRITING IN ENGLISH FIRST ADDITIONAL LANGUAGE
CLASSROOM AT A SECONDARY IN DZINDI CIRCUIT, VHEMBE EAST DISTRICT,
LIMPOPO PROVINCE, SOUTH AFRICA**

BY

MULAUDZI ROLINDWA

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DEPARTMENT OF LANGUAGE EDUCATION

SUPERVISOR: PROF MOTLHAKA HA


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DECLARATION

I, MULAUDZI ROLINDWA, hereby declare that this dissertation titled “**The impact of code-switching in Grade 11 learners’ longer transactional text writing in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo province, South Africa**” submitted in accordance with the requirements for the Master of Education in Language Education degree at the University of Limpopo, is my own original work and has not previously been submitted for degree or examination to any other institution of higher learning. All the sources that I have cited or quoted in this dissertation have been duly acknowledged in the list of references.

Student signature:  _____

Date: 06 March 2025

Supervisor signature:  _____

Date: 06 March 2025

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- My little princess Mathye Keitumetse Ontondaho for the purpose and faith she gave me of dreaming bigger to become her role model.
- All my family members and friends, who contributed through many ways towards the completion of this study. Thank you for your support.
- Above all, I thank the God of Mount Zion for his wonderful mercies, protection, strength and wisdom that I have been able to complete this dissertation.

DEDICATION

This dissertation is dedicated to the following people:

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- My beloved husband, Mathye Dingaane, for unconditional love, support, and encouragement through thick and thin.
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LIST OF ABBREVIATION

EFAL- English First Additional Language

L1- First Language

L2- Second Language

CS- Code-Switching

MT- Mother Tongue

EFL- English as a Foreign Language

LEP- Limited English Proficiency

ZPD- Zone of Proximal Development

FET- Further Education and Training

CAPS- Curriculum Assessment Policy Statement

LoLT- Language of Learning and Teaching

TREC- University of Limpopo Research and Ethics Committee

ABSTRACT

The study aimed at investigating the impact of code-switching in Grade 11 learners' longer transactional text writing in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa. The study used qualitative research approach, qualitative case study research design, purposive and convenient sampling method to sample 14 Grade 11 learners and two Grade 11 English First Additional Language teachers due to their experiences of teaching English formal letter. Semi-structured interview, class observation, and document analysis were used to collect data and thematic analysis approach used to analyze data. The study found that contextual learner-related factors such as, poor language proficiency, lack of vocabulary, lack of translation strategies, environmental factors such as poor facilities with no libraries, limited exposure to English materials and lack of parental attention, as well as lack of background knowledge and lack of confidence influence the use of code-switching which affect the learners writing skills and their academic performance negatively. The findings also revealed that the use of code-switching during the teaching and learning of formal letter writing impact learners positively because it enhances active participation, builds language acquisition, vocabulary, and improve their performance, as well as scaffold them to comprehend the lesson. However, the findings reveal that code-switching hinders learners' acquisition of English words which result in learners' lack of vocabulary and poor quality of English language. This study recommends that teachers should encourage and support learners to improve their language skills through the formation of reading clubs, writing spelling bee, debating, puzzle games, class discussions, role plays etc.

Keywords: Code-switching, formal letter, scaffolding, anxiety, avoidance, L2 writing

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CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY

1. Introduction and Background

Writing is a language skill people use in expressing their thoughts, ideas, and attitudes despite being a difficult skill for both native and nonnative speakers as they must regard multiple issues in their writing such as purpose, audience, content, organization, vocabulary, spelling, punctuation, and capitalization (Mohammad, Al-Mofti & Hussein, 2020). This means that writing is a complex process which requires the mastery of grammatical devices, conceptual thinking, and judgmental elements (Byrne, 1993; Heaton, 1990). Most importantly, research shows that one of the difficulties of L2 writing is that learners have some mastery in first language writing because there has been a view that once learners have the ability to write in their first language, they will automatically transfer such ability to L2 writing (Kereni, 2004). The difficulties involve issues related to starting to write, mechanics of writing, organizing and expanding ideas, grammar, using the appropriate vocabulary and writing a strong conclusion. Thus, teachers code-switch for learners to easily understand the concepts being taught despite English First Additional Language being used as a medium of instruction across the school curriculum in Grade 11.

In this regard, code-switching helps the teacher or a learner to switch from the English language to his/her native language when interacting with others during the teaching and learning process. Budjana and Ficayuma (2022) note that the internal elements that cause code-switching to occur when teaching English to secondary school learners are the teacher's experience, attitude, and translation method. This suggests that teachers know and understand the cognitive levels of their learners and how well they can comprehend the lessons taught. This is supported by Adriane (2021) who argues that the reasons for teachers and learners to code-switch are to explain topics that are complex, to build rapport, avoid misunderstandings, fill the gaps in conversation, to clarify given instructions, and to suit language incompetency. In other words, teachers code-switch to scaffold the gap between the learners' ability to learn English and their ability to comprehend what is being taught. However, the researcher observes that the use of code-switching hinders learners' ability to improve their English First Additional Language

writing proficiency in particular formal letters they are basically hesitant to write since writing in English is a difficult task by itself. The researcher's observation is supported by Paramesvaran and Lim (2018) who found that code-switching practices may provide limited opportunities for learners to improve their target language because it becomes hard for them to be actively involved in the classroom activities such as debates, answering posed questions, group discussions, and generally interacting with their classmates. In other words, learners with poor level of English ability find it hard to enhance their English writing ability because the use of code-switching hinders their ability to improve their level of English proficiency. Therefore, this study intends to explore the impact of code-switching in Grade 11 learners' formal letter in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa.

2. RESEARCH PROBLEM

The researcher observed that Grade 11 learners at a rural secondary school where she teaches have challenges in writing formal letters due to inadequate English First Additional Language vocabulary because they use both English and Tshivenda Home Language when writing EFAL formal letters. The researcher realized that this problem is caused by EFAL teachers in Grade 10 who teach learners how to write formal letter through codeswitching. Some of the learners prefer to use their mother tongue exclusively or in combination with English to aid in their learning and comprehension of the lesson due to linguistic incompetence or a lack of language ability. In other words, code-switching or the simultaneous use of multiple languages, has been proposed as a method for teachers and learners to bridge the linguistics divide (Kamal & Ramly, 2022). However, the use of code-switching has a negative impact on the overall performance of Grade 11 learners because paper 3 weighs 60 marks of the overall performance of learners. This suggests that code-switching usage could affect the quality of L2 input because, when teachers use both Tshivenda and English language in EFAL classrooms, learners would not get the full EFAL content compared to when teachers use only English language. The observation of the researcher is supported by Aljoundi (2013) and Mokgwathi and Webb (2013) who found that the use of code-switching in EFAL classrooms could result to deficiency in English language proficiency and learners' confidence in speaking English

would also deteriorate which affects the overall performance of learners. Therefore, this study intends to explore the impact of code-switching in Grade 11 learners' formal letters in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa.

3. LITERATURE REVIEW

3.1. Lack vocabulary in writing

Vocabulary mastery has effects and relationships with writing ability; wherein learners who have high level of mastery in vocabulary may learn and practice to write English well (Muslikh, 2014). This means that vocabulary is a core component of language proficiency and provides the basis for how learners speak, listen, read and write. The ability to write effectively hinges upon having an adequate vocabulary even more than does the ability to read. The lack of vocabulary is becoming increasingly evident among EFAL learners (Sabah & Nesrine, 2022). Most learners are unable to write down their ideas; because they have poor vocabulary mastery, which becomes a barrier, as they want to express themselves in writing. Therefore, lack of adequate vocabulary knowledge is a serious obstacle for learners when it comes to writing. Indeed, vocabulary is one of the most important features that determine the writing quality, and lack of vocabulary contributes to writing difficulty for foreign language learners.

3.2. The positive effects of code-switching

Kamal and Ramly (2022) state that due to linguistic incompetence or a lack of language ability, some learners use their mother tongue exclusively or in combination with their first additional language in the language class to aid their learning and comprehension of lessons. Learners who lack language ability find code-switching to be a solution to comprehend longer transactional texts since they cannot do so by using the target language. Paramesvaran and Lim (2018) found that the practice of code-switching during English lessons encourages learners to participate actively during lessons. In other words, when the teacher allows code-switching in an English classroom, every learner is given the opportunity to participate because they find their native language easier than the target language. That is, learners might be able to actively participate in verbal and written tasks because their teacher would have explained the lesson in ways best

understood by all. Furthermore, Nguyen et al. (2022) indicate that in language teaching and learning, code-switching brings in many pedagogical benefits that include accelerating the learners' confidence, increasing their access to content, and improving their participation, and engagement. In addition, Tati et al. (2020) assert that code-switching increased the learners' confidence when communicating the messages and facilitating their interaction in their native language. Therefore, code-switching in an English classroom facilitates learning since most learners would comprehend what is explained in Tshivenda Home Language.

3.3. Negative effects of code-switching

Paramesvaran and Lim (2018) state that the code-switching practices might provide limited chances for learners to improve English as their target language. When learners are frequently exposed to code-switching during lessons, they might become excessively dependent on translations. In this respect, such learners become suppressed to speak the target language. Nurhamidah et al. (2018) assert that overusing code-switching might affect the learner optimization of using English. Therefore, learners who overuse code-switching might feel overwhelmed when it comes to communicating with learners who frequently use the English language in class instead of their native language. Adriane (2021) also observes that code-switching makes learners lazy about their use of the target language. Nurhamidah et al. (2018) also believe that the use of the native language in the classroom is a symbol of laziness, lack of competency, sloppiness, and any other weaknesses during the teaching and learning process.

4. ROLE OF THEORY IN THE STUDY

This study was underpinned by the social constructivism theory. Vygotsky (1978) argued that language is the main tool that promotes thinking, develops reasoning, and supports cultural activities such as speaking, reading, and writing. This theory is relevant to this study because effective teaching and learning are dependent primarily on interpersonal contact and interaction, with a particular emphasis on the learners' perception of the problem using EFAL in writing formal letters. This suggests that the natural flow of speech is used by teachers to develop and encourage conversation in the classroom, as is the case with learners who learn primarily through interactions with their peers and teachers. According to Vygotsky (1978), social constructivism is a variety of cognitive construction

that emphasizes the collaborative nature of learning under the guidance of a facilitator in collaboration with other learners. This theory is appropriate for this study because it requires a teacher to be a facilitator with a focus to helping learners to be actively involved in their learning through the use EFAL. Thus, learners can formulate meaningful connections among prior knowledge, new knowledge, and the processes involved in learning in determining the impact of code-switching in learning how to write formal letters. That is, social constructivism can inform teaching and learning with groups or the whole class where the teacher has the task of engaging to the class as a group of learners, as well as engaging to the individual learners' ZPD (Armstrong, 2019). The researcher chose this theory because it focuses on promoting social and communication skills by producing a classroom environment that emphasizes the collaboration and exchange of ideas. Therefore, this study explored the impact of code-switching in Grade 11 learners' formal letters in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa.

5. PURPOSE OF THE STUDY

This study aims to explore the impact of code-switching in Grade 11 learners' formal letters in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa.

5.1. RESEARCH QUESTIONS

- What are the impacts on of code-switching during the teaching and learning of English formal letter?
- How does code-switching affect learners' EFAL writing proficiency?
- How does code-switching improve teaching and learning?

6. RESEARCH METHODOLOGY

6.1. Research approach

This study used qualitative a research approach. Qualitative research approach is defined as a form of social responsive action that stresses on how people interpret and make sense of their experiences to understand the social reality of individuals in order to gain a deeper understanding of the surrounding circumstance (Muzari et al., 2022). The qualitative research approach was used to gain an understanding of the underlying

reasons, motivations, and to uncover trends in thought and opinions, and dive deeper into the stated problem.

6.2. Research design

This study adopted intrinsic case study research design. Intrinsic case study is used when a qualitative case study can be composed to illustrate a unique case, a case that has unusual interest in and of itself and needs to be described and detailed (McCabe, 2018). The researcher agrees with McCabe, because intrinsic case study assisted the researcher to gain a better understanding of the issue, which interacts with Grade 11 learners in exploring the impact of code-switching in writing formal letters in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa. This study gave the participants the opportunity to express their realities and address their experiences regarding the impact of code-switching in Grade 11 learners' formal letters in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa.

6.3. Research paradigm

This study used an interpretivist paradigm. Interpretivist refers to approaches that emphasize the significance of people's personalities and participation in social and cultural life (Pervin & Mokhtar, 2022). The chosen paradigm helps to gain a rich understanding of reality (the participant's views of the world) by obtaining and understanding participants' social constructions (voices, activities, beliefs, and impact of code-switching in Grade 11 learners' formal letters in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa.

6.4. Population and Sampling

6.4.1. Population

Population refers to the set or group of all the units on which the findings of the research are to be applied (Satishprakash, 2020). Furthermore, the population is a set of all the units that possess variable characteristics under study and for which findings of research can be generalized. The population of this study consisted of 68 Grade 11 learners and two English First Additional Language teachers at a selected rural public secondary school in Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa.

6.4.2. Sampling

Sampling is defined as a procedure to select a sample from an individual or from a large group of the population for a certain kind of research purpose (Bhardwaj, 2019). This study employed convenience sampling. Convenience sampling technique is defined as a sampling technique that makes no preference of identifying a representative subset of a population rather participants are included based on their willingness (Guzeldere & Ocak, 2019). This study conveniently sampled 12 learners aged fifteen to eighteen years and two EFAL teachers because they are readily available at the selected school. In order to explore the impact of code-switching during the EFAL lessons in the classroom, learners were given a writing task for a formal letter out of 20 marks. Among the sampled learners, four learners were those who score between 16-20 marks), four average learners (those who score between 12-15 marks) and the other four learners were considered to be below average (those who score less than 12).

6.5. Data collection

Collection of data in this study was based on observations, semi-structured interviews and document analysis (formal letters).

6.5.1. Non-participant Observation

The researcher conducted an EFAL classroom observation during the writing lesson using an observation sheet. The researcher used non-participant observation as it assisted to observe and record behavior as it occurs in its natural setting. Non-participant observation is defined as an observation where the observer does not interact directly with the object of observation and not involved in the situation to be studied (Maulida, 2023). The role of the researcher as an observer is to notice, witness, and record events taking place in the classroom to make sense of the world from the perspective of those being observed regarding the use of code-switching (Robyn, 2014). The researcher's focus was on the followings: the reasons of employing code-switching, positive and negative impacts of employing code-switching, challenges of not employing code-switching, and writing proficiency.

6.5.2. Semi-structured interviews

The research used the semi-structured interview method which helps the researcher to narrow down the area of information or topics that might be interesting to find out when

listening to the participants responses. Naz et al. (2022) define a semi-structured interview as an interview that the questions are pre-planned, but the order is decided on the fly, based on how the conversation goes. The semi-structured interview was consist of different questions that assist in determining the impact of code-switching in formal letter writing. The researcher developed a semi-structured interview schedule for sampled participants who are 10 learners and two teachers.

6.5.3. Document analysis

DalGLISH et al. (2020) define document analysis as a systematic procedure for reviewing or evaluating documents, which can be used to provide context, generate questions, supplement other types of research data, track change over time and corroborate other sources. Document analysis helps the researcher to answer research questions. The researcher will analyse and determine learners' writing proficiency by marking their formal letter of the following question "*Bullying seems to be prevalent everywhere. At schools most learners are being bullied by their mates which affect their studies and their future. Write a letter to the principal of your school addressing the issue of bullying by expressing your views on this matter.*" The researcher was focusing on components of a formal letter: Date, Person or company you are sending the letter to, Complimentary close, Your address, Statement of who is writing and the purpose of the letter, Salutation, Giving and asking further information, Address of the recipient of the letter.

6.6. Data analysis

Dawit (2020) defines data analysis as a changing of the collected raw data into meaningful facts and ideas to be understood either qualitatively or quantitatively. This study used the inductive thematic data analysis approach to analyze, identify, and report patterns or themes within data since it is concerned with attempting to understand the participants' lived experiences (Nowell, Norris, White & Moules, 2017). The researcher familiarised herself with data, assign preliminary codes to data in order to describe the content, identify common patterns or themes that come up repeatedly from the semi-structured interview and data observation, and review themes, ready for write up. In other words, the researcher began with an area of study and allow the theory to emerge from the data wherein themes were derived from the transcribed semi-structured interviews and data observation.

6.7. Quality criteria

Quality criteria was achieved through the following aspects; credibility, transferability, dependability, and confirmability.

6.7.1. Credibility

Credibility establishes whether the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Korstjens & Moser, 2018). The researcher applied the prolonged engagement strategy for long-lasting engagement in the field with her participants to ensure credibility. This included the persistent observation to identify the behavioural characteristics that will be exhibited by the participants.

6.7.2. Transferability

Transferability is the degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents (Sim, Saunders, Waterfield & Kingstone, 2018). The researcher provided a rich account of the descriptive data, the circumstances in which the research was followed through, its sampling, setting, and the sample size, and the interview procedures and topic, including an excerpt from the interview guide to ensure the transferability of this study.

6.7.3. Dependability

Dependability involves participants' evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study (Yadav, 2022). The audit trail strategy was used transparently to illustrate the research procedures from the beginning of the research project to the buildout and reporting of the findings. Information of the entire research pathway was retained intact throughout the study to ensure dependability.

6.7.4. Confirmability

Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data (Hays & McKibben, 2021). The audit trail strategy was used to ensure confirmability. The researcher issued a complete settle of records on the resolutions made during the research process, materials adopted, reflective thoughts, sampling, information about the data management, and the emergence of the findings.

7. SIGNIFICANCE OF THE STUDY

This study will provide teaching strategies that can be best translated to educational programmes in the teaching of writing that influence the success for learners in the Further Education and Training Phase. It may also enable EFAL teachers, policy makers and curriculum designers to make informed decisions, through greater understanding of how to improve learners' writing. In addition, this study may also contribute to the knowledge needed to prepare learners to meet the high expectations of academic writing in higher education and could lead to efficient preparation of lecturers at the undergraduate level to have a greater understanding of the instructional factors and writing interventions that contribute to the development of writing skills for learners.

8. ETHICAL CONSIDERATIONS

It is essential to consider the fundamentals of ethical research including the human participants. The safety of the participants through the solicitation of suitable ethical fundamentals is significant in any research study.

8.1. Permission to conduct the study

The researcher obtained ethical clearance from the University of Limpopo's Research and Ethics Committee (TREC) to conduct the study. The researcher also obtained permission to conduct the study from the District Director, circuit manager at Dzindi Circuit, the principal of the selected school, the parents, and learners. This served as the permission to conduct the research using learners as the participants.

8.2. Informed consent and voluntary participation

Informed consent refers to consent from the participants that verify that they understand their rights and that participation in the study is voluntary (Tracy, 2013). The consent form was handed out to all the participants for them to go through it and understand what is being asked of them. Having made sure that all the prospective participants understand the consent form's contents, the researcher asked them to complete and sign it before the data collection resume.

8.3. Confidentiality and anonymity

Confidentiality and anonymity ensure the separation of data from identifiable individuals and storing the code linking data to individuals securely (Lancaster, 2017). Pseudonyms were used to protect the participants' real identity.

8.4. Protection from harm

Fleming and Zegwaard (2018) note that the risk of participants being harmed is considered as the potential aspect wherein participants in a research project may be exposed to. The researcher ensured that all participants are protected from any physical harm, losing resources, emotional or their dignity. To ensure that participants are assisted during the time of emotional challenges such as distress and anxiety, the researcher stopped the interview and refer the participant to the counsellor available in the school premises and if the participant feels comfortable to continue after counselling session, then the interview will resume.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The previous chapter presented the background knowledge of the study, its importance and what encouraged the researcher to conduct this study, as well as the research problem. The purpose of this chapter is to present empirical literature on the impact of code-switching during the teaching and learning of letters to Grade 10 EFAL learners to obtain detailed knowledge and understand different views and studies worked by various scholars based on code-switching effects towards learners' language proficiency.

2.2 LITERATURE REVIEW

Miseliunaite et al. (2022) define literature review as a systematic method that is used to examine the literature by employing predetermined selection criteria to select the most relevant scientific articles. Within this in mind, Mauer and Venecek (2022) contend that a literature review provides your audience with an overview of the available research about your area(s) of study, including the literary work, your theory, and methodology which demonstrates how these scholarly discussions have changed over time. A review of literature related to this research study is of critical importance, as it provides a relevant context within which the researcher can develop her argument regarding the research under investigation. This section presents literature related to definition of code-switching (CS), factors influencing CS in written discourse among learners and the impact of CS on English Language performance of learners.

2.2.1. Definition of Code-switching (CS)

Code-switching refers to alternations of linguistic varieties within the same conversation (Myers-Scotton, 1993). Code-switching is the use of different languages to deliver the message, it can be within the same sentence or using an alternative language instead of using the medium of instruction language in a context. This is a situation whereby an English FAL teacher uses the language, which is the medium of instruction but, for some reason, the teacher ends up using English and learners' native language to deliver the lesson.

2.2.2. Factors Influencing CS in Written Discourse among Learners

2.2.2.1. Lack of vocabulary in writing

Imanova (2017) states that language teachers can switch their language, particularly in grammar instruction, to keep learner's attention on the grammatical rules. Some words sound the same, some are written the same, but their meanings are different, and these words confuse learners, that is why teachers have to maintain learners' attention and they achieve that through code-switching. Furthermore, Abdullah (2020) indicated that code-switching is used to facilitate target language learning and to serve some pedagogical purposes such as providing equivalence of unknown vocabulary and reiteration of ideas to ensure comprehension. When the teacher knows his/her learner's language proficiency, the teacher will code-switch for the lesson to be effective and fruitful because there is no point in conducting a lesson that learners fail to comprehend. Mutindi et al. (2020) mention that inadequacy of vocabulary and lack of appropriate registers seem to be other reasons for engaging in codeswitching in the English classroom. Poor vocabulary hinders learners from comprehending the longer transactional text and it makes it difficult for the learners to perform productively that is why some learners use code-switching to easily comprehend the lesson to enhance their performance.

Hengyi (2018) mentions that when certain concepts in one language are not available in the other, they mix two languages to increase search accuracy and coverage, and at the same time avoid unnecessary misunderstanding and loss of intended meaning. Thus, a lack of vocabulary causes learners to code-switch languages since they will fail to find a suitable word to use in a targeted language. For instance, during learning of longer transactional text, if a teacher poses a question and a learner fails to express his/her idea, he/she ends up code-switching language to answer the posed question. Further, Hengyi believes that learners find difficulties in choosing appropriate words in the target language for specific topics and choose to code-switch when they are not equally competent in the two languages (lack of registrar competence and referential function). Al-Qaysi (2018) postulates that code-switching helps in emphasizing a particular point, expressing a concept that lacks an equivalence in the target language, and substituting a word with an unknown one in the target language. Therefore, during learning of formal letter, there are some words that learners may find hard to explain using the target language because of

their poor vocabulary and therefore, they end up using code-switching to express certain concepts and find another word to replace such words. Bayucan and Costales (2023) opine that bilingual, or multilingual speakers frequently code-switch when they are unable to locate the right terminology or word(s) from the L2 lexicon to match the word(s) of their original language L1. In other words, this means that they lack the ease way to transmit messages in the target language thus they resort to code-switching. Nonetheless, there are some rarely used terminology to explain specific situations, and learners with poor or low vocabulary find it hard to use the right terminology in the explanation of English specific word(s) therefore, learners end up employing code-switching to avoid stuttering or ending conversation unfinished.

2.2.2.2. Direct quote

Chonge (2018) opines that code-switching only enhances understanding as the learners get to know what the teacher is teaching and understand it much better, but it reflects positively on written essays when things such as direct insertions are used to improve the richness of the essays. While learning of English language, the use of code-switching helps learners to understand and comprehend the lesson effectively hence, some learners when writing English letters, they employ code-switching by using quotation marks which don't necessarily hinder their message since quotation shows richness and understanding of language rules.

People have to switch codes while quoting another person (Sheetekela, 2019). During English lessons, when you want to quote someone's words that were said in a native language, you are forced to code-switch. Furthermore, Al Chal (2022) concurs with Sheetekela (2019) who found that that people code-switch in order to quote someone else, or the switching serves as a reported speech. Code-switching is used to distinguish direct quotations from reported speech. A direct quote allows the person to take exactly what is being said without changing or adding any other words (Jamal & Rahman, 2019). In some situations, a person can say something using their native language therefore, when quoting such a person's words, you are forced to code-switch from the target language (English) to the used native language. Theresia and Barli, (2021) concede that learners use quotations to quote an article that is used in French to differentiate nouns

that indicate masculine and feminine articles. Moreover, when learners are writing longer transactional text, they tend to achieve more marks by quoting someone's motivation, idioms and proverbs which helps to convey the message. Thus, by doing that learners' are forced to quote exact motivation, idioms, and proverb no matter the language used, that is where code-switching occurs.

2.2.2.3. Lack of equivalent

Marjie and Duah (2019) found that when quizzed on why learners use code-switching in written communication, only 8% of the respondents indicated that it was because of a "lack of equivalents" in the language of communication. If learners lack equivalents, they resort to code-switching to avoid passively ignorance of their ideas and opinions, therefore, code-switching helps to express their ideas and opinions. Abdullah (2020) indicated that code-switching is used to facilitate target language learning and to serve some pedagogical purposes such as providing equivalence of unknown vocabulary and reiteration of ideas to ensure comprehension. During the writing of longer transactional text if learners have inadequate vocabulary they tend to code-switch as a means of providing the equivalence of the specific word. Learners seem to use more Vietnamese in EFL classes for writing skills because of their limited vocabulary source (Le, 2022). When writing English longer transactional text learners resort to switching languages and using their native language because they don't know a specific word in English thus, they find switching to their native language as a way of expressing their ideas in a meaningful way.

Slávka (2020) found that when learners find it difficult to make use of a word that is new to them, they tended to code-switch by the use of alternation. With that being said, there are some learners with poor English background which causes poor vocabulary and Limited English Proficiency, and to them poor vocabulary hinders progress. Therefore, when learners are experiencing lack of vocabulary when writing longer transactional text, they tend to switch languages for them to complete their writings. The learner makes use of the native equivalent of a particular lexical item in the target language, and they code-switches to the native tongue to fill up the gap of inadequate vocabulary (Papaja & Wysocka-Narewska, 2020). In addition, code-switching scaffold learners who experience

poor vocabulary or limited English proficiency by building their vocabulary and acquiring more English knowledge. Thus, learners use native words to substitute the difficult English words that they are unable to write to avoid writing meaningless sentence. Further, the learner uses the native lexical item when he or she does not have the competence to use the target language equivalent for a particular lexical item. Learners code-switch to L1 when the equivalent of L2 item is unknown. This process can be attributed to incomplete knowledge of the target language lexicon (Hussein et al., 2020). One can say native language makes it easy for learners to write correct answer and perform well because they understand it more than the target language. However, code-switching to native language during task completion is a sign of limited English proficiency, when learners are constructing a sentence and lack of proper word choice, they can write a meaningless sentence with no logic and for them to avoid such, where they find it difficult to write in English language they resort to native language which helps them to avoid not writing anything because they are lacking English proficiency.

2.2.2.4. Problematic sentence structure

Ong and Zhang (2018) state that learners made significant gains in lexical retention-retrieval - a key aspect of vocabulary acquisition, through the use of codeswitched. The use of code-switching in the classroom helps learners to best describe the knowledge that they have about the words in the English language and analyze the meaning of words within sentences. Code-switching minimizes learners' ambiguity in comprehending what is instructed to them (Syed Kaleem et al., 2022). In addition, in the English language, there are homophonic words that can cause ambiguity in learners' comprehension process of the lesson. Thus, code-switching helps learners to have a clear understanding and comprehension of the lesson.

The study further revealed that there is a high level of morphologic and semantical influence of code-switching and code-mixing on written essays of learners in secondary schools, borrowing of lexical items was found to be common among learners (Chonge, 2018). If learners are not well grounded with lexical language rules and use, they will find it hard to construct a meaningful sentence or paragraph which is why they end up switching languages to avoid hiding their failure to proper lexical language use. Dykes

(2017) states that referential switching is motivated by a lack of linguistic knowledge, lexical gaps, or fluency deficiency. Some learners do not have a strong grammar foundation which results in a lack of linguistic knowledge and motivates learners to employ code-switching during the learning process. Code-switching helps learners to understand new vocabulary, and grammatical rules (Husseini et al., 2020). When learners are writing their exam or task, there are some grammatical rules and vocabulary that confuses them which might result in them not performing thus, they end up code-switching so that they perform well on their tasks.

2.2.3. The Impact of CS on English Language Performance of Learners

Noorlinda and Sheema (2018) mention that a learner who is sure that the instruction in a foreign language will be followed by a native language translation may lose interest in listening to the former instruction which will have negative academic consequences as the learner exposed to foreign language discourse limitedly. More code-switching is employed during learning of English FAL it is the more some learners lose interest in learning the target language because they hardly be exposed to the target language which makes them have poor knowledge of it. Furthermore, code-switching would lead to Poor language proficiency, “poor language expression”, poor command of the English language both spoken and written, and Incorrect interpretation of questions in examinations (Liswani et al., 2018). Thus, if learners fail to interpret questions during the exam because they are not used to being exposed to the target language, their performance will decrease because they won't be able to answer the questions correctly.

Code-switching enhances learners' performance since learners understand and comprehend the lesson more effectively through their native language. Parmis et al. (2020) conclude that code-switching is a negligible factor in improving or developing one's academic performance. Further, the use of code-switching does not affect their academic performance, and it does not have negative effects on their learning and the conduciveness of the learning environment. However, learners are hardly exposed to the English medium instruction language because of the use of code-switching during learning which can affect their performance badly. Ali and Mwila (2021) believe that code-

switching weakens learners' listening ability and leads to learners' loose instructional language during national examinations; hence, they perform poorly.

Liswani et al. (2018) conclude that code-switching enhanced learners' learning of the English language, improved the way learners answered questions, and that it enhanced the teaching and learning of English as a Second Language. Therefore, if learners are used to employing code-switching during the learning of English FAL, their comprehension of the language will be improved which then helps them to have a strategy of answering questions positively. It results in enhancing their language performance. Furthermore, the learners also state that the teachers' amount of code-switching affects their success level (Demir, 2017). This suggests that they feel an increase in their success when the teachers occasionally resort to L1 use in class. When the teacher uses learners' native language to facilitate teaching and learning, learners' performance increases since learners are more familiar with their native language than the English medium of instruction language.

Linguists pointed out those bilinguals tend to have enhanced cognitive performance during code-switching because they understand the lessons (Noorlinda & Sheema, 2018). Hence, the use of code-switching towards bilingual learners helps to improve their cognitive performance because they will be able to comprehend the lesson being taught with no misunderstandings. Moreover, Noorlinda and Sheema (2018) conclude that the majority of the learners agreed that they understood the lessons better, their achievement improved, and they benefited a lot from concept explanation through the use of code-switching during learning. Therefore, during the learning of English FAL letter writing, learners get more understanding of the concept being explained in their native language since there is no word that they cannot comprehend in their mother tongue, and their performance improves.

Maluleke (2019) as cited in Shinga and Pillay (2021) explains that code-switching has been found not just to enhance teaching and learning but to serve as an empowerment strategy to improve learners' performance. Some learners perceive code-switching as a strategy that enhances their comprehension of the lesson since employing code-switching easily clarifies and unpacks the lesson, therefore, learners will be able to

perform well in their task. Further, if used in the right context, code-switching not only helps to comprehend foreign languages but also improves learner's learning achievement (Sidra et al., 2020). When learners are allowed to employ code-switching, some tend to comprehend the lesson better, and during the formal and informal tasks, they perform well applying all the necessary formats needed for specific topics and complying with the instruction given. Further, Shinga and Pillay (2021) mention that they see code-switching as a hindrance to successful learning processes proposing that it forces learners to rely on codeswitching, which then reduces learners' exposure to English, and hinders their acquaintance with L2 subject terminology. Thus, if learners relax and depend more on code-switching, they will hardly get exposed to the use of English and sometimes some L1 terminology is not easily translated into L2. As a result, their acquisition of the English language will be poor and cause poor performance of EFAL.

Candilas et al. (2023) believed that the practice of code-switching in the classroom had enhanced learners' accomplishment in terms of subject knowledge. In addition, when learners employ code-switching while learning of English language, they are enhancing their vocabulary which builds their language knowledge, thus, it will help them to engage in the lesson and be able to respond to posed questions with confidence. Therefore, learners will acquire and understand the subject contents. Code-switching enhances the learners' second language comprehension and the relevant performance of the learners in English language classrooms (Rehman et al., 2020). Code-switching helps learners build their English vocabulary since when they come across a new word, they find its meaning and how, when, and where to use such a word correctly. Thus, when they have adequate vocabulary, they will be able to understand English better and comprehend the lesson without being confused about word usage.

Naha et al. (2018) found that code-switching is also a tool that increases learner participation in the classroom, which in turn is a necessary prerequisite for academic achievement and cognitive development. For that reason, when learners employ code-switching while learning of English language they actively participate, and most learners feel free to share their opinions towards the lesson which increases participation during learning and results in higher performance and acquisition of English subject knowledge.

Maluleke (2019) posits that code-switching is employed in teaching multilingual classes in SA as a strategy to help learners improve their performance. When teachers and learners resort to the use of code-switching it is because they find it as a method that helps learners to grasp and comprehend the lesson and as a result, learner's performance increases.

2.2.4. Positive impacts of code-switching

2.2.4.1. Clarification

Mrawushe (2017) states that code-switching is also used to clarify issues to learners in their home language by repeating what they might not have understood when it was uttered in English. Learners who have Limited English Proficiency (LEP) find code-switching as a solution for comprehending longer transactional text because the teacher will employ code-switching to clarify misunderstandings for the betterment of understanding the lesson since there are some instances where a misunderstanding occurs during the lesson. Language learners have also been found to code-switch with specific purposes, which include clarifying grammatical structures or vocabulary items (Pires, 2020). Correspondingly, during learning, teachers and peers can misinterpret one another and in avoidance of that code-switching becomes the most effective strategy to clarify and say things clearly since learners' vocabulary differs.

Rusmawaty (2018) posits that code-switching may also be used for clarification, or to avoid conversational gaps. Learners often misunderstand the teacher or misinterpret the lesson which affects their comprehension of the lesson, that is why the teacher allows the use of code-switching for clarification of the misunderstanding for the lesson to be effective. Code-switching helps learners achieve clarity as it is identified that learners also utilize code-switching while interacting with their peers (Abdullah & Rizman, 2021). When the presented lesson confuses the learners, they find code-switching to their native language as a tool to communicate and clear the confusion they have since they understand their native language more than the target language.

Code-switching is a reiteration strategy, which is commonly used for emphasizing, reinforcing, and clarifying messages systematically as native language speakers make use of a repetition technique in their native tongue due to their inability to transfer the

exact meaning in the target language (Al-Qaysi, 2018). Further, code-switching makes it easier for learners to comprehend the lesson without any misunderstanding which might hinder learners from acquiring the lesson which is being taught. Code-switching should be limited to learners with low levels of English proficiency and used only to clarify a word's meaning or explain grammar; it should not be used when learners are highly proficient (Abdulla, 2020). It is important for learners with high English proficiency to limit the use of code-switching. Therefore, the use of code-switching occurs when there is need for clarification of words or points that are hindering acquisition and causing misunderstanding of the lesson.

2.2.4.2. Expression

Saliha and Nourelhouda (2018) posit that learners often code-switch when they cannot find a suitable way of expressing similar words from English language (L2) vocabulary to express themselves and avoid misunderstanding. Sometimes the learners may run out of English words to explain or express their ideas regarding the ongoing lesson, therefore, code-switching becomes a solution so that they avoid misunderstanding and misinterpretation. Moreover, Rizka (2020) opines that non-native speakers of English may switch to their native language because they forget the English words, or they do not know the English expression they want to use. Learners who are non-native speakers of English would come across a new word during the learning of English's formal letter and to understand and comprehend the meaning of such word, they end up CS to their native language.

Quinto and Kitani (2022) state that code-switching serves an important role when learners can no longer express themselves in English when they desire to feel more comfortable and confident, and when they want to convey new words easily. Moreover, learners can feel free to express their ideas and actively participate during the lesson because when they are using their native language, they feel no pressure and more confidence to engage in the lesson. Furthermore, Sule and Ebru (2020) mention that learners can communicate with both their peers and their teachers in both languages, and they can express what they think about the subject. For the same reason, the use of learners' home language and English language during the learning of English longer transactional text

makes communication flow between the learners and the teacher with clear expression of ideas.

Code-switching may help learners overcome their fears and express themselves more freely feel more motivated and interested in classes and participate more in discussions (Sameen et al, 2021). Likewise, the use of code-switching makes learners feel more comfortable in participating during the learning and instills an interest in learning English by making them more relaxed with the use of code-switching without any fear. Castillejo et al. (2018) concur with Sameen et al. (2021) that learners should not hesitate to code-switch as the need arises, for them to freely express their ideas, and to participate actively during class discussions to improve their academic performance. Sometimes learners may feel a need to code-switch to avoid being anxious about expressing themselves using the English language. That is why, when learners are actively participating during the lesson, they are increasing their language knowledge which influences learning and increases their performance.

Sheetekela (2019) mentions that the use of codeswitching exposes the learners' alternative ideas. Code-switching would allow learners to expose the ideas that they cannot express in English, thereby exposing such ideas that would have, otherwise, been concealed if they were to adhere to the exclusive use of English in the classrooms. Moreover, if learners are unable to express their ideas in English language because of poor vocabulary or language proficiency, they end up keeping those ideas to themselves and become less effective during the lesson. Chitra (2021) suggests that code-switching is used due to an inability to express, as it serves for continuity in speech. Therefore, learners use code-switching of languages during the lesson because they perceive code-switching as a strategy for providing continuity in speech to compensate for the inability of expressions. Learners use code-switching to prevent pauses and gaps in interaction which can be the symptoms of a lack of fluency in the target language (Imanova, 2017). Some learners have Limited English Proficiency (LEP) which makes them code-switch during communication to avoid pausing and stuttering which might affect the message they are trying to communicate.

The learners use their L1 to obtain knowledge, express their ideas, and clarify the task rubric which makes code-switching a precious pedagogical bootstrapping activity, that may result in learning and improved performance (Bahareh et al., 2020). Teachers sometimes allow learners to code-switch because it helps them to acquire more knowledge and express their ideas freely since they are familiar with the language, and they understand it better than the target language. Hence, teachers will also be clarifying what is needed and how it should be done. Furthermore, learners need to have the opportunity to discuss their ideas, they 'will not stumble upon, or discover, the key concepts (Probyn, 2019). Code-switching helps learners to express their ideas and actively participate during the learning process without stuttering or cutting out the conversation as a result of poor vocabulary because learners who hardly participate are not fluent when it comes to the target language.

Masna (2020) asserts that the code-switching practices, EFL learners could be able to express their meaningful message or sense of the classroom as bilinguals. When learners fail to express their ideas, they employ code-switching which they find easier to use and make more meaningful messages from it. Bahareh et al. (2022) mention that learners might switch between the target language and their mother tongue to get their thoughts and feelings across. Learners can find it hard to express their thoughts and feelings in English language and end up writing longer transactional text using their native language so that they can set out everything. In a classroom setting, learners code-switch to share their thoughts and ideas if they cannot express them using a specific language (Candilas et al., 2023). In other words, not all learners feel free to express their ideas and thoughts during the learning process because some learners when they think of participating actively, feel like their peers will laugh at their English structuring of sentences which makes them anxious to express their ideas. Hence, they end up finding code-switching as a solution that will make them free to express their ideas and thoughts. Moreover, Rezina (2019) mentions that it is simply easier to express oneself using code-switching rather than remaining in a single language. This suggests that learners find it difficult to express themselves using the target language which is English because they are afraid of making mistakes and some can feel uncomfortable, therefore, when they are allowed

to employ code-switching while learning English, they feel free and easily express their ideas.

Chitra (2021) postulates that when African writers cannot adequately express African sociocultural reality in a European language, they resort to the use of indigenous words and expressions. Thus, learners during the writing of a letter in English FAL, run out of proper words to use when expressing their feelings and thoughts, then they write such words in their native language so that their feelings and thoughts can be expressed. Chitra also mentions that the reasons to switch languages in emails also can be categorized under situational and metaphorical code-switching. When learners are writing a letter, they may want to add a little touch of figurative and literal language and some idioms cannot be translated from the mother tongue to the English language, therefore, they switch language and write such idioms in their native language which helps in expressing out their feelings.

However, Dickson (2018) argued that learners might carry over code-switching into their writing and that code-switching would lead to poor English proficiency, poor expression, and poor command of the English language both spoken and written. Moreover, code-switching results in incorrect interpretation of questions in examinations. When learners use code-switching during the learning process, they are enhancing their opportunities to not learn the English language fully which results in poor acquaintance of the English language. Bahareh et al. (2022) mention that learners might switch between the target language and their mother tongue to get their thoughts and feelings across. During writing, learners can find it hard to express their thoughts and feelings in English language and end up writing longer transactional text using their native language so that they can set out everything. Qonaatun (2018) asserts that using the target language teachers sometimes worry that their learners or their opponent do not understand the intent and purpose of the explanation and it is feared the purpose of learning is not delivered or is a misunderstanding between the speaker and hearer.

2.2.4.3. *Reduce Anxiety*

Abdullah (2020) mentions that code-switching reduces anxiety and enhances the effective environment for learning, takes into account social factors, facilitates the

incorporation of learners' life experiences, and allows for learner-centered curriculum development. Learners are afraid of making mistakes, especially those that will express their level of English language proficiency. Therefore, learners code-switch to their native language during English FAL lessons to become less anxious and fully participate in the lesson since it enhances the friendliness of the environment. Furthermore, Mutindi (2020) concurs with Abdullah (2020) who found that code-switching helps learners relax and decreases anxiety and stress in the classroom when using the target language. Some learners hardly participate in the classroom because they are stressed to become a laughingstock if they say something inappropriately.

Aparece and Bacasmot (2023) posit that code-switching honed learners' metalinguistic awareness and mental abilities and lessened their anxiety, making them more inclined to comprehend language input and respond to test instructions better. Additionally, when learners employ code-switching during learning, it reduces the anxiety of using the English language inappropriately in a way that they will avoid being a laughingstock. Olatunji and Ayeboyin (2020) postulate that code-switching reduces learners' stress by not worrying about what to say because they could switch to their mother tongue when they don't have an idea of how to say it in English. Code-switching gives learners the freedom to express themselves without any stress of making mistakes or stuttering since they feel more confident using their mother tongue. Hence, learners employ code-switching knowing that they won't keep their ideas, thoughts, and opinions to themselves since they will be able to express themselves in their native language. Respondents revealed that CS is used to reduce anxiety and shyness for incompetent learners (Ali & Mwila, 2021). Some learners become anxious when they are using the target language, they are anxious about committing mistakes which is why they resort to the use of native language which makes the lesson friendlier to them.

Dermir (2017) states that code-switching can help during tests as well since test anxiety can cause the learners to miss some important points when explained in L2. When learners are writing a test, they resort to code-switching if they are experiencing test anxiety since they might run out of proper words to write in a letter, and with that they might write a word in their mother tongue and place it in brackets. Jingxia, (2010) as cited

in Demir (2017) mentions that teachers prefer using L1 instructions during tests as well since test anxiety can cause the learners to miss some important points when explained in L2. Learners can experience test anxiety when they are about to write a test which can make them lose focus and misinterpret questions that is why teachers resort to code-switching and use their mother tongue to lessen learner's misunderstanding and misinterpretation of text.

2.2.4.4. Motivation

Al-Qaysi (2018) states that code-switching is very motivating and encouraging for the learners to learn the target language. When the learners code-switch during the lesson it motivates them to learn English more because they will see code-switching as a means of translating and it will encourage learning more different English words. Additionally, code-switching enhances learners' learning of the English language and improves the way learners answer questions (Dickson, 2018). Learners view using their native language to learn EFAL as an opportunity to improve their knowledge and enhance their confidence when answering longer transactional texts.

Imanova (2017) states that language teachers can switch their language, particularly in grammar instruction, to keep learner's attention on the grammatical rules. Some words sound the same, some are written the same, but their meanings are different, and these words confuse learners, that is why teachers have to maintain learners' attention and they achieve that through code-switching. Furthermore, Abdullah (2020) indicated that code-switching is used to facilitate target language learning and to serve some pedagogical purposes such as providing equivalence of unknown vocabulary and reiteration of ideas to ensure comprehension. When the teacher knows his/her learners' language proficiency, the teacher will code-switch for the lesson to be effective and fruitful because there is no point in conducting a lesson that learners fail to comprehend.

Novita (2020) states that the reason for using code-switching is to enable learners to learn and to encourage them with a low degree of L2 capability. Learners will feel motivated to learn and enhance their English language proficiency when they learn the codes from the target language to their native language. Aboubakar (2020) believes that code-switching will draw the participants' attention and will enhance their motivation to carefully scrutinize

the message presented. In addition, when the teacher allows code-switching, learners will pay more attention since their native language will be used for the explanation of the lesson and they will be able to comprehend the lesson effectively. Furthermore, Saliha and Nourelhouda (2018) posit that teachers allow code-switching between codes to give their learners a push to participate in classroom discussions. Through code-switching, learners become more comfortable with the subject matter and can organize their thoughts so that they would be able to participate in classroom discussions.

2.2.4.5. Quotation

People have to switch codes while quoting another person (Sheetekela, 2019). During English lessons, when you want to quote someone's words that were said in a native language, you are forced to code-switch. Furthermore, Al Chal, (2022) concurs with Sheetekela, (2019) by stating that people code-switch in order to quote someone else, or the switching serves as a reported speech. Code-switching is used to distinguish direct quotations from reported speech. A direct quote allows the person to take exactly what is being said without changing or adding any other words (Jamal & Rahman, 2019). In some situations, a person can say something using their native language therefore, when quoting such a person's words, you are forced to code-switch from the target language (English) to the used native language. Anis (2019) believes that the faction of code-switching is to report or tell what someone has uttered thus, whenever the speaker uses quotation from another language, it is called code-switching. With that being said, when learners want to quote someone's words which are written in native language because they want to share their opinions with reference, they are actually code-switching hence in English language learners are expected to write in English only. Moreover, longer transactional text requires creativity like including idioms and proverbs, and some proverbs are well constructed in native language than medium of instruction, therefore, a learner will quote a proverb or idiom in the native language and insert it inside the inverted coma to show that they are quoting.

2.2.4.6. Understanding

Code-switching minimizes learners' ambiguity in comprehending what is instructed to them (Syed Kaleem et al., 2022). In addition, in the English language, there are

homophonic words that can cause ambiguity in learners' comprehension process of the lesson. Thus, code-switching helps learners to have a clear understanding and comprehension of the lesson. Further, some words or ideas are difficult to understand, and learners will be able to grasp them if the local equivalents are used (Quinto & Kitani, 2022). Native language makes learning easier because in the target language which is English, sometimes people get confused by bombastic words or ideas which is constructed by difficult words that some learners cannot comprehend and grasp a meaning out of them.

AB Prabowo and Ririn (2022) believe that to enable learners to continue the conversation and specifically promote their understanding and application of vocabulary to increase their vocabulary growth. Consequently, the more learners use code-switching during learning, the more they are increasing their vocabulary because from each new word they come across they will have to comprehend its meaning and acquire knowledge on how, where, and when to use it, which will result in, promoting their understanding of English language. Sameen et al. (2021) conclude that by using code-switching, learners actively participate in learning and better understand the subject matter. When learners use code-switching during the learning they highly engage and actively participate in the lesson because they understand their native language way better than the English language hence, code-switching simplifies the lesson and gives learners an understanding of the content that is being taught. Ali and Mwila (2021) posit that code-switching helps learners understand difficult aspects of the lesson and enables them to participate in lessons. In other words, there are some aspects of English longer transactional text that learners can fail to understand because of their limited English proficiency. Therefore, the use of code-switching helps learners to comprehend the English language without misinterpretation and misunderstanding.

Learners code-switch to correct each other's mistakes which they commit during communication (Syed et al., 2020). When learners are having peer-to-peer discussions about longer transactional text, they find code-switching as a better way to easily correct each other's misunderstanding or misinterpretation to gain more understanding and knowledge of the content. Rauf (2018) opines that code-switching helps learners to learn

faster, comprehend more, and better understand the subject matter. When learners don't understand letters in the target language, a switch to the mother tongue (MT) is better than increasing the usage of the target language which can cause frustration in learners and lead to negative effects.

Code-switching helps low-proficiency learners gain better comprehension especially when giving classroom procedures (Sondag & Bonik, 2018). If learners don't understand the given procedure to complete a task, they won't feel encouraged to complete the task to perform well and they won't gain better comprehension, which is why some teachers allow code-switching to make sure that learners understand the procedure and complete the task accordingly. Code-switching is used as a communication strategy to aid learners' understanding of the target language (Sinclair & Fernandez, 2023). Sometimes learners understand the lesson better with the help of their native language because of their poor vocabulary. Maluleke (2019) concludes that code-switching is an effective strategy that can help learners keep abreast with scientific developments and puzzling new terminology that needs critical understanding. New terminology hinders learners from comprehending the lesson since their meaning sometimes are difficult to understand and analyse. Therefore, code-switching makes it easier for learners to learn new terminology and drive the meaning out in a comprehensive way.

Rahayu and Margana (2018) state that learners perceive L1 as a tool to facilitate their learning and to foster their understanding of materials. Hence, some learners hardly understand the material which makes them code-switch to comprehend the longer transactional material effectively. Therefore, in learning longer transactional text learners tend to be confused by materials since the content is much alike, therefore, they find code-switching as a way of understanding the materials which is being used. Furthermore, Translation through code-switching is favored by learners, and it assists learners in expressing feelings concerning the points they may not understand very well (Kashi, 2018). There are some points that learners do not comprehend well during the learning, and they find code-switching as a solution since they understand their native language more than the target language. Additionally, in longer transactional texts, most

learners use code-switching to easily acquire and comprehend the lesson to avoid misunderstandings and confusion.

If used in the right context, code-switching not only helps to comprehend foreign languages but also improves learner's learning achievement (Sidra et al., 2020). When learners are allowed to employ code-switching, some tend to comprehend the lesson better, and during the formal and informal tasks, they perform well applying all the necessary formats needed for specific topics and complying with the instruction given. Teachers allow codeswitching to check learners' understanding, explaining vocabulary and grammatical rules (Temesgen & Hailu, 2022). Furthermore, learners with low English ability and little exposure to English use code-switching during learning so that they don't get confused by bombastic words and other grammatical rules that they don't have more knowledge of. Severinus and Joko (2018) postulate that code-switching can equally be used to maximize learners' understanding as well as to support the comprehension of the language to keep the conversation ongoing. Moreover, when code-switching is employed, learners highly comprehend and understand the lesson.

2.2.4.7. Explanation

Bayucan and Costales (2023) opine that bilingual, or multilingual speakers frequently code-switch when they are unable to locate the right terminology or word(s) from the L2 lexicon to match the word(s) of their original language L1. Further, this means that they lack the ease to transmit messages in the target language thus they code-switch. Nonetheless, there are some rarely used terminologies to explain specific situations, and learners with poor or low vocabulary find it hard to use the right terminology in the explanation of English-specific word(s) therefore, learners end up employing code-switching to avoid stuttering or ending conversation unfinished. Aqilah et al. (2022) state that the learners will use their native language, which is Bahasa Malayu when they need to explain words or sentences that they do not know the meaning of in English. When learners fail to explain specific words or sentences, they resort to code-switching since they are more familiar with their native language.

Pires (2020) asserts that learners usually code-switched to Korean to explain difficult English vocabulary. For that reason, some learners have poor vocabulary which hinders

their understanding of the English language, for such learners to understand the English language better, they employ code-switching whereby they explain the meaning of a new word that they come across using their native language. Chonge (2018) states that learners in their written tasks they use code-mixing and code-switching interchangeably when explaining a point. When learners fail to explain their opinions or ideas in letter writing, they resort to code-switching and where they are failing to write in the target language, they switch to their native language so that they don't exclude some points. Faurina (2021) posits that some learners could not explain new topics that contained specific terms, so the lecturer allowed them to switch to the Indonesian language to explain. Furthermore, learners use their native language to explain new topics because of their poor vocabulary to remove confusion related to such concepts of second language learning and the confusion they had throughout the lesson.

Code-switching is generally used to expand what has been said or discussed in one code (Saliha & Nourelhouda, 2018). So, the teacher allows learners to code-switch so that they can extend their ideas and make a clear sight of what has been explained or what the lesson was all about. Switching to explain each lesson can help learners to recall what they have just learned, and this can also help them realize what they missed in the lesson (Naha et al., 2018). When summing up the lesson, the use of code-switching helps some learners to clear the confusion and misunderstandings they come across during the learning and this helps them to recall what they have learned throughout the learning of English longer transactional text.

2.2.4.8. Enhance Language Proficiency

Code-switching in single-language contexts may be expected to decrease with increasing proficiency in the target language (Gonzalez et al., 2022). When learners employ code-switching during learning, they are enhancing their proficiency in the English language since they are enhancing their vocabulary and linguistic knowledge. Code-switching enables the learners to boost their second language skills, enhance learners' language skills, ensure the full attention of the learners, and facilitate the translation of some terms and concepts (Al-Qaysi, 2019). In addition, when learners are using code-switching during learning, they are enhancing their English language skills. Hafizah (2023)

concludes that code-switching utilizes learners' knowledge of both languages to provide new information or concepts in an attempt to ensure a smooth learning process. However, with the use of code-switching, while learning English longer transactional text, learners can acquire English language knowledge with the help of native language in processing new vocabulary and information that they come across during the lesson.

Candilas et al. (2023) believed that the practice of code-switching in the classroom had enhanced learners' accomplishment in terms of subject knowledge. In addition, when learners employ code-switching while learning of English language, they are enhancing their vocabulary which builds their language knowledge, thus, it will help them to engage in the lesson and be able to respond to posed questions with confidence. Therefore, learners will acquire and understand the subject contents. Code-switching enhances the learners' second language comprehension and the relevant performance of the learners in English language classrooms (Rehman et al., 2020). Code-switching helps learners build their English vocabulary since when they come across a new word, they find its meaning and how, when, and where to use such a word correctly. Thus, when they have adequate vocabulary, they will be able to understand English better and comprehend the lesson without being confused about word usage. Chikiwa and Schäfer (2017) postulate that learners' first language was used as a way of building on prior knowledge, it was used to make connections within TEXT and with the real world. In longer transactional text, learners learn things that they use or come across in their real world. With that being said, it is necessary to use code-switching of language to show or explain how the transactional text connect with their use in real life, by doing that learners prior knowledge drives the understanding and comprehend of the transactional text lesson. Marjie and Duah (2019) assert that pervasive code-switching in the forms of written communication considered in this study may not necessarily be due to "lexical access failures" characterized by a lack of competence, memory failure, or psychological imbalance. Some learners are not well grounded in the English language therefore they are not competent in using the English language that is why they employ code-switching while writing letters to avoid writing meaningless points.

2.2.4.9. For participation

Pires (2020) posits that code-switching can help create an anxiety-free atmosphere which leads learners to participate more in the classes. Therefore, when learners are not pressured to use English, they highly participate during the learning process with no fear of stuttering and feeling anxious hence they are more familiar with their native language. Naha et al. (2018) found that code-switching is also a tool that increases learner participation in the classroom, which in turn is a necessary prerequisite for academic achievement and cognitive development. For that reason, when learners employ code-switching while learning of English language they actively participate, and most learners feel free to share their opinions towards the lesson which increases participation during learning and results in higher performance and acquisition of English subject knowledge. Switching languages can make learners' ideas clearer and more fluent and can raise their interest in their studies (Syed et al., 2020). Correspondingly, the ideas and thoughts that learners express through the use of code-switching are clearer and simpler to comprehend. Further, the frequency of use of code-switching during English lessons instills learner's interest and high level of participation in the lesson. Bahareh et al. (2020) state that learners used their L1 to gain information from their peers and engage. Learners feel free to engage to the lesson if they are in group with their peers. When learners are having peer-to-peer lessons, they tend to not focus more on using the medium of instruction language to help each other. During a peer-to-peer session, most learners are from the same culture and use the same language which makes communication easier, and they will easily gain knowledge from each other. Moreover, Mortega (2022) believes that code-switching allows learners to participate in a group discussion, and they are becoming more confident when questions are raised since answers can be delivered in a bilingual method. When learners are having peer to peer discussion, they tend to code-switch to accommodate their group members so that they can all be engaged and working in progressing or completing the assigned task. Sometimes in learning of longer transactional text, learners are asked to group themselves and write the given text, then after they come in front and present their work. It becomes easier if they present using medium of instruction and code-switch where they lack proper words to use.

Murtiningsih et al. (2022) found that teachers utilized CS to activate learners during the teaching and learning process by inviting learners to participate regardless of their language when expressing their ideas. When the teacher allows the use of code-switching in the English classroom, it frees learners from being passive during the learning of English longer transactional text. Thus, learners who are Limited English proficiency (LEP) will get the chance to participate and engage in the lesson which helps their language comprehension. On the other hand, as grammar is not too strictly considered during code-switching, learners feel relaxed and more willing to participate in class interactions (Alang & Idris, 2018). Furthermore, when learners are allowed to switch languages during the learning process, it gives them the opportunity to participate in the lesson and feel relaxed to express themselves and opinion.

2.2.4.10. To strengthen the point

When speakers aim to strengthen a point in a discussed topic, codeswitching is eventually applied (Sheetekela, 2019). This suggests that teachers use codeswitching in the classrooms to make sure that the content they are giving out to learners is well understood and that their lessons are successful. Bayucan and Costales (2023) mention that learners resort to code-switching when they put emphasis more on the meaning or communicative intentions and stress a point over the language itself. Apart from this, learners can stress out any point of view using their mother's tongue and emphasize ideas which they couldn't if they were using the English language because with English language learners can feel overwhelmed to emphasize and express their thoughts or contribute to the lesson. Maluleke (2019) postulates that code-switching is being practiced in most schools as a gap filler in situations where teachers lack sufficient vocabulary or in cases where they try to emphasize important points. Code-switching helps learners to argue and strengthen their point of view since understand and can use native language more than the medium of instruction language. With the use of code-switching, learners find it easy to emphasize the most relevant points instead of being silent and ignoring such because they have poor vocabulary. Code-switching may be used in written communication to emphasize since the words or phrases used for emphasis are usually brief (Marjie & Duah, 2019). The switch may involve repetition of the same word(s) written in the unmarked language in the marked code. Additionally, in written communication, if a learner wants to emphasize

a specific idea or opinion, they resort to code-switching. Thus, the use of code-switching in writing displays that the writer is a multifaceted person.

Baker (2006) as cited in Khasanah, (2020) posits that code-switching can be used to emphasize a particular point, to substitute a word in place of an unknown word in the target language, to express a concept that has no equivalent in the culture of the other language, and to clarify a point. There are some points that learners must have knowledge of and understand in a longer transactional learning because some format of longer transactional text, learners must use them as they are with no mistakes in order to accumulate higher marks. Thus, during learning, for learners to comprehend transactional text format, the teacher emphasize such format using the native language, so that each learner understands such formats. Moreover, highlighting particular information is the next reason of code-switching. Anis (2019) further explains that this reason is to utilize sight from one language to point something in another to emphasize and describe the particular information. There are some points that need to be emphasized so that it can be taken seriously and for that to occurs, learners mostly use their native language inside brackets in order for the person who will read to not miss the point which is another way of code-switching. Since in English language subject, everyone is expected to use English language only.

2.2.4.11. For grammar knowledge

Code-switching in young children has assumed that limitations in linguistic or grammatical knowledge in the target language of the interaction drive children's tendency to code-switch (González et al., 2022). Thus, grammar knowledge is important in learning English longer transactional text since transactional texts are more like communicating, during learning when learners have limited grammatical knowledge, they find code-switching as a solution to their language limitation. Sanchez and Garcia (2020) conclude that the conversation topic has a strong influence on the frequency of CS. Some topics in English make learning easy through code-switching since they might be quoting other people's words, and some native words are hardly translated into English because the meaning might be literal or figurative. Additionally, in longer transactional text, some topics expose learners to code-switching during the lesson, such as Minutes and Reports (formal and

informal reports). Moreover, Dykes (2017) states that referential switching is motivated by a lack of linguistic knowledge, lexical gaps, or fluency deficiency because some of the learners do not have a strong grammar foundation. In addition, Finessa and Julfrizal (2022) state that learners use code-switching because of their limited ability to use English or lack of vocabulary, nervousness, and a desire to avoid misunderstanding during the learning of longer transactional text.. Al-Qaysi (2018) concluded that switching languages creates an opportunity for knowledge improvement, confidence promotion as well as cultural and social identity development. Additionally, when learners are using their native language instead of using the target language, they are enhancing their target language knowledge and building up their confidence in a way that they will be able to actively participate during the learning of longer transactional text.

2.2.4.12. Task completion

Kumar et al. (2021) mention that learners employ code-switching based on the need to finish the task given by the teacher correctly and quickly. During the lesson, when the teacher gives learners a task to check their understanding of the lesson that was taught, learners employ the use of code-switching with their peers in order to complete the task quickly without doubting what they are writing. Songxaba et al. (2017) suggest that CS can be infused as a teaching strategy to assist L2 learners in understanding the target language and comprehending all questions in the assessment. With the use of code-switching during assessment completion, learners can be able to understand what is needed from them, what they should write, and it will build their English language proficiency. Learners' limited vocabulary causes problems and, when it comes to the performance of the task, they turn to the CS practice to explain the procedure or describe the results (Slávka, 2020). However, learners with poor vocabulary struggle to perform well during task completion because they will misinterpret some words in a question. Therefore, learners with limited vocabulary tend to switch codes to understand the procedure of certain task. Code-switching helps learners recall some of the words used during teaching and learning when writing assessments (Mawela & Mahlambi, 2021). Moreover, when learners are allowed to use code-switching in the classroom during learning of English formal letter, they tend to resort to the use of code-switching since they can recall concepts that they learned using their native language more than concepts

learned in medium of instruction. As a result, learners will be able to comprehend assessment questions and complete the task effectively.

During assessment, learners sometimes do not understand the instructions given on the examination papers. To remedy this challenge, code-switching becomes the solution (Malindi et al., 2023). However, the learners' limited English proficiency hinders assessment activities comprehension and completion of such activities. Hence, the use of code-switching becomes a solution to learners with limited English proficiency with the purpose of completing their task. Furthermore, Malindi explains that code-switching enables learners to appropriately comprehend both the assessment instructions and actual assessment tasks. Alang and Idris (2018) mention that as books, lectures, instructions, and assignments are all in English, these struggling learners need the mother tongue to assist them in understanding and carrying out all these tasks. It is hard to understand English with inadequate background of English because to most learners English is not their mother's tongue. Moreover, for learners with inadequate background of English, native language plays a big role in assisting with comprehending and building up English vocabulary. Hence, code-switching of language encourages learners in completing their given task.

2.2.4.13. *Language acquisition*

Learners employ code-switching as a communication approach to overcome the difficulty triggered by their limited English vocabulary. It is either they keep quiet/silent during the lessons or switch to their native language to actively participate (Kumar et al., 2021). Learners find their native language simple to use and actively participate during the learning process because they understand it better and it enhances their vocabulary since some of them have low/poor vocabulary. Additionally, during the learning process of longer transactional text, learners actively participate and communicate with the teacher and also their peers using code-switching to boost their English proficiency. Furthermore, both code-switching and mixing aid learners in developing better English proficiency as they can acquire new vocabulary (Abdulloh & Rizman, 2021). Some learners find code-switching as a leader in acquiring more vocabulary since they will find a new word and try to understand its meaning using their native language. In addition to that, in learning

longer transactional text, when learners are working on the example with the teacher, they are given instructions with all the details of things needed from them, and sometimes the words used in the example may be new to others and therefore, code-switching helps them to understand such words better.

The use of code-switching has a supporting role in children's acquisition of a new language (Sule & Ebru, 2020). Sule and Ebru (2020) support Rodgen (2023) who found that while code-switching is an effective short-term strategy for facilitating understanding, it can also influence learners' long-term language acquisition. In addition, switching languages during learning eases the process of language acquisition since learners understand their native language than the English language therefore, they will translate the lesson from their native language to English language and that will result in long-term language acquisition. Through code-switching, learners can increase their word/knowledge bank which ultimately helps them in their learning process that leads to improvement in quality education (Syed et al., 2022). Again, learners when they are using code-switching, are also enhancing their learning skills because each new word they acquire enhances their vocabulary which will make them proficient in the target language. Bengali speakers switch from one language to another in the course of conversations (Rezina, 2019). These speakers use an English word when they are unable to find an equivalent term for the word in the lexicon of Bengali, or when they are not familiar with the term. Thus, poor vocabulary in learners influences the use of code-switching during learning because some learners will find it hard to understand some difficult terms that are new to them. Learners seem to subscribe to the notion that code-switching plays a pivotal role in acquiring foreign language where learners can ask about issues related to pronunciation, vocabulary, and other language skills, and this ties in well with the results reported by (Song & Lee, 2019). As a result, the native language has an influence towards the learning of a second language since they understand every word of their native language which will help them to translate and grasp the meaning of specific words.

2.2.4.14. *Misunderstanding avoidance*

Al-Qaysi (2018) mentions that lack of equivalent words in English, unfamiliarity with the used English words, bridging gaps in conversations, misunderstanding avoidance, adding

emphasis, and English language proficiency. In learning longer transactional text, when a teacher is giving out a task to be completed, a learner may come across a new word in the instruction, and for that learner to understand such word, he/she might need clarity from the teacher or peers through code-switch to avoid misunderstandings. They felt that code-switching allows learners to better grasp the topics, uncover new knowledge, and enhance their vocabularies by allowing them to understand the professors effectively and avoiding misunderstanding, allowing them to feel more at ease and confident when learning English (Aqilah et al., 2022). Additionally, learners feel more confident when using code-switching because it prevents misunderstanding of the lesson and enhances comprehension of the lesson. Finessa and Jufrizal (2022) mention that learners frequently employ code-switching to interpret words, phrases, or sentences from Indonesian to English or the opposite. Thus, some words in English language are bombastic and new to other learners, therefore, learners use code-switching to lay out all the possible interpretations for such words or phrases so that they can be able to comprehend their meaning to avoid misunderstanding such words which will result in misinterpretation.

Qonaatun (2018) asserts that using the target language teachers sometimes worry that their learners or their opponent do not understand the intent and purpose of the explanation and it is feared the purpose of learning is not delivered or is a misunderstanding between the speaker and hearer. With that being said, the reason code-switching is employed in a classroom is because they want to avoid misunderstanding of the delivered lesson to be learned. In other words, learners code-switch to avoid any sort of conflict or misunderstanding further, it helps learners to make their point and not to be misunderstood by either their teacher or fellow learners (Hussein et al., 2020). There are times whereby learners misinterpret the information given to them about the lesson which affect their acquisition of such lesson. Hence, when learners feel like they do not understand what is being taught, they resort to the use of code-switching to avoid comprehending false information.

2.2.5. Negative impacts of code-switching

2.2.5.1. *Lack of language proficiency*

Japhet (2017) argued that it is difficult for learners to master the English language when

CS is a common routine during the teaching and learning of English language. Code-switching hinders learners the opportunity to learning and mastering the English language since they always run away and hide their lack of language proficiency by using code-switching. Furthermore, Sheetekela (2019) postulates that code-switching may result in a lack of fluency in the second language in the long run, especially if the learners are aware and know that they are allowed to fill the “stopgaps” with their home language. Learners stop developing target language proficiency because they are allowed to code-switch when they are communicating, and this enhances the poor level of fluency in the target language (English). Mortega (2022) mentions that the use of code-switching has been perceived as being of lower status, a strategy used by weak language performers to compensate for language deficiency. Learners who poorly perform in English formal letter, during the learning of English language they hardly use the target language hence, they resort to the use of code-switching because of their Limited English Proficiency.

Dickson (2018) argued that learners might carry over code-switching into their writing and that code-switching would lead to poor English proficiency, poor expression, and poor command of the English language both spoken and written. Moreover, code-switching results in incorrect interpretation of questions in examinations. When learners use code-switching during the learning process, they are enhancing their opportunities to not learn the English language fully which results in poor acquaintance with the English language. Furthermore, when learners are used to code-switching, it becomes difficult for them to analyze and understand paper 3 examination questions since they have poor language proficiency and background. Rizka (2020) states that code-switching is a result of language incompetency by bilinguals that may indicate problems in the mastery of one of the languages. When learners use code-switching during the earning process, they display their lack of competence or poor background knowledge in English language. Code-switching contributes to learners’ high failure during their national examinations (Sheetekela, 2019). When learners depend on spoon-feeding of using code-switching strategies to comprehend questions and procedures, it becomes hard for them to cope on their own during national examinations because they won’t have confidence in what they are answering, and the cohesion and coherence of their answers. Mixed language is a reflection of language deficiency since for speakers to code-switch lack of facility,

lack of registrar competence, and mood of the speaker, to amplify and emphasize a point (Hengyi, 2018). When learners employ code-switching, it is because they are incompetent in the target language, and they do not have more knowledge of the target language.

2.2.5.2. Poor vocabulary

The use of code-switching was believed to indicate insufficient knowledge in one of the two languages used (Marilena, 2017). When you have Limited English Proficiency (LEP), you are likely to code-switch languages for continuity of communication. Constant code-switching limits learners' exposure to the target language; hence, learners will have limited vocabulary (Mrawushe, 2017). Furthermore, limited vocabulary often results in learners not having sufficient command of the medium of instruction, in this case, English, and as a result, learners cannot express themselves or respond appropriately to questions. When learners are not being exposed to the target language, it hinders them from developing their vocabulary and learning the target language.

Dickson (2018) mentions that CS repeats the same words in another language within the same period which directly slows down the rate of learning of the target language. Learner hardly finds time and opportunity to learn the English language because, during the teaching and learning of the English language, teachers and learners tend to code-switch to their native language which slows down the time to learn English. Furthermore, Shinga and Pillay (2021) mention that they see code-switching as a hindrance to successful learning processes proposing that it forces learners to rely on codeswitching, which then reduces learners' exposure to English, and hinders their acquaintance with L2 subject terminology. Thus, if learners relax and depend more on code-switching, they will hardly get exposed to the use of English and sometimes some L1 terminology is not easily translated into L2. As a result, their acquisition of English language will be poor and cause poor performance of EFAL.

Rodgen (2023) postulates that the limited vocabulary of learners further compounds the issue as they struggle with comprehending and using proper English grammar. In other words, learners who use code-switching find that their vocabulary is poor thus, they struggle to comprehend English language lessons if the teacher is using the medium of instruction to teach. Moreover, too much use of code-switching can bring negative effects

also as it can confuse due to different words and meanings used in different languages (Yusob et al., 2018). However, some learners get confused by some words because of their poor vocabulary which leads them to use of mother tongue. When learners use code-switching during learning English formal letter, it is a sign of inadequate vocabulary. Mawela and Mahlambi (2021) indicate that most learners have limited vocabulary to express themselves adequately in English. There are learners whose vocabulary is poor because of their background and the quality of teaching and learning that they get since their primary school age, with that it limit their vocabulary which makes it difficult for them to express themselves proficiently using English language.

2.2.5.3. *Loss of interest*

Mahdi and Almalki (2019) concluded from their results that code-switching to the native language might lead learners to lose interest in the target language and pay less attention to it. When learners get used to learning the target language (English) using their native language they tend to forget to use the target language and continue with their native language because they are more familiar with it which results in loss of interest towards using and learning the target language. Furthermore, learners become more dependent on the assistance of the teacher and wait for the translation (Mahdi & Almalki, 2019). During the lesson, if the teacher uses the target language to conduct the lesson, learners won't pay much attention because they will wait for the moment when the teacher code-switches, and therefore, they will depend on the use of their native language to comprehend the lesson. Moreover, Sondang and Bonik (2018) support Mahdi and Almalki (2019) who found that the practice of CS will increase the learners' reliance and dependency on the teacher. Learners hardly learn on their own if they are used to learning through code-switching because they won't have much knowledge of the target language. Cook (2001) cited in Kamal and Ramly (2022) argued that using first language in class would discourage learners from using the target language, defeating the primary goal of language classes. Learners won't get the chance to familiarize themselves with the target language because, during the English lesson, they use code-switching to facilitate the learner. Furthermore, Kamal and Ramly (2022) mention that the usage of code-switching in ESL classrooms could result in a deficiency in English language proficiency and learners' confidence in speaking English. Hence, learners would not have enough chance

to learn the target language and when they are given the chance to speak in English, they won't have the confidence to speak with the fear of making mistakes.

Rahayu and Margana (2018) conclude that the learners pay less attention to English pronunciation and make less effort to comprehend their teacher's talks. Some learners do not take English subjects seriously and when they think of speaking English in the classroom, they become inactive participants and don't give themselves time to comprehend the lesson since they won't be fully focused on the lesson being taught. Shinga and Pillay (2021) mention that the use of codeswitching in the teaching of L2 is perceived to make learners lose the eagerness to learn L2 and learners fail to guess and infer in their new linguistic environments of L2. The use of native language during the learning of English formal letter makes learners relax from comprehending English language skills if the teacher is using the medium of instruction language to the teaching. Therefore, learners lose interest in learning the English language if the teacher is using English to teach.

2.2.5.4. Prohibit Acquisition

Al Chal (2022) believed that if learners get used to using the L1 in class, they will continue to do that in their future careers as they are learning to be future English teachers which would also prohibit their acquisition of the English language and affect their proficiency. Learners who wish to pursue their studies in higher institutions and become future English teachers will have problems in comprehending the lesson and they are likely to code-switch when responding to the posed question. When it is their turn to become English teachers, they will use code-switching because their mind was trained from their experience that English can be learned through their native language. CS would hinder their development of language skills or L2 language skills (Al Chal, 2022). The use of code-switching in the classroom affects the acquisition of the target language. Code-switching influences learners' lack of sufficient exposure to English (Bahareh et al., 2022). The majority of learners do not have any chance to be exposed to the target language, and the use of learners' first language shapes and builds lazy minds towards the use of English in the classroom.

Almagableh and Yunus (2023) state that using code-switching weakens the learner's language abilities. During the learning of English FAL, if learners use code-switching, their language ability won't be strong because some language skills won't be acquired appropriately hence, some learners may misinterpret and misunderstand some information when trying to translate into English language. In other words, learners suffer in the long run due to their reliance on the usage of code-switching, and this complete dependency ultimately results in poor language skills (Sameen et al., 2021). Learners who resort to code-switching while learning of English language become more dependent on their mother tongue to comprehend the lesson therefore, they are disadvantaging themselves because code-switching will hinder their English language acquisition which will lead to poor English language skills and language proficiency. Rodgen (2023) concurs with Sameen et.al. (2021) who found that excessive reliance on code-switching may hinder the development of learner's English language skills. When learners rely on comprehending English language lessons using their mother tongue, they end up forgetting some English language skills thus, it results in poor acquisition of the English language and poor knowledge of English language skills.

Learners face a severe challenge in understanding the instructions as they are taught using code-switching because examinations are written in the English language (Odhiambo, 2021). When writing longer transactional text learners who use code-switching to comprehend the lessons will fail to understand instruction and some questions because they won't be familiar with some vocabulary and grammatical rules. Mawela and Mahlambi (2021) allude that code-switching poses a challenge, some terminology in Setswana, Tshivenda, or isiZulu may hold a different meaning or interpretation that might confuse learners. Learners who depend on code-switching mostly find it difficult to switch some other words in their native language since they have a different meaning which are far from being alike as a result, it hinders their language acquisition. Therefore, learners who switch languages will misinterpret the meaning of words and get confused when it comes to comprehension of English language productively. However, code-switching poses challenges in terms of grammar structure and the absence of direct translations for certain words (Rodgen, 2023). Learners who resort to code-switching during the learning of formal letter often face difficulties in

comprehend the actual English words/terms that they have switched because of, and they hardly enhance their vocabulary.

2.2.5.5. *Poor quality of English language*

Maishara et al. (2013) cited in Kamala and Ramly (2022) argue that code-switching usage could affect the quality of L2 input. Learners would face difficulties when they are in a situation where only English language can be used. Code-switching disadvantages learners from developing English proficiency and it affects them in a situation whereby English is the only allowed language with no familiar language around which can result in them being left anxious and bored. Code-switching is deemed to negatively influence learners to commit errors while using the language without even realizing it (Demir, 2017). For learners who use code-switching as a means of learning, their English language becomes poor, and the quality of the English language becomes poor since they are resorting to their mother tongue while learning the English language. Blackburn and Wicha (2022) posit that codeswitching habits appear to affect not only production but also comprehension of a question. Learners hardly produce good results when it comes to exam or task times because they won't be able to comprehend the questions correctly and, in the end, it will affect their performance. Songxaba et al. (2017) conclude that CS is a sign of linguistic decay or a strategy to compensate for diminished proficiency and the unsystematic result of not knowing at least one of the languages involved very well. However, there are learners who knows English language, but they have Limited English Proficiency, whereby they can comprehend and understand some concepts whereas some words and concepts still confuses them which hinders their comprehension. Hence, using code-switching decreases their chance to learn quality English.

2.2.5.6. *Laziness*

Code-switching has also been considered as a sign of laziness of language (Sondang & Bonik, 2018). Learners sometimes become too lazy to use the target language because they find their native language easier to communicate with and this results in hatred towards the target language. Kashi (2018) concluded that the employment of code-switching in classrooms does not influence the learners' learning because applying code-switching in the classroom discourages learners from speaking in the target language.

Consequently, the more learners employ code-switching during learning, the more they decrease their chances of learning the target language since they won't be familiarizing themselves with the target language. Thus, it becomes difficult for them to use the target language during the learning process of formal letter.

Abdulloh and Rizman (2021) believe that code-switching decreases the understanding level and may cause some confusion in grasping the interlocutor's utterances. However, learners may experience some confusion in comprehending the lesson through the target language, but the moment they use code-switching, they are decreasing their chances of learning English, and it may affect their English comprehension since they will be used to code-switch of languages during the learning of formal letter. Dickson (2018) states that learners in this situation, having mastered this pattern of teaching may not take seriously what is being taught since there is an assurance that the same message will be delivered in their mother tongue. Learners become lazier and more relaxed when the teacher is teaching them in English medium of instruction because they know that their teacher will code-switch for them to comprehend the lesson.

2.2.5.7. *Incompetence*

Escobar (2019) found that code-switching was seen as a disability or evidence of incompetence. Learners who code-switch during the lesson display their disability and inability to communicate using the English language it might be caused by stuttering or cluttering while speaking. AB Prabowo and Ririn (2022) mention that using code-switching in the classroom is neither a symptom nor an indicator of inadequacy. When learners code-switch during the lesson it is because they have poor language proficiency, and they are incompetent when it comes to the English language that is why they find code-switching as a way of hiding their incompetency. Moreover, Severinus and Joko (2018) postulate that learners normally use equivalence as a defensive technique primarily due to the insufficiency of their linguistic competence in the language that is being learned. During the learning of formal letter, learners who have poor language skills use native language as a way of showing that they lack linguistic competence, thus code-switching helps learners conceal the fact that they have poor linguistic knowledge. Code-switching is a compensatory strategy, derived from the speaker not having adequate

language proficiency or a lack of solidarity with the language group (Odilia & Richard, 2021). In addition, learners who use code-switching reveal that they lack English language abilities and skills thus, they find native language as a way to engage and comprehend English language lessons during the teaching and learning of longer transactional text. Mawela and Mahlambi (2021) assert that code-switching as a communicative teaching technique that can create laziness in thinking and discourage learners from engaging in English outside their classroom. Sometimes learners become lazy to think and use proper medium of instruction when completing task. There are learners who become lazy to use English language only because they are afraid of making mistakes and write a meaningless sentence. Thus, such learners find code-switching of language as a way to complete their task successfully or effectively.

2.3. Theoretical Framework

A theoretical framework is a framework based on an existing theory in a field of inquiry that is related to and/or reflects the hypothesis of a study (Adom et al., 2018). This study is guided by Vygotsky's Social Constructivism Theory to explore the impact of code-switching in Grade 11 learners' formal letter writing in EFAL classrooms. Since social constructivism theory has been in existence for some time, even today it applies to teaching and learning. In the context of this study, the theory enables the researcher to understand code-switching that occurs during the teaching and learning of formal letter writing in English First an Additional Language. Social constructivism theory is the view that learning occurs through social interaction and the help of others, often in a group. Vygotsky (1978) posits that social constructivism theory believes that individuals are active participants in the creation of their knowledge.

Social constructivism theory promotes learner-centered lessons during the learning of English FAL since learners actively participate as constructivism transforms the learner from a passive recipient of information to an active participant in the learning process (Shah, 2019). Furthermore, the advantages of learner-centered techniques are that they emphasize the importance of social interaction in learning, promote teamwork, and highlight the active role of the learner in constructing knowledge. Formal letter writing requires a learner-centered approach which enhances and promotes learners' active participation in the classroom. However, learners cannot understand the English FAL as

a Language of Learning and Teaching because it may cause them to passively take information from the teacher and their classmates.

Pitsoe (2007) asserts that learning is dependent on a learner's creativity which is derived from their prior knowledge and experiences. As a result, learners can write from their experiences and past events that they went through because social Constructivism theory also motivates and uplifts the creativity in learners. Therefore, learners are always encouraged to critically think and engage with the texts considering the influence of the social environment. McKinley (2015) supports Pitsoe (2007) by stating that in the teaching and learning of writing, the social Constructivist theory is effective as it demands an English First Language learner's sociocultural awareness and positions in their approaches to writing. Additionally, learners can be creative when they are writing their formal letter hence, they will be guided by their experience and background knowledge.

Kaufman (2004) emphasizes how Constructivism has been used as a lens to understand the development of language and linguistics, especially literacy. Therefore, how learners comprehend and formulate a meaning from the lesson during learning is a result of constructivism which enables learners to construct a meaningful sentence when writing a formal letter. Moreover, Amineh and Asl (2015) found that it is within the social constructivism theory where teachers, through their own experience and thinking, use code-switching to improve the performance of Grade 4 learners to create understanding and meaning. Additionally, when learners are employing code-switching during learning they can easily comprehend and understand the lesson, therefore, when learners are given tasks, they can perform well with high marks. Furthermore, Creswell (2013) believes that social constructivism is an interpretive framework whereby individuals seek to understand their world and develop particular meanings that correspond to their experience. Furthermore, learners from the foundation phase (Grade R to Grade 3) learn most of their subjects using their native language since their native language ensures that they build up strong linguistic knowledge and are well grounded with background knowledge and experience to lean on which then in future it will be easier for them to understand in EFAL.

Therefore, the study is guided by the social constructivism theory in order to understand how learners' social-cultural environment influences the learners' longer transactional text writing while learning of English FAL. Nondabula (2020) postulates that the Social Constructivism Theory could inform the teaching and learning of writing in English FAL as it encourages learners to formulate their understanding of the text with the teacher's facilitation. In addition, Tshivenda's home language could assist learners with knowledge by employing code-switching in English FAL classrooms. As a result, code-switching of languages may be helpful when writing formal letter because learners could be able to construct and build in new knowledge from Tshivenda or English.

2.4. CONCLUSION

This chapter provided an overview of the literature relating to how English can affect learners' academic performance. The chapter also reviewed literature on policy and legislative background. It also highlighted the challenges faced by teachers and learners that have an impact on learners' academic performance. Some of the challenges include limited language proficiency, lack of exposure to language, code-switching, etc. The following chapter outlines the research design and describes the population and sampling process, data collection methods, and the data analysis procedures adopted in this study as well as ethical considerations.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. INTRODUCTION

In the previous chapter, different literatures were reviewed to collect relevant knowledge and ideas to strengthen on the research topic, as well as theoretical framework which guided the study in understanding the use of code-switching during teaching and learning process of writing formal letter. The aim of the chapter was to build a broader understanding about the nature and meaning of the research problem by discussing and distinguishing what has been done from what needs to be done. This chapter describes the methodological approach that was adopted in this study. It justifies the intrinsic case study design, which was adopted. It presents a brief discussion of the population and sampling techniques, data collection instruments, and data analysis tools used, along with the quality criteria's and ethical consideration. The overall aim of this study is to explore the impact of code-switching in Grade 11 learners' writing of formal letters in EFAL Classroom. The research questions guiding this study are as follows:

- What are the impacts of code-switching during the teaching and learning of English formal letter?
- How does code-switching affect learners' EFAL writing proficiency?
- How does code-switching improve teaching and learning of English formal letter?

3.2. RESEARCH APPROACH

Creswell (2015) describes a research approach as the plans and procedures for research that spans the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. There are qualitative and quantitative research approaches. The researcher uses the qualitative approach in this study. Yen (2018) states that the qualitative research approach is regarded as being related with constructivism which uses interviews, observation, documents, and audiovisual materials to provide a full story from the participants in the research. Thus, it is undertaken under circumstances when the research needs to collect more information from the participants' stories, thoughts, or experiences.

This study used qualitative research approach because it focuses on understanding some aspect of social life, and its methods which, in general, generate words, rather than

numbers, as data for analysis. This approach generally aims to understand the experiences and attitudes about certain issues. Qualitative methods aim to answer questions about the 'what', 'how' or 'why' of a phenomenon. Qualitative methodology is appropriate if the researcher wants to understand the perspectives of participants; explore the meaning they give to phenomena; and observe a process in-depth.

3.3. RESEARCH DESIGN

Kanday (2019), defines a research design as a framework of methods and techniques chosen by a researcher to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled. This study aims to explore the impact of code-switching in Grade 11 learners' writing of formal letters in EFAL classroom, therefore the suitable type of case study in this research is intrinsic case study. Coombs (2022) explains that in an intrinsic case study, the case is the primary focus of the research, and the goal is to gain an in-depth understanding of the case itself. Additionally, the researcher aims at obtaining broader understanding of the impact of code-switching in learners during EFAL classroom which aligns or goes in hand with the intrinsic case study design fundamentals. Song and Shen (2019) support Coombs (2022) by mentioning that intrinsic case study focuses on the understanding of a unique phenomenon and its uniqueness, "the case is studied for its own sake". In this case researcher will gain deeper understanding of code-switching through observing teachers and learners behavior in EFAL classroom, interviewing Grade 11 learners and teachers teaching the English language, and perusing documents analysis that participants (learners) will write as a practice to further explore the positive and negative impact of code-switching through their writing of English formal letter.

An intrinsic case study is when the aim is fundamentally to understand the case (Lucas, et al., 2018). In this case, the researchers aim at exploring the impact of code-switching in Grade 11 learners' writing of formal letters in EFAL classroom which is essential because in English language the medium of instruction is English only, when teachers and learners exchange English with their native language it does not align with the department of Education language policy the learning process. Hill (2017) posits that researchers may engage in an intrinsic case study when they want to know more about a particular individual, group, event, or organization. The researcher focuses on a group

of participants learning English First Additionally Language to fully understand the impact of code-switch in participants that resort to switch English with their native language in order to engage and carry out the learning process. Moreover, Stake (1995) as cited in Patnaik and Pandey (2020) maintained that intrinsic case study is when the interest of the researcher is not to learn about some other case or general problem, but in learning about that particular case, intrinsic design can be used. Therefore, with intrinsic case study the researcher identifies that the case is special and unique, and it provide the researcher with evidence and valuable insights into complex observable circumstances and understanding of the real-world issue.

3.4. RESEARCH PARADIGM

Research paradigm is defined as the researcher's thinking or philosophical orientation or perspective that influences what should be studied, how it should be studied, and how the results of the study should be interpreted (Okesina, 2020). The research paradigm explores the researcher's point of view and thoughts about an issue which is being investigated. Research paradigm ensures that emphasis is placed on understanding the individuals and their interpretation of the world around them (Ugwu et al., 2021). Further, this mean that reality is interpreted through the meanings that people give to their lives, and this meaning can be discovered through language or dialogue. The theoretical or philosophical ground for this research is interpretivist research paradigm which goes in hand with qualitative research approach, case study research design, and (semi-structured interview, observation, and document analysis) data collection methods.

Alharahsheh and Pius (2020) posit that the interpretivist paradigm can provide in depth understanding of certain contexts such as cross-cultural studies, factors influencing certain development through collection and interpretation of qualitative data leading to deep insight and conclusions that may differ from others. Thus, the interpretivist paradigm provided the researcher with fundamental factors that impact positively and negatively in learning of writing of English formal letter with the use of code-switching to facilitate teaching and learning process, then, after collecting data using various methods, in data analysis the researcher will have deep insight into the impact of code-switching.

Therefore, interpretivist paradigm focuses more on understanding individual more than the universal laws. Hence, it belief that cause and effects dependent upon one another which makes it suitable for this study because the researcher want to explore the impact of code-switching through language which are the results from the causes of code-switching. Quinn (2019) support Ugwu et al. (2021) by mentioning that the goal of interpretivist research is to gain a rich understanding of reality (the participant's views of the world) by obtaining and understanding participants' social constructions (voices, activities, beliefs, and behaviour) of that reality. As a result, the participants opinions and belief helps to guide the researcher with deep understanding of the investigated social phenomena of code-switching because they are the ones who holds more experience, or experience code-switching during the teaching and learning process, and the researcher can accumulate some understanding from observing participants behaviors and activities. Kekeya (2019) concludes that human beings intentionally construct and re-construct, and create and re-create, multiple social realities through meaningful interactions in the activities they undertake and assign meanings through negotiation with others time after time in their everyday life in social settings. Moreover, the mind and words interprets the acquired experience and events, then constructs meanings of realities because the outside effects such as the community, the learners, and the school itself contribute to the impact of code-switching and it need to be taken into consideration. When learners code-switch languages during teaching and learning process. Siddiqui (2019) postulates that interpretivists believe that knowledge is constructed via participation, that is to say, participants are considered active knowers who understand and reflect on the social phenomenon. In this study, the teachers and learners experience code-switching during the daily teaching and learning process of EFAL, whereby they are regarded as the ones who construct and create multiple realities through their interactions, thus, interpretivist paradigm believes that reality and truth are constructed not discovered.

In the interpretivist perspective, researchers tend to gain a deeper understanding of the phenomenon and emphasises that since multiple interpretation is developed among humans' relationship, interpretivist researchers should try to understand "the diverse ways of seeing and experiencing the world through different contexts and cultures" and

try to avoid the bias in studying the events and people with their own interpretations (Pham, 2018). Hence, participants who are part of ongoing in implementation of code-switching during teaching and learning process are the ones that the researcher can be able to understand point of view and social world surrounding them. The interpretivist paradigm would enable researchers to gain further depth through seeking experiences and perceptions of a particular social context (Alharahsheh & Pius, 2020). Therefore, interpretivist paradigm have qualities that enables the researchers to have qualitative methods that are appropriate to gain the deep insights based on a specific context such observing participants behaviors on code-switching and activities and interviewing the participants about their understanding of reality since they have experience of switching languages during their teaching and learning process in EFAL classroom.

3.5. POPULATION AND SAMPLING

3.5.1. Population

Population refers to the set or group of all the units on which the findings of the research are to be applied (Satishprakash, 2020). Furthermore, population is a set of all the units which possess variable characteristics under study and for which findings of research can be generalized. This study focuses on the public secondary school located in Dzindi circuit, Vhembe East district, Limpopo province, South Africa. Most of the learners who enroll in this school are from the surrounding rural area and their home language is Tshivenda whereas the medium of instruction is English language which they also learn as an English First Additional Language. Participants in this study were grade 11 learners and teachers at a public secondary school in Vhembe east district. Therefore, the population of this study consisted of 68 Grade 11 learners and two English First Additional Language teachers at a selected rural public secondary school in Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa.

3.5.2. Sampling

A sample refers to a subset of the population that is selected for study purposes. As a result, the sample represents a smaller, manageable group that the researchers use to make inferences and draw conclusions about the entire population (Nurhafizah et al., 2023). This study used convenience sampling to sample 12 Grade 11 learners and two

EFAL teachers. Convenience sampling describes the data collection process from a research population that is effortlessly reachable to the researcher (Golzar et al., 2022). Convenience sampling is subject to multiple forms of bias and does not allow for statistical assessment of sampling error or statistical validity (Stratton, 2021). This study conveniently sampled 12 learners aged fifteen to eighteen years and two EFAL teacher each because they are readily available at the selected school. In order to explore the impact of code-switching during the EFAL lessons in the classroom, learners were given a writing task for formal letter out of 20 marks. Among the sampled learners, four learners were those who scored between 16-20 marks, four average learners (those who scored between 12-15 marks) and the other four were learners considered to be below average (those who scored less than 12).

3.6. DATA COLLECTION INSTRUMENTS

Syed Muhammad (2018) defines data collection as a process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Data collection methods helps the researcher to gather information using different data collection technique from the participants of a study with the guide of research questions. The researcher used semi-structured interview, observation, and document analysis.

3.6.1. Semi-structured Interview

Naz et al. (2022) define a semi-structured interview as an interview that the questions are pre-planned, but the order is decided on the fly, based on how the conversation goes. Furthermore, Taherdoost (2022) mentioned that semi-structured interviews are formal and are conducted based on a guide. The semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. Semi-structured interviews are often preceded by observation, and informal and unstructured interviewing allows the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions (Syed muhammad, 2018). Further, the inclusion of open-ended questions and training of interviewers to follow relevant topics that may stray from the interview guide does, however, still provide the opportunity for identifying new ways of seeing and

understanding the topic at hand. Therefore, with the use of semi-structured interviews, the researcher collected reliable, comparable qualitative data whereby the researcher collect an open-ended data from the open-ended questions, explore participants' thoughts, feelings, and beliefs about the impact of code-switching during the English First Additional Language lessons in the classroom at a public secondary school in EFAL subjects. The researcher prepared interview schedule with open-ended questions for learners and teachers. The researcher used an audio recording device during the interviews to record and store the data. The researcher asked questions considering the guidance from prepared interview schedule; however, the researcher was able to collect extra information by the continuation of the conversation based on the questions provided ahead of time.

3.6.2. Non-participant observation

The researcher used non-participant observation as it assisted to observe and record behavior as it occurs in its natural setting. Non-participant observation is defined as an observation where the observer does not interact directly with the object of observation and not involved in the situation to be studied (Maulida, 2023). Observation is a fundamental way of finding out about the world around us thus, observation harnesses this ability; systematic observation entails careful planning of what we want to observe because what we see or hear has to be recorded in some way to allow the information to be analyzed and interpreted (Tyed muhammad, 2018). The researcher observed two sampled teachers during their teaching of English FAL classroom whereby the focus was on observing the behavior in the classroom setting, thus, there were no efforts to be made to bring any type of change in the behavior of the observed. Further, Kabir (2016) as cited in Taherdoost (2022) mention that observation helps 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. This method includes an engagement with the setting, a clear expression of the events, technical improvisations, high attention, and good recording. During the observation, the researcher in the classroom during lessons focused on how the learners participate during class discussions, how they respond to questions, and apply the code-switching of language in order to determine the impact of code-switching during the English First Additional Language lesson.

3.6.3. Document Analysis

Document analysis method consists of analyzing various types of documents including books, newspaper articles, academic journal articles, and institutional reports. Any document containing text is a potential source for qualitative analysis (Patton, 2015 cited in Morgan, 2022). Further, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge. The researcher, in order to explore the impact of code-switching during the EFAL lessons in the classroom, learners will be given a writing task of the following question “Bullying seems to be prevalent everywhere. At schools most learners are being bullied by their mates which affect their studies and their future. Write a letter to the principal of your school addressing the issue of bullying by expressing your views on this matter.” The formal letter was written out of 20 marks. Therefore, the administered task by the researcher was reviewed and analyzed with the intentions of gaining understanding towards the impact of using code-switching in English classroom. Moreover, Bowen (2017) states that documents provide background information as well as historical insight. Such information and insight can help researchers understand the historical roots of specific issues and can indicate the conditions that impinge upon the phenomena currently under investigation. As a result, the researcher gained more understanding on the reason for teachers and learners use of code-switching during English classroom. With that been said, the researcher was able to identify the positive and negative impact of switching language during English FAL classroom lesson.

3.7. DATA ANALYSIS

Dawit (2020) defines data analysis as a changing of the collected raw data into meaningful facts and ideas to be understood either qualitatively or quantitatively. The researcher should analyse the data collected in order to verify if the data collected answers the research questions and objectives of the study. Kampira (2021) explains that thematic analysis is a data analysis procedure that centers on identification, description, explanation, substantiation, and linkages of themes. It is premised on the view that all information is conveyed with meaning and this meaning can be deduced from identifying a central idea or a cluster of ideas that gives it a comprehensive meaning. The researcher used thematic analysis approach to identify, analyse, and report themes within data. The

researcher used inductive thematic analysis to analyse data in this study thus, it is more concerned with trying to understand the lived experiences respondents on how they make sense of their experiences of addressing their challenges of learning and teaching English First Additional Language in English First Additional Language without the use of code-switching. Further, Kampira (2021) defines inductive thematic data analysis approach as the interpretation of data and development of themes is guided by the content in a dataset. Concepts and theories are developed with the analyzed data as a starting point. As a result, the researcher read transcribed recordings from semi-structured interviews, observation, and document analysis several times until in order to reach a saturation point. Lochmiller (2021) mentions that when focused on documents, thematic analysis presumes that the recorded information is an accurate reflection of the reality that existed at that time and therefore should be treated with the same degree of confidence as participant's spoken recollections.

3.8. QUALITY CRITERIA

3.8.1. Dependability

Dependability refers to the extent to which the research findings are stable over time. Dependability establishes whether the research findings would be consistently repeated if the research were to be replicated, either with the same investigator or with another, either in the same context or in a different one (Megheirkouni & Moir, 2023). The researcher asked the supervisor who have more knowledge and experience to verify and analyse the data in order to errors from this study. Further, the researcher ensured that the findings are consistently verified with the data collected to ensure that nothing is missed in the study.

3.8.2. Credibility

Megheirkouni and Moir (2023) explain that credibility refers to the confidence placed in the truth of the research findings. It establishes whether the findings stem from the data collected from interviewees and, importantly, it establishes whether the way in which the data were interpreted and reported has distorted the real meaning of the data. The data was consistently read and revised accordingly by the researcher; thus, this study ensured

credibility by recording the interviews and store the data safe and allowing the participants to confirm the accuracy of the findings.

3.8.3. Transferability

Transferability is defined as the degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents (Korstjens & Moser, 2018). The researcher facilitated the transferability judgment by a potential user through thick description. In this study, the researcher collected enough data using different data collection instruments. Semi-structured interviews were conducted until the data reached saturation. Further, the researcher ensured that accurate, detailed, and complete information was provided including checking the number of participants that will participate.

3.8.4. Confirmability

Confirmability is the degree to which the findings of the research study could be confirmed by other researchers (Korstjens & Moser, (2018). Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data. Therefore, confirmability there must be some objective reality present. The researcher maintained the truth and objectivity of the findings hence the researcher will use different techniques of gathering data to ensure confirmability of the findings, such as semi-structured interview, observation, and document analysis. Therefore, the recordings of the interviews and participants scripts will be kept confidential.

3.9 ETHICAL CONSIDERATIONS

Ethics refer to the norms and values that guide decisions regarding the collection of data and analysis of said data, as well as the dissemination of findings (Mirza et al., 2023). The appropriate steps are to be followed to uphold participants' anonymity, privacy, confidentiality, informed consent, voluntary participation, integrity, rights, and full disclosure. Participants have the right to refuse to participate or withdraw from the study at any time irrespective of the consequences this might have to the study.

3.9.1. Permission to conduct the study

The researcher obtained Ethical Clearance Certificate from the University of Limpopo's Research and Ethics Committee (TREC) before conducting the study. The researcher also got permission to conduct the study from the District Director, circuit manager at Dzindi Circuit, the principal of the selected school, the parents, and learners. This served as the permission to conduct the research using learners as the participants

3.9.2. Voluntary consideration

It means that all research subjects are free to choose to participate without any pressure or coercion. Further, all participants are able to withdraw from, or leave, the study at any point without feeling an obligation to continue (Bhandari, 2021). The researcher made it clear to the participants (both learners and teachers) that the research is for academic purpose and their participation is voluntary, thus no one is forced to participate, and they are free to choose whether they are willing and free to withdraw from the study at any time.

3.9.3. Informed consent

Fleming and Zegwaard (2018) state that in informed consent the participants must provide explicit, active, signed consent to be taking part with the research, including understanding their rights to access to their information and the right to withdraw at any point. The informed consent process can be seen as the contract between researcher and the participants. The researcher notified the participant about the goal or purpose of the research, research techniques or procedures to which the participant is subjected, any risks involved, conditions of confidentiality (anonymization or pseudonymization), storage of data collected, usage, and access to data, and the rights they have as participants e.g. to withdraw from the research at any stage without fear of violence or intimidation. Consent forms to be signed by the parents/ guardian for minor learners to participate in this research.

3.9.4. The right to privacy

Qualitative researchers should make sure participants' privacy is protected. Participants should be involved in the study, mainly in the place and time of their choice. Qualitative researchers should not be intrusive in participants' place and time (Wa-Mbaleka, 2019).

The researcher adhered to participant request of their privacy by acknowledging participants their right to be in charge of their personal information.

3.9.5. Anonymity

Fleming and Zegwaard (2018) mention that in participant anonymity means the participant's identity are unknown to the researcher (e.g., when using anonymous surveys, the participant identity is truly unknown to the researchers). The researcher kept participants anonymous by using fake names to identify participants' response. The participant age, gender, and location were not disclosed.

3.9.6. Integrity, equality, and respect

All individuals who are involved in our research must be treated with "respect" and utmost trust, especially the volunteers (Mirza et al., 2023). The researcher conducted the study considering all the participants by treating them equally and with respect despite their age nor religion.

3.9.7. Confidentiality

Confidentiality relates to an agreement between the researcher and the participant (Bos et al., 2020) the former concerns the initial collection of data, the latter makes promises to not disclose specific personal information. During data analysis the names of the participants will be identified by falsified names such as the use of numbers and letters of alphabet (Teacher 1 or Learner 1). The data collected information will be kept in the possession of the researcher in a safe place and confidential. The data will be stored in the computer linked to a secret password to which only the researcher has access.

3.9.8. The right to safety

Kang (2021) mentions that the researcher should have clear accountability to certify that they identify and safeguard the rights and wellbeing of the researcher partakers regardless of the research. The researcher followed ethical guidelines in order to protect the welfare of the participants and lessen the mental or physical discomfort as well as danger.

3.9.9. Honesty

Bos et al. (2020) explain that honesty convey information truthfully, honor commitments, do not fabricate, falsify, or misrepresent data and do not deceive colleagues, research sponsors, or the public. The researcher was honest about anything in the study towards the participants, and also with the information collected from the participants, the researcher won't modify the participants' response to suit the outcome.

3.9.10. Deception of participants

Deception involves (a) giving false information, or (b) generating false assumptions, or (c) withholding any information that participants may request, or (d) withholding information that is relevant to appropriate informed consent (Bos et al., 2020). The researcher was open towards participants and not hold important information that might affect the participants, when the participants enquire and require specific information, the researcher fully responded with honesty rather than making assumptions.

3.9.11. Avoidance of harm

Knight (2022) states that potential sources of risk or harm to participants should, as far as possible, be identified and mitigated when the study is being designed. The researcher considered the potential of harm and do everything in her power to protect the participants in this study, by eliminating all the possible risks including physical, emotional, and reputational.

3.10. CONCLUSION

This chapter focused on the methods used to address the research questions, research approach, research paradigm, research design, as well as population and sampling techniques, and ethical considerations. The methodology used to gather data in this study was fully described in the chapter. Sampling, data collection strategies and tools were elaborated upon. The learners were referred to using pseudonym for confidentiality and anonymity. The data was collected using semi-structured interviews, observations, and document analysis. The chapter was concluded with ethical considerations relevant to this study. Data analysis and interpretation of data collected, as well as conclusion will be presented in the next chapter.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The previous chapter outlined the methods used to address the research questions of the study. It also outlined the research approach, research design, data collection tools, and population, sampling techniques used to select the research site and of actual participants. This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study. The analysis and interpretation of data is carried out through three stages. Firstly, the results based on the classroom observation. Secondly, the results based on the semi-structured interview. Lastly, the results based on the document analysis. The study was comprised of two grade 11 classroom observations done in a secondary school, semi-structured interviews which involved two teachers and 12 learners from this secondary school. The process of analysing data collected throughout, appropriate analysis procedures and presents a discussion of the findings helps to answer the main research question: What are the impacts of code-switching during the teaching and learning of English longer transactional text? The main purpose of the research was to explore the impact of code-switching in Grade 11 learners' writing of formal letters in English First Additional Language Classroom. Pseudonyms were used for teachers and learners. Teachers were given code names, Teacher 1 and Teacher 2 while participating learners are referred as Learner1 until Learner 12. Pseudonyms are used to protect participants' identities and are in line with the confidentiality requirements of the University Research Ethics.

4.2 BIOGRAPHICAL INFORMATION OF RESPONDENTS

Learners' background information is important because it shapes their minds and perspective which affects how they perceive and receive knowledge. Therefore, it is significance to consider factors such as learners' age, gender, and language distribution when gathering demographic information because all these different demographic groups have different needs and social barriers to overcome. A strategy of biographical matching is developed and illustrated below:

4.2.1 Biographical information of learners

4.2.1.1 Gender representation of respondents

The gender differences are an important variable in the analysis of collected data in the study since, it reveals the exact number participated per gender and demonstrate how a dominant gender would affect the overall outcome of the study. Descriptive statistics are used to calculate, describe, and summarize the frequency counts of gender of the participant from the collected research data in a meaningful way. Gender biography illustration in the table below:

Gender Representation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5	42	42	42
	Female	7	58	58	58
	Total	12	100.0	100.0	100.0

The table above indicates that there were twelve participants who participated in this study. The frequency distribution in the table above shows that 5 of the participants were male, representing 42% and 7 participants were female, representing 58%. The participants are a small portion of population representing the whole population of Grade 11 learners between the age group of 15-18 years doing English First Additional Language (EFAL) at Muthamaro secondary school, Dzindi circuit, Vhembe East district. Regarding the table above, the study statistically shows that there was no gender balance between male and female participants due to frequency of 5 male and 7 female participants.

4.2.1.2 Age representation of respondents

The age representation it is significant in the analysis of the study hence, it reveals the most age range of participants which demonstrate how the age range can affect the overall outcome of the study. Descriptive statistics is used to calculate, describe, and

summarize the age range of the participant from the collected research data in a meaningful way. Age biography illustration in the table below:

Age Representation					
		Frequency	Percent	Valid Percent	Cumulative percent
Valid	15-16 years	8	67	67	67
	17-18 years	4	33	33	33
	TOTAL	12	100	100	100

The frequency distribution in the table above shows that the majority of participants were from the age group of categories 1 with 67% (n=8), representing 15-16 years followed by age group of categories 2 with 33% (n=4) representing 17-18 years.

4.2.2 Biographical information of teachers

4.2.2.1 Gender representation of respondents

The gender differences are an important variable in the analysis of collected data in the study since, it reveals the exact number participated per gender and demonstrate how a dominant gender would affect the overall outcome of the study. Descriptive statistics are used to calculate, describe, and summarize the frequency counts of gender of the participant from the collected research data in a meaningful way. Gender biography illustration in the table below:

Gender Representation					
		Frequency	percent	Valid Percent	Cumulative Percent
	Female	2	100	100	100

Valid	Total	2	100.0	100.0	100.0
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The table above indicates that there was two participants who participated in this study. The frequency distribution in the table above shows that two of the participants are female, representing 100%. The participants are a small portion of population representing the whole population of Grade 11 teachers teaching English First Additional Language (EFAL) at the selected secondary school, Dzindi circuit, Vhembe East district. The study statistically shows that there was no gender balance between male and female participants due to frequency of two female and 0 male participants.

4.2.2.2. Age representation of respondents

The age representation is significant in the analysis of the study hence, it reveals the most age range of participants which demonstrate how the age range can affect the overall outcome of the study. Descriptive statistics is used to calculate, describe, and summarize the age range of the participant from the collected research data in a meaningful way. Age biography illustration in the table below:

Age Representation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30-39	1	50	50	50
	40-49	1	50	50	50
	Total	2	100.0	100.0	100.0

The frequency distribution in the table above shows that the participants were from the age group of categories 1 with 50% (n=1), representing 30-39 years and categories 2 with 50% (n=1), representing 40-49 years.

4.3 DATA ANALYSIS

4.3.1 Class observation

AL-Balushi and Mat Saad (2021) define class observation as a process during which the observer sits in one or more study sessions and records the teacher's teaching practices and learners' actions. Through observation, the researcher was able to observe where and why the teachers and learners resort to the use of code-switching during the teaching and learning of English formal letters. Further, observation, as one of these tools and techniques, helps a researcher collect lively and rich information from the sources available by utilizing his senses of observation (Smritirekha, 2023). Non-participant observation is defined as an observation where the observer does not interact directly with the object of observation and not involved in the situation to be studied (Maulida, 2023). The non-participant observation offers the researcher the opportunity to check how the teacher and learners interact and participate with each other during the teaching of formal letters. Therefore, the researcher was not involved when observing teachers and learners behaviour towards the use of code-switching in order to get rich and accurate data. The following themes emerged after the analysis of observation data:

1. Reasons of using code-switching during teaching and learning of writing formal letter in EFAL classroom.

The researcher observed that the teacher used Tshivenda Home Language to code-switching whenever she wanted to emphasise features of a formal letter such as address, subject, salutation, body, conclusion etc. in a way that the learners are able to comprehend without misunderstandings. For example, the teacher explain the following, "*Ni so ngo nwala datumu kha ḍiresi ya vhu vhili*" and "*Ḍiresi ya vhu vhili i fanela u sumbedza uri vhurifhi vhu khou ya gai, kha nnyi, a no shuma u ita mini*". This means that "*when writing the second address, the date should not be included and make sure that in the second address you include the company or organisations that you are writing a letter to, the position of the person who should receive the letter.*" Stromvig (2018) concurs with the findings of this study by indicating that code-switching occurs when the teacher wants to emphasize something and for clarification in order to be understood. Furthermore, this was evident when the learners were writing formal letter task, one of the learners raised a hand and seek for clarity using Tshivenda as indicated in the parenthesis "*Ngauri zwino*

ri khou nwala vhurifhi ha vho ramafhungo, ri fanela u nwala uri vhu do tangedzwa nga nnyi?” this means that “*since we are writing a letter to the press, who should we write as the recipient of this letter?*”. Therefore, learners are able to seek clarification and express their ideas freely without the fear that they might be misinterpreted. The above response are supported by Ezeh et al. (2022) who found that code-switching helps learners to express their understanding of new ideas to the teacher in a language that allows them to adequately convey their feelings and ask questions intelligibly without being misunderstood or embarrassed, compel them to code-switch in most learning situations. As a result, teachers found code-switching helpful because any aspect or features of formal letter that learners need to understand and know by heart can be emphasized, which will help the learners to apply all format of formal letter when writing. Additionally, when code-switching is permitted in class, learners feel free to ask questions related to the lesson with the intention to comprehend the lesson effectively and clear the misunderstandings.

2. Code-switching helps teachers and learners to be more active in teaching and learning of formal letter writing EFAL

The researcher observed that the teacher were able to engage learners by asking them in a practical way e.g. the teacher uses her native language to ask learners a question related to formal letters. The teacher engaged the learners by asking them the following question, “*Ni a divha mbeu ya muthu ane na khou munwalela vhurifhi? Zwo ralo ni sa mudivhi, ni fanela u nwala nga ndila ya u angaredza.*” Which means that “*Do you know the gender of the person who is going to receive the letter? She further explained that in this case, you should write in an inclusive way by saying ‘Dear Sir/Madam’.*” This shows that teachers engage learners by employing code-switching to instils learners interest since it is the language they understand better, also, teachers engage learners to the topic by giving them practical examples or by asking questions related to formal letter writing. Learners were able to respond with confidence and some said “*yes*” some said “*No*”, and the teacher responded to those who said yes by saying that “*when writing a formal letter you should write as a person who do not know the gender of the person who is going to receive the letter even if it is one of your relatives in order to follow the proper format of the formal letter.*” Further, those who said no were addressed/ instructed that

they should write “Dear Sir/Madam”, and she further addressed the class as whole that when writing a salutation, they should all write “Dear Sir/Madam”. The above responses reveals that the teacher were able to ask learners questions using their home language and allowing learners to respond using their home language too which made learners to feel free and be active participants towards the learners. Naha et al. (2018), support the above findings by indicating that code-switching helps learners understand difficult aspects of the lesson as well as enabling them to participate in lesson and express themselves without the fear of being stuck. As shown above, Ezeh et al. (2022), explain that the use of code-switching gives learners opportunity to express their understanding of language activities in the target language to the teacher, using appropriate feedback in the L1. On the same line of argument learners should be able to reflect to the teacher that they understood the writing of formal letter lesson, those with low language proficiency will be able to reflect through employing code-switching.

3. Attitude and perception of teachers and learners towards the use of code-switching in teaching and learning of EFAL formal letter writing classroom

The researcher observed that the teacher uses less of code-switching and in fewer instances, e.g. to explain the bombastic word or key word in a question paper regarding Formal letters. The teacher was using a previous question paper to help learners in writing formal letter, the question was as follows: *“You have strong opinions on the trending topic, Beauty Pageants. Write a letter to the press, expressing your views.”* The word pageants was new to most learners, the teacher had to explain what pageants mean, and the meaning were as follows: *“pageants mean modeling on a stage wearing beautiful costumes.”* When translated to Tshivenda it means *“Pageants ndi u ɽonga kha tshiɽeidzhi wo ambara zwiambaro zwa manaka-naka.”* The above code-switching indicate that there are some words that if a learner doesn’t understand he/she will fail to understand the whole question. Therefore, the teacher finds it necessary to explain such words to the learners using the learner native language since they understand it better. It then helps learners to enhance and build their vocabulary. As a result, the learners will be able to answer correctly without writing things opposite to the question posed. On the other hand, most learners resort to code-switching often than using English language only. Every time when learners want clarity about writing formal letter, they use their native language to

ask, and it helps them to comprehend without any difficulties. The learners was asking the questions using Tshivenda as indicated in the parenthesis, “1. *Ri nwalisa hani t̄hoho.* 2. *Musi ri tshi nwala kha tsaino ri fanela u thoma nga dzina kana tshifani.* 3. *Ndi nga mini ri singo fanela u lumelisa.*” Meaning that “How do we formulate the subject line, when signaturing should we start by name or surname, and why are we not allowed to greet.” As observed, most learners are not fluent in English, and they have inadequate vocabulary which makes them to find code-switching as a friendly language that will help them to understand English formal letters. These findings of this study concur with Stromvig (2018) who found learners use code-switching to get explanation and clarification on questions to avoid misunderstandings. With that being said, learners can employ code-switching to ask for clarification of features of formal letter writing to further understand what should be written, where it should be written, and how it should be written. The researcher observed that learners with inadequate vocabulary experiences challenges to comprehend the formal letter question or statement that contains a new concept to them which they find difficult to understand.

4. Usefulness of code-switching during teaching and learning of formal letter writing in EFAL classroom

In teachers, the researcher observed that the teachers were able to give practical example, elaborate and clear misunderstanding and helps learners with inadequate vocabulary to comprehend the lesson about formal letters. When the teacher was teaching, the question paper that the teacher was using as a task to test learners writing of formal letter, was constructed as follows: “*You have strong opinions on the trending topic, Beauty Pageants. Write a letter to the press, expressing your views.*” The teacher explain how they should construct their ideas based on Beauty Pageants and what kind of content should be in their letter when writing, for example, “*Beauty Pageants I t̄ut̄uwedza hani vhathu vhaswa, I vha fhaṭa nga ndila-ḡe vhuḡifhulufheli.*” Which means “*How does it motivates young people; how does it shape and build their confidence.*” The above responses reveals that code-switching is useful in a class where most learners have poor adequate vocabulary because the teacher will be able to accommodate them by switching to their native language so, that the lesson becomes fruitful. Naha (2018), support the findings by indicating that code-switching as a resource, which helps learners

to understand and comprehend their lessons, which improves their performance during examination. Therefore, code-switching helps the teacher to give learners ideas on how they should brainstorm and structure their ideas which in turn is a necessary prerequisite for academic achievement and cognitive development.

Whereas in learners, the researcher observed that learners are able to comprehend the lesson, participate with confidence, and ask for clarity where they do not understand about formal letter writing in English FAL. The findings of this study indicate that on the formal letter writing task, most learners were writing correct format of formal letter with all the features that the teacher taught them, some learners were actively participating, when the teachers asked them what is supposed to be written on the closing part, they responded with confidence and said, “yours faithfully or yours sincerely.” The teachers were asking learners questions like, “*Diresi ya u thoma ndi ya nnyi nahone ḍiresi ya vhu vhili ndi ya nnyi?*” meaning that “to whom does the first address belong and to whom does the second address belong?”. Then learners responded together at once and said, “*Diresi ya u thoma ndi ya n̄e muṅwali, ya vhuvhili ndi ya munwaleliwa.*” Which means that “the first address is for the writer and the second address is for the recipient.” As a result, no learner was afraid to speak up even though others were responding in English, the use of code-switching enhanced learners’ self-confidence. Ezeh et al. (2022), concur with the findings by revealing that code-switching instils confidence among learners to express their language inadequacies, learn freely and improve on the target language. This shows that code-switching in class helps learners to build their confidence by sharing their ideas and expressing their thoughts because some learners are shy and have poor language proficiency, hence, such learners find it relieving to use code-switching. As a result, most learners feel comfortable when using their native language because they know that if they use target language, they may end up being misunderstood or misinterpreted and when learners are confident, they are able to actively participate in the lesson and respond to the questions posed by the teacher regarding the format of writing formal letter.

5. Challenges of code-switching during teaching and learning of formal letter writing in EFAL classroom

The researcher observed that, for the learners to write the formal letter correctly, the teacher has to explain all the bombastic words and key words to the learners. The teacher was using a previous question paper to help learners in writing formal letter, the question was as follows: *“You have strong opinions on the trending topic, Beauty Pageants. Write a letter to the press, expressing your views.”* The word pageants was big and difficult to others, the teacher had to explain what pageants mean in Tshivenda, and the meaning were as follows: *“Pageants ndi u t̃onga kha tshĩeidzhi wo ambara zwiambaro zwa manaka-naka.”* Which means *“pageants mean modeling on a stage wearing beautiful costumes.”* As shown above, during activity writing of English formal letters, the teacher explains the words that she finds difficult for the learners to understand in the question, the words that if a learner fails to understand, he/she will write incorrect answers or write irrelevant things. To support the finding, Abdullah (2020) indicated that code-switching is used to facilitate target language learning and to serve some pedagogical purposes such as providing equivalence of unknown vocabulary and reiteration of ideas to ensure comprehension. Therefore, the researcher further observed that when learners are writing class activity of formal letters, they misinterpret the question and get confused by the key words. During correction time, when the teacher asked learners what they wrote on the Topic sentence, some learners respond revealed that they did not understand what they were supposed to write about. The above mentioned is supported by Sheetekela (2019) who found that code-switching contributes to learners’ high failure of comprehending questions accurately during their national examinations (Sheetekela, 2019). When learners depend on spoon-feeding of using code-switching strategies to comprehend questions and procedures, it becomes hard for them to cope on their own during national examinations because they won’t be able to understand the question and how they should construct their ideas. Further, they will not have confidence in what they are answering, and the cohesion and coherence of their answers. The findings reveal that learners who lacks language proficiency face challenges when they are writing formal letter, they struggle to comprehend the question correctly, which is concluded that they will write very few details supporting the topic. To sum up, teachers and learners resort to the use of

code-switching during the teaching and learning process because it helps them to clear the misunderstanding, enhance active participation, and to explain the meaning of bombastic words regarding the teaching, learning, and writing process of English FAL formal letters. Although, it hinders learners acquisition of English words which result in, learners poor vocabulary and poor quality of English when they are writing English formal letters.

4.3.1. Semi-structured Interview data

Semi-structured interview empowered the researcher to ask for more details and clarification based on the responses of the participants

4.3.1.1 Interview for teachers

1. Do you think your home language should be used by you to teach EFAL lesson? State the reasons for using code-switching.

This question helped the researcher to understand the reasons for teachers to use code-switching when teaching EFAL formal letters. The respondents indicated the following, regarding the reasons they use code-switching to facilitate the teaching and learning process:

Teacher 1

Yes, code-switching helps to emphasise points and make it easier for learners to understand things better than when they are explained in EFAL. Code-switching fill in language gaps.

Teacher 2

Yes, code-switching helps to clarify the misunderstanding that learners might have regarding the lesson. To instruct learners on how they should write English formal letter

The above teachers' responses reveal that code-switching helps to clarify new concepts that learners might find hard to understand in order for learners to comprehend the lesson about writing of formal letters in EFAL. Ramila and Benmhamed (2024), concur with the findings by stating that code-switching can serve various pedagogical functions, including

clarifying complex concepts, improving learners' comprehension of academic content, thereby enhancing learners' grasp of the subject matter. Furthermore, regarding the purposes of utilizing CS, teachers employed CS for knowledge construction and transmission tasks such as teaching new vocabulary and language expressions, clarifying grammatical concepts, and explaining the material (Abdulwahid, 2024). In each lesson, there are new concepts that learners need to understand in order for them to grasp the content and to some learners, some words are new to them. Therefore, code-switching helps the teacher to teach new vocabulary and clarify any misunderstand that may occur.

2. What are the challenges of not using code-switching throughout the teaching process of writing longer transactional text in EFAL classroom?

This question helped the researcher to identify challenges teachers come across when they are teaching formal using the target language only without employing code-switching. The respondents indicated the following regarding the challenges they experienced if they do not employ code-switching to facilitate the teaching and learning.

Teacher 1

Learners might be left confused or not finding the teacher instruction and explanation clear enough.

Teacher 2

Learners might misinterpret some words that the teacher is using in English which will cause them to misunderstand the whole lesson.

As shown above, the findings reveals that when the teachers use the target language to teach, learners end up get confused and misunderstand the lesson that the teacher presented. As a result, the teacher will employ code-switching to avoid further misunderstandings and confusion in learners. These findings are supported by Qonaatun (2018) who asserts that using the target language teachers sometimes worry that their learners or their opponent do not understand the intent and purpose of the explanation and it is feared the purpose of learning is not delivered or is a misunderstanding between the speaker and hearer. However, Japhet (2017) postulates that most learners failed to understand grammatical English language, lack of confidence when speaking the English

language, and waiting until the teacher translated or code-switched from English to Kiswahili that was when they understood. There are learners who are more dependent on the use of code-switching to comprehend the lesson because they have low language proficiency and poor vocabulary, if the teacher did not resort to code-switching, they will be confused about the lesson and end up misinterpreting the whole lesson about writing of formal letters.

3. Do learners code-switch during the writing of longer transactional text? In their letter, if yes, why do they could switch?

This question seeks to determine if learners code-switch language when they are writing the formal letter. The respondents indicated the following regarding the code-switching that occurs when learners are writing the formal letter.

Teacher 1

Yes, some learners code-switch using their home language, they might code-switch and write idioms or proverbs in order to support their ideas.

Teacher 2

Yes, there are learners who ended up using native language words instead of English because they are struggling to write the exact word in English.

The findings reveal that some learners struggle to use a specific word in writing of English formal letter and they resort to the use of native language to substitute such word with Tshivenda language word, this is because of the inadequate vocabulary which gives learners hard time in constructing a fully English meaningful sentence. The above responses are supported by Abdulla and Mustafa (2024) indicating that some learners code-switches to their native tongue by using the native equivalent of a certain lexical item in the target language. If learners lack equivalents, they resort to code-switching to avoid passively ignorance of their ideas and opinions, therefore, code-switching helps to express their ideas and opinions. Further, Abdullah (2020) indicated that code-switching is used to facilitate target language learning and to serve some pedagogical purposes such as providing equivalence of unknown vocabulary and reiteration of ideas to ensure comprehension. During the writing of longer transactional text, learners that experience

inadequate vocabulary they tend to code-switch as a means of providing the equivalence of the specific word. Nevertheless, Sato (2023), indicates that learners code-switching was a manifestation of their lack of relevant vocabulary or insufficient knowledge of the L2. The struggle of learning English in learners is high, learners have difficulties in language acquisition because of limited exposure, lack of language proficiency, and limited language skills which affect their writing of meaningful and coherent English formal letter.

4. Do you think code-switching of languages can motivate the learners to learn English longer transactional text writing? State your reasons.

This question helped the researcher to find out whether the use of code-switching motivates the learners to learn formal letter writing. The respondents indicated the following regarding the reason for code-switching to motivate the learning process.

Teacher 1

Yes, Code-switching can motivate learners with the language to learn English longer transactional text writing using the language they comprehend.

Teacher 2

Yes, because learners are able to feel free to engage in the lesson and ask for clarity where they don't understand and also respond to the question posed to them.

As shown above, the findings reveals that Learners are motivated to participate in learning of English formal letter writing because if they are struggling to understand the lesson, they can resort to the use of code-switching to seek for clarity. Therefore, they are able to comprehend how they should write English formal letter and all the features of formal letter writing. Mutai et al. (2024) concur with the findings by indicating that code-switching helps learners feel at ease and free from needless anxiety, allowing them to pay attention and actively participate in class activities more effectively. Additionally, Medhin and Mohammed (2024) posit that utilizing L1 can make the classroom feel more familiar and comfortable, thus enhancing learner engagement and participation. Further, L1 use can ease the emotional challenges associated with L2 learning, particularly for

learners who are shy or lack confidence. The English anxiety disorder occurs in some learners in a way that when you ask them a question, they fear making mistake since it is embarrassing and become shy to answer the question. As a result, learners feel more comfortable and confident when some words are explained in the native language since it will encourage them to answer questions posed to them and be more actively involved in class.

5. What are the positive impacts of code-switching languages in teaching writing of longer transactional text in EFAL classroom?

This question seeks to identify the positive impact of using code-switching during the teaching of formal letter writing. The respondents indicated the following regarding how code-switching impacts the teaching of formal letter writing positively.

Teacher 1

Learners can easily ask and answer questions. It is easier to engage learners in the lesson. Learners learn comfortable. Learners also learn new grammar.

Teacher 2

Learners build their confident to use English freely in order to express their ideas. The teacher is able to clarify well learners seek clarity and make sure that all learners comprehend the lesson without any misunderstandings.

The findings of this study indicate that code-switching helps the teacher to explain the English formal letters lesson since the teacher see that other learners with poor language proficiency will not understand if the language of instruction English only. Nasution and Siregar (2021) supported the findings by indicating that code-switching has a positive effect on the learners' understanding as it is efficient in the classroom and bring learners to self-confidence and the sense of comfort. Further, the use of code-switching allows low proficient learners to follow the lessons better than merely using English. Learners with low language proficiency encounter challenges in comprehending English lesson since some words will confuse them and cause misunderstandings, therefore, the use of code-switching to facilitate the lesson helps all learners to find it easy in comprehending the lesson and feel confident to ask questions as well as expressing their ideas, opinions, and thoughts. Moreover, Sampurna (2023) indicated that the teacher switches code to

reduce either learners' misunderstanding of the lesson or their difficulty understanding the English lesson offered by the English teachers in the classroom. Further, Oughazou (2024) postulates that code-switching helps them learn new vocabulary when educators switch between English and Moroccan Arabic. Switching between English and Moroccan Arabic allows the respondents to understand the context and meaning of new English vocabulary. The use of code-switching to facilitate the teaching and learning process enhances learners target language vocabulary as well as the meanings of new vocabulary. Therefore, learners build the target language knowledge through the use of code-switching.

6. What are the negative impact of code-switching languages in teaching writing of longer transactional text in EFAL classroom?

This question seeks to identify the negative impact of using code-switching during the teaching of formal letter writing. The respondents indicated the following regarding how code-switching impacts the teaching of formal letter writing negatively.

Teacher 1

Call switching might lead to further confusion of learners. It can also hinder learners language development as they will require explanation and instruction in the language they understand and not comfortable with EFAL.

Teacher 2

Learners might show poor grammatical knowledge because they learn English using their home language. Learners might fail to write correct spellings of words since they will be learning new vocabulary using their home language and their home language is totally different with the target language.

The above teachers' responses indicate that learners lack strong foundation of the target language, they experience difficulties in constructing coherent and meaningful sentences. Therefore, the use of code-switching in class influences writing problem especially in grammar, such as: incorrect spellings, misplacement and omission of punctuation, and unsuitable words choice. Shahzad et al. (2022) concur with the findings, indicating that the lack of vocabulary in writing is related to poor vocabulary, spelling and

sentence structure problems, difficulties in using conditional and passive sentences and mainly problems regarding right use of tenses are the most prominent writing challenges for elementary learners they face while writing in English language. Furthermore, this means that learners adopt the use of English and Kiswahili therefore, it becomes very difficult to know English grammar (Japhet, 2017). Challenges include insufficient English practice and potential misunderstandings of word concepts. As a result, in learners writing of English formal letter, there are lots of grammatical errors such as omission of punctuation, articles, and prepositions because they do not read books, practice English, and some their background limit them from acquiring English knowledge.

7. Do you think the use of home language in teaching writing of transactional text influences learner's performance? Elaborate your answer.

This question seeks to understand whether the use of code-switching to facilitate the teaching process influences learner's performance when they are writing formal letter. The respondents indicated the following regarding the influence of code-switching in learner's performance.

Teacher 1

Yes, the use of home language does influence learners performance because learners understand their home language making it easier for learners to grasp and understand what is being taught and how they are required to write transactional text.

Teacher 2

Yes, Learners use home language to learn writing transactional text, they will be able to follow correct structure of formal letter which will make them to write formal letter appropriately.

The above responses reveal that the learners can comprehend the writing of English formal letters through employing code-switching, during examination or test of English formal letters, they tend to follow the proper structure of formal letters, adhering to all features they learn from the lesson. As a result, they accumulate all marks for planning and structure. Further, the above responses are supported by Khalema and Raselimo

(2024) by indicating that utilization of code-switching can improve learners' academic performance and active engagement during the lessons. For instance, code-switching supports learners during teaching and learning of diagrammatic content and practical activities and this could increase learners' performance during examinations. Moreover, Oughazou (2024) concurs with the findings by showing that code-switching aids comprehension, improving academic performance in terms of translating words and ideas between the two languages and knowing the pragmatic level of each language. As a result, learners with high language proficiency can brainstorm using their native language and translate the ideas correctly into writing with cohesion and coherence. Lee (2024) concluded that code-switching enhances clarity and comprehension, with teachers' strategically using code-switching to explain complex topics and learners recognizing its role in aiding understanding. Furthermore, the use of code-switching makes the teaching and learning process easier since the teacher will use the code-switching method to give clarity and in order for learners to not miss out on some important features of writing English formal letters due to the fact that they are not fluent in the target language.

8. Do you think the learners' home language should have a role in teaching of EFAL? If yes, what are your reasons?

This question helped the researcher to determine how teachers perceive the role of learners' home language to facilitate the teaching process of formal letter writing. The respondents indicated the following regarding whether the learners' home language should play a role in teaching of formal letter writing.

Teacher 1

No, because learners will not use their home language when writing task and assessment. Some of the things explained in their mother tongue might not be explained correctly or in a way they are supposed to be answered in EFAL transactional text.

Teacher 2

No, because they might lose interest in learning EFAL using medium of instruction language since there will be used to learn EFAL through their native language.

The findings of this study indicate that when the learners are writing English formal letter, the question paper is presented to them in English and they are expected to write the answers in English, as a result, it becomes difficult for learners to comprehend the question because some terms will be out of their knowledge which will affect their writing since it won't show understanding of the question. Jabeen et al. (2023), concur with the findings by revealing that code-switching can have a negative impact on academic performance because it can impair language competence, make it more difficult to understand terminology specific to a given field, and be deemed inappropriate in formal writing assignments or examinations, which could have an impact on learners' grades and academic success. Consequently, the use of code-switching hinders learners' language acquisition and impair language competence. Furthermore, Hofweber et al. (2024) conclude that code-switching could delay or negatively affect the children's proficiency in each language. When learners resort to the use of code-switching, it affects their language proficiency because they won't be able to enhance their English language vocabulary, and they will fail to understand meaning of some terms which will affect their writing of formal letters.

4.3.1.2 Interview data for learners

1. Do you use code-switching when learning to write longer transactional text in an English First Additional Language (EFAL) classroom? If yes, why?

This question seeks to determine the reason why learners use code-switching when learning writing of longer transactional text in English FAL. It helps to support what the researcher has observed during classroom observation and found in other scholars. The respondents indicated the following regarding the reason why they use code-switching while learning writing of English formal letters.

Learner 1

Yes, because some of us understand the Tshivenda language more than English language. Also, because there are learners who know fewer English words, so they interpret it in the Tshivenda language. Code-switching makes the lesson easier for us to understand.

Learner 2

Yes, code-switching helps us to gain more understanding of the topic. It helps us to know how to use English words in writing transactional text. Code-switching helps those who are unable to understand English big words to understand what they mean in our home language.

Learner 3

Yes, so that learners who don't understand English that much can be able to understand what is being taught and to make sure that every learner understands the writing of formal letters.

Learner 4

Yes, because some learners do not understand what is going on while learning using English only. Some learners find English terms difficult to understand. So that we can understand what is going on and how to answer questions.

Learner 5

Yes, because it helps us understand what is being taught from a better perspective. Because it helps some of us to understand faster. Because it helps some of us who are afraid to say we don't understand, it helps us learn and understand better.

Learner 6

Yes, some of the learners find it hard to understand English. There are some words that learners do not know the meaning, so for them to understand it requires code-switching. To understand what we are being taught and can be able to answer the questions.

The above responses indicate that there are some concepts that learners find it hard to understand therefore, code-switching helps to understand such concepts because learners understand their native language better than the medium of instruction which is English language. The above responses are supported by Malindi et al. (2023), by indicating that code-switching ensure that learners understand the lesson and comprehend all the concepts. Furthermore, the use of code-switching intent to ensure

that learners comprehend the writing of formal letter format without any misunderstanding. Furthermore, Ali et al. (2024) concur with the findings by indicating that code-switching in classroom helps to cope up with complex diction, translation, teaching vocabulary or grammar through mother tongue translations. There are learners who show poor knowledge of basic grammatical rules and vocabulary. Therefore, code-switching helps learners with poor vocabulary to grasp the formal letter lesson that is imparted to them by their teachers.

2. Do you think code-switching can motivate you to learn writing of a longer transactional text in EFAL? State reason reasons.

This question assisted the researcher to understand better if the use of code-switching encourages learners to learn writing of English formal letter. The respondents indicated the following regarding how code-switching motivate them to write formal letters.

Learner 1

Yes, because Tshivenda language is understandable to some of us, you cannot easily forget what was taught if the teacher uses code-switching. We are able to engage with the teacher.

Learner 2

Yes, code-switching motivate us learning more about longer transactional text because we won't be stuck because of big words. It becomes interesting because it became more easier to learn in our everyday language. It also makes some of us to learn faster and participate also become active during the lesson.

Learner 3

Yes, code-switching creates better understanding, especially for bombastic words. It helps learners to code-switch difficult words into their home language for better understanding. For us to understand the exact meaning of basic of words.

Learner 4

Yes, because I will understand what is going on what the teacher is teaching. Knowing what you are learning helps we will be able to answer question asked. If they teach us something using code-switching, I will have interest to learn.

Learner 5

Yes, because the language that we use can help us to find an answer when you think about the question in Tshivenda. Because it will be easy for us to understand other English words. Because when we write we are able to recall all that have learned.

Learner 6

Yes, you can find it easy for you to understand what you have being taught. To know the meaning of some bombastic words in your own language and translate them to English easier. It motivates me to enjoy the lesson and help me have good communication skills during the lesson.

The responses above indicate that the use of code-switching during the teaching and learning process, learners are able to feel free and engage in the lesson to show that they are comprehending and on the same page with the teacher. Saringat and Ismail (2024), support the finding by stating that when code-switching used thoughtfully, it contributes to a more inclusive, engaging, and enriching educational environment for both educators and learners. Also, code-switching is linked to learners' engagement in the classroom, which raises their performance and code-switching can be utilized to help learners who don't grasp English well enough to engage fully in class (Mutai et al., 2024). Some learners struggle to understand the English formal letter content if the teacher is using medium of instruction because their language proficiency is poor, and they have inadequate vocabulary. As a result, the use of code-switching to facilitate the teaching and learning process allows learners to comprehend the writing of formal letter lesson, and they will be able to participate to show the understanding of the content.

3. Does the use of code-switching during teaching and learning affect your writing proficiency of EFAL longer transactional text (letter)? If yes, explain in what way.

This question seeks to determine where learners are affected when writing formal letter. When learners are used to learn with the support of code-switching languages, they might be affected when they are about to express their ideas in writing since, the department expect every learner to use the target language which is English in their writing of English formal letters. The respondents indicated the following regarding how code-switching affect their formal letter writing.

Learner 1

Yes, some learners struggles to understand things, so we are likely to forget some words. Because some of us will skip some gaps not knowing how to write a certain word. Some learners write poor English.

Learner 2

Yes, when writing the test learners might fail to understand the question because there is no code-switching when writing longer transactional text exam. When writing we might fail to spell some words correctly and use some of Tshivenda words. Because when you are writing you might fail to translate some of your home language words into English words.

Learner 3

Yes, some of us suffers to spell some words correctly. If they fail to understand the question they won't be able to answer it. Some learners won't be able to interpret the question correctly.

Learner 4

Yes, because most of us we do not know how to spell some other words. Because on English we use only English no Tshivenda when answering an English question. Because many of us do not know how to write big words spellings when using English.

Learner 5

Yes, because we will be not good at writing correct spellings. It will be hard for us to answer and understand question in English. It will be hard for us to analyse difficult words which will cause misunderstanding.

Learner 6

Yes, you can fail to write some of the spellings. Since the teacher code-switch during the lesson you can find it hard to plan a whole paragraph using English since you can't translate it yourself.

The above responses reveal that the learners lack language proficiency which poses a challenge when they are writing a formal letter, they struggle to construct a meaningful sentence. Therefore, learners' sentences reveal the poor quality of English whereby the meaning is hidden and causes the sentences to be meaningless and out of content because the reader will struggle to make sense of such sentence. Maftuna (2024) further concurs with the findings by mentioning that code-switching can sometimes lead to linguistic interference, where features from one language are transferred into another, potentially resulting in errors. Schachinger Tenes et al. (2023) indicate that indeed, learners with discrepant language proficiencies code-switch the target language to their home language when they lack a translation equivalent or have difficulties constructing appropriate grammatical structures in a sentence in the target language. Learners tend to write English formal letter while reasoning how they will construct a sentence using their native language, thereafter, they struggle to put those thought in writing using the target language because they get challenged by the grammatical rule. Furthermore, translating thought, ideas, and opinion from native languages to English language becomes difficult because some words are blended, hence, learners end up writing words that do not exist and the sentences become not logical.

4. What do you think are the positive impacts of using code-switching during the learning of longer transactional text writing in EFAL classroom?

This question helped the researcher to have an idea on the positive impacts that code-switching have on the teaching and learning process of EFAL formal letter writing. Code-switching might impact learners in a positive way, whereby their performance or their writing is improved. The respondents indicated the following regarding the positive impacts code-switching have.

Learner 1

Most learners understand Tshivenda language better than English. More knowledge is gained. Code-switching can make one not to forget certain things easily.

Learner 2

We gain more understanding on what is being taught. We became more interested in learning writing of longer transactional text. It makes us have more understanding of big words.

Learner 3

It increases the learners IQ. All of us will pass both EFAL and home language. Learners will be able to translate English words and understand them better.

Learner 4

It will help us to answer the question appropriately. We will not forget what the teacher was teaching. Learners can memorize what they were learning and no forget it.

Learner 5

It will make the learners mark to rise because they will be understanding better. It makes the class to understand the English transactional text writing better. It makes learners become knowledgeable on some of the formal letter aspect.

Learner 6

You can blend the whole longer transactional text using your home language and just translate it in an easy way. It also helps you to have a better understanding skill. We can also upgrade in both languages and the past them with good marks.

The findings of this study indicate that learners with limited language proficiency which makes them to struggle with grasping English content, such learners depend more on the use of code-switching because they will be able to understand what is being taught and express out their opinion and ideas without not making sense. Almansour (2024) supported the findings by showing that code-switching is used to compensate for a deficiency in language, particularly when speakers cannot express themselves effectively, reflecting the speaker's limited language proficiency. Thus, code-switching helps learners in writing of English formal letter, to scaffold learner who experience language proficiency deficiency for them to be able to complete the formal letter writing activity without any difficulty. Further, Medhin and Mohammed (2024), state that learners can use L1 for brainstorming and planning can help learners organize their thoughts more effectively before writing in L2. Oughazou (2024) concurs with Medhin and Mohammed (2024) by stating that code-switching is a powerful tool that is used strategically to improve writing skills and foster cognitive skills to brainstorm and formulate ideas. Mostly longer transactional text writing requires brainstorming so that the learner can be able to know where and how to start writing the formal letter. Thereafter, when learners are in the editing phase, they will go back to the use of their first language and translate it into English language.

5. What do you think are the negative impacts of using code-switching during the learning of transactional text writing in the EFAL classroom?

This question seeks to see how does code-switching impact learners writing negatively. The use of code-switching languages during the teaching and learning process of EFAL formal letter writing might impact learners in a negative way, whereby hinders their acquisition of English language and result in poor writing skill. The respondents indicated the following regarding the negative impact code-switching have.

Learner 1

It affects us on writing longer transactional text because we won't be able to write some English words correctly. It is going to make us lose confidence in writing correct spelling of words because we will be afraid or not knowing if it is right. We will be shocked by the question, and we will skip because of not understanding the English terms used.

Learner 2

It creates problems when the learner is going to university whereby only English is used no other language, hence, they will struggle to construct meaningful sentence. It gives learners a hard time during examination, as no one got to explain the difficult words in the questions. Learners might find it hard to write correct spelling of English words as they are not used to use English only.

Learner 3

High risk of making grammatical errors during writing test or examination of English formal letter. Learners might find it hard to understand bombastic words that are written in a question.

Learner 4

Sometimes we might mix the meaning of words that are spelled some but with different meaning. Some learners will skip question because they are not understanding it. We will not be able to answer the question correctly if they fail to understand difficult words meaning.

Learner 5

When we are writing some text, we cannot find that Tshivenda words in the question paper. Most of us we do not know and understand some English deep words. Because we misunderstand the question and write the wrong answer. I will skip some information/questions while writing in English because of not understanding the question in English.

Learner 6

When I am writing, I will write wrong spelling. Also, I will be not knowing the meaning of English words well.

As shown above, the findings reveal that the learners if they resort to the use of code-switching frequently during the teaching and learning of formal letter writing, they are likely to write wrong spellings of words, construct meaningless sentences, and commit grammatical errors. Further, learners hardly have any command over English, and they do intro word and intercontinental switching which sometimes turns into ungrammatical and incorrect juxtaposition of vocabulary from the two languages (Sajid et al., 2023). Learners' sentence structure is sometimes unreadable because they do not understand the grammatical rules perfectly, in some cases they fail to differentiate homonyms words since they learned them in their native language. Nawaz et al. (2023) supported the findings of this study by mentioning that the primary language support and direct translation is an ineffective way to use when supporting the target language because it may reduce learners' vocabulary learning. Consequently, another problem of translation in oral language is that it cannot be compared with the written language, some ideas and concepts remain untranslated. However, when learners acquire knowledge of writing English formal letter through the use code-switching, those who are highly knowledgeable with the grammatical rules and well-grounded with language proficiency write an impressive formal letter whereas those with low language proficiency will reveal poor sentence construction with lots of spellings and grammatical errors.

6. Do you have any problem in answering English questions during EFAL lesson? If yes, state the problem and provide your solution to such problem.

This question seeks to identify challenges that learners come across when writing formal letter and a solution to such problem. There are some challenges that learners face when they are writing English formal letter after being taught the writing of formal letter with teacher allowing the use of code-switching to smoothen the lesson, and such challenges have a solution that can be used to prevent further problem that learners face and struggle with when they are writing their English formal letter. The respondents indicated the following in identifying the challenges that they encounter when writing formal letter:

Learner 1

Yes, I will lose interest in learning English longer transactional text lesson in English only. The solution can be that the teacher should allow us to enter in our everyday language and he or she will translate to English. Also, I won't gain more understanding which will lead me to fail EFAL longer transactional text. The solution is to use code-switching where most learners struggle to understand.

Learner 2

Yes, there are some words learners don't understand, and the solution to that is through: use of dictionary. Some learners are afraid to ask where they are not knowing. As a solution, employing code-switching will boost learners confidence.

Learner 3

Yes, some questions come with the use of deep English which makes us to not understand the question well. The solution to that can be the using simple English to ask questions. Also, some spellings are hard to write. The solution to that can be more practice. Further, sometimes some of us fail to express our ideas in English. As a solution, learners should be allowed to use some code-switching to explain our idea clearly.

Learner 4

Yes, because some words are hard for us to understand, the solution will be that the teachers should explain some of difficult English words. Also, the teachers uses long sentences which confuse us. The solution can be that the teachers should be explaining words in simple English or in short with the use of code-switching to make the question more clear. Because it takes time for some of us to understand. The solution to that would be the teaching method whereby the teacher emphasizing important aspects until every learner understand better which can be done through the use of code-switching.

Learner 5

Yes, Because I am not good in spellings and to solve that, when it comes to difficult words the teachers must give us synonyms of words that seems difficult. Also, I can't understand the meaning of some of words. The teacher should allow the use of dictionary as a solution.

Learner 6

Yes, learners fails to understand the question in English and to translate the words we want to say in English. Solution can be that the teachers should allow the use of dictionary. Also, it will be difficult for us to analyse English question paper and the solution to that is to consult dictionary and the study English questions by themselves until you understand.

The above findings reveal that the use of code-switching in class sometime poses a challenge when learners are writing the formal letter, hence, some learners struggles to comprehend the question correctly which is caused by the deep English words used on a question (bombastic words). There are learners with poor vocabulary, such learners come across many new words on the question that is why they find it hard to understand the question which contain difficult/new words. Quinto and Kitani (2022) concur with the findings by indicating that some words or ideas are difficult to understand, and learners will not be able to grasp them if there is no use of local equivalents. Tshivenda Home Language makes learning easier because in the English language, sometimes learners get confused by bombastic words or ideas which is constructed with difficult words that some learners cannot comprehend and grasp a meaning out of them. However, examinations are written in the English language, learners face a severe challenge in understanding the instructions as they are taught using code-switching (Odhiambo, 2021). This reveals that the use of code-switching to facilitate teaching and learning of formal letter writing affect learners writing of formal letter because their target language vocabulary is poor and it would not be enhanced since the use of code-switching hinders language acquisition and limit language proficiency. Although, Saringat and Ismail (2024), supported that code-switching can play a significant role in helping learners overcome limitations in their second language proficiency. As a result, if learners resort to the use

of code-switching, they might be able to express their thoughts down without any struggle. However, they further state that the last factor is fear; they use code-switching because they are comfortable using it without being misunderstood by someone and to avoid committing mistakes in expressing their ideas and explaining terms. The fear of making mistake shaken learners in a way that they do not feel free to express out themselves and they struggle to construct a sentence without making errors. Also, the use of code-switching comfort learners to feel free so that when they want to simply express their ideas and thought in writing they are able to do so without any fear of making mistake.

7. Do you think you are home language should have a role in teaching and learning of longer transactional text writing EFAL? If yes, what are you a reason?

This question helped the researcher to understand the reason for future employing of code-switching. This question explore whether the use of learners home language should help to carry out the teaching and learning process of English formal letters. The respondents' responses will guide whether the use of code-switching is a good thing when learners are learning the writing of formal letters. The respondents indicated the following regarding the reason why they think code-switching should have a role in teaching the target language.

Learner 1

Yes, most learners know Tshivenda language than English. Most words are understandable in Tshivenda language than English. Some of us will get the opportunity to gain more knowledge about the lesson.

Learner 2

Yes, because using our home language helps us to understand the question better. It will help us to learn and translate some English words when writing EFAL Longer Transactional Text. We will be able to spell some words using our home language.

Learner 3

Yes, some learners suggest that if their teacher allows code-switching, they will understand the EFAL longer transactional text better. Learners who don't read other books and newspapers they have less knowledge about English therefore code-switching might help them.

Learner 4

Yes, because it will help some of us become more aware of what's being taught in a better way. Because some of us do not learn first, so whom language will help us understand the formal letter topic better. Because it will clear confusion from the shy learners who are afraid to ask.

Learner 5

Yes, learners will gain more understanding which will help us. We will become actively engaged and have more interested in the lesson when the teacher is teaching writing transactional text in English.

Learner 6

Yes, some test, their understanding of English is based on the explanation of the teacher when switching codes. It makes it easier for learners with good translation skills to write English smoothly. It also helps learners while reading English books to understand what they text is up about.

All the above respondents said that the use of code-switching helps learners to comprehend the lesson without any misunderstanding not cleared since they will feel free to participate and for clarity where they do not understand. Nasution and Siregar (2021) supported the finding by indicating that code-switching is effective in teaching vocabulary and grammar that used equivalent words or expressions and when replying in the native language so that misunderstanding issues can be solved, and comprehensive understanding of grammatical rules can be fostered. Further, code-switching helps learners feel at ease and free from needless anxiety, allowing them to pay attention and actively participate in class activities more effectively (Mutai et al., 2024). English

language has difficult words which are difficult to comprehend if one is not well grounded with target language linguistic proficiency as well as grammatical rules. Hence, the use of switching Tshivenda Home Language with English First Additional Language to explain the meaning of concepts helps learners to feel at ease and comprehend the meaning of such words and as a result, it helps them to know how and when to use them in their writing of English formal letters.

4.3.2 Document analysis

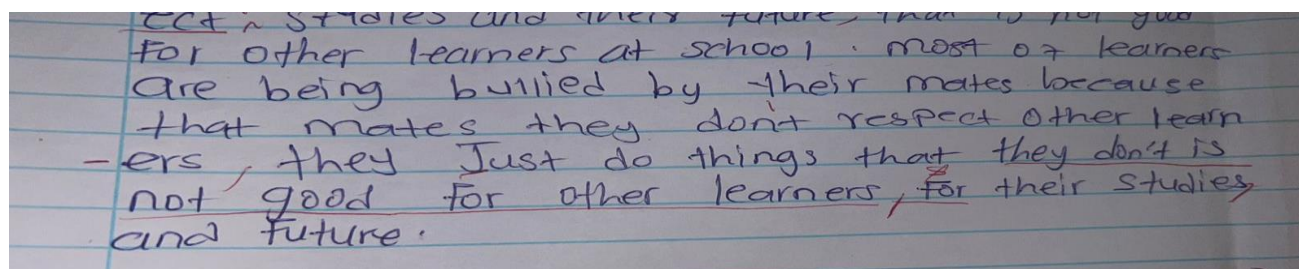
Data collected through document need to be examined, interpreted in order for the researcher to produce meaning, gain understanding, and develop empirical knowledge. Dalglish et al. (2020) define document analysis is a systematic procedure for reviewing or evaluating documents, which can be used to provide context, generate questions, supplement other types of research data, track change over time and corroborate other sources. Through document analysis data collection, the researcher gave learners a formal letter task to write, with the following topic *“Bullying seems to be prevalent everywhere. At schools most learners are being bullied by their mates which affect their studies and their future. Write a letter to the principal of your school addressing the issue of bullying by expressing your views on this matter.”* Therefore, the researcher observed and identified how participants express their ideas, feelings, and opinion based on the English FAL formal letter question. The researcher used the following themes to produce meaning from the participants.

i. Poor quality of English language

Poor quality of English language means that learners have less knowledge of the target language, and their writings of the target language will reveal poor construction of sentences caused by lack of grammatical rules and correct application of parts of speech. Further, the cohesion and coherent in the sentence construction and sentence structure becomes a problem to learners. Additionally, Alsalami (2022) indicates that poor quality of English means a challenge in constructing short sentences, distinguishing between active and passive voice, and using conjunctions, punctuation, quantifiers, and appropriate auxiliary verbs. Therefore, a learner must construct a sentence following the basic grammatical rules, such as starting a sentence with an article or pronoun, know the

tense he/she is using, use punctuation marks correctly, and writing the main verbs with the auxiliary verb before it. Because if the learners don't understand the grammatical ground rules of constructing a meaningful sentence, they will struggle to write formal letters that are understandable and presentable with cohesion and coherence.

Extract 1 wrote that “most of learners are being bullied by their mates because that mates they don't respect other learners they just do things that they don't is not good for other learners for their studies and future”. As illustrated below:



The above participant quote shows that the learner wrote a sentence that have independent clauses and failed to join them correctly. University of New England (2021) support the findings of this study by identifying that there is a run-on sentences structure problem which occur when simple sentences (independent clauses) are joined incorrectly, so it makes your writing grammatically incorrect. The above participant writing reveals that there are independent clauses which expresses a complete thought, but the participant add another independent clause on the same sentence while omitting some punctuations. Consequently, the sentence end up being meaningless with no coherent and cohesion. Alsalamy (2022) concurs with the findings by indicating that there is a fragment sentence that is described as a collection of words that do not have all the components that compose a grammatical correct sentence, such as when a sentence has no main verb. **Extract 2** “Learners who they coll it boss they bullying some learner because they want more food at school and another learners want to eat on break but can't eat on break because the boss at school take that food that is why they complain about bullying at my school.” As illustrated below:

Learners who they call ^{themselves} mit boss, they bullying ^{ed} some learner because they want more Food at school and another learners want to ~~eat~~ eat on break but can't eat on break because the boss ^{es} at school take ^{tense} that Food, that is why they complain about bullying at my school.

[165]

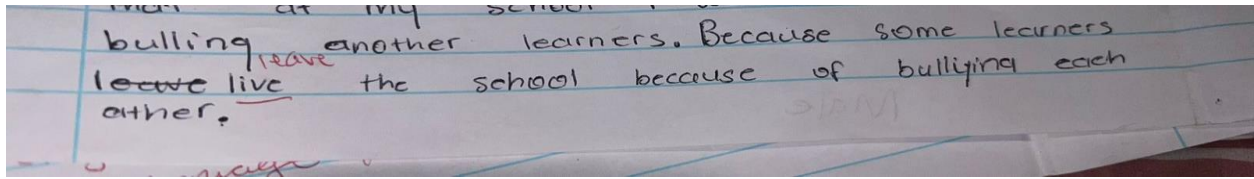
The above quote revealed that the participant failed to write a sentence with main verbs, as a result of that the sentence became dependent clause which does not fully express a participant comprehensive idea rather contains subject and predicate.

ii. Lack of vocabulary in writing

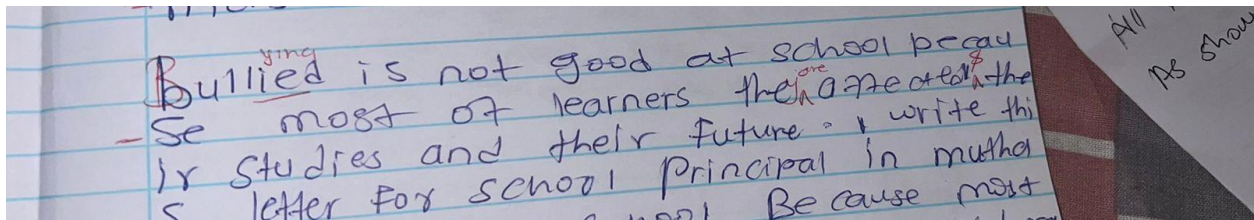
Lack of vocabulary in writing is when the writer construct a sentence with misspelled words and word that mean different from the written one although they are more likely the same when they are being pronounced. Shahzad et al. (2022) indicate that the lack of vocabulary in writing is related to poor vocabulary, spelling and sentence structure problems, difficulties in using conditional and passive sentences and mainly problems regarding right use of tenses are the most prominent writing challenges for elementary learners they face while writing in English language. **Extract 1** "More learners are being bullied physical also emotional especially us children with one parent other learners makes fun of our pain, make fun of our poverty also how we dress that push us away from school because of fear that we get at other learners". As illustrated below:

they will beat you up. More learners are being bullied physical also emotional especially us children with one parent, other learners makes fun of our pain, make fun of our poverty also how we dress, that push ^{es} us away from school because of ~~the~~ fear that we get ^{from} at ~~the~~ other students. More learner also receive painful pranks like being insulted about your parent's, poverty, your home situation.

The above extract reveals that the learners' writings include omission of punctuation marks, articles, and incorrect use of *preposition*. **Extract 2**



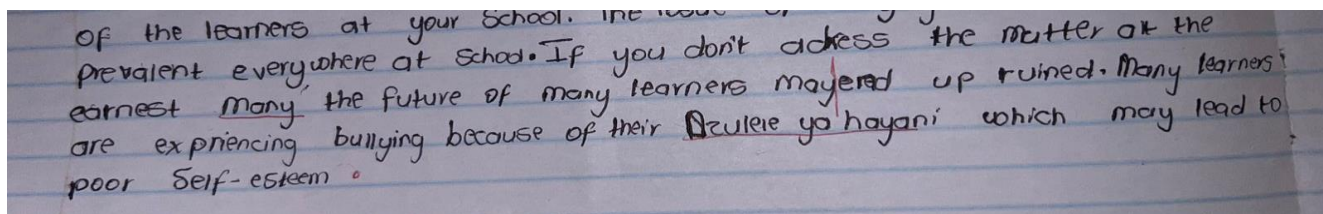
The following is clear quote of the above, *“Because some learners live the school because of bullying each other”*. The above participant writing reveal that there are learners who still get confused by words that sound the same but spelled differently and they mean different thing. The above sentence includes the use of “live” instead of “leave” which is a homophone, therefore, we can see it as a wrong spelling or misuse of a word. Hevia-Tuero et al. (2022) support the above participant quote by indicating that spelling error reflect linguistic features that are challenging for L1 Spanish speakers when spelling in EFL. They also write incorrect word which affects the meaning of the sentence. **Extract 3** *“Bullied is not good at school because most of learners the affected their studies and their future”*. Below is the illustration of the above quote:



The participant sentence hold the wrong subject which is “bullied” instead of starting by verb “bullying”, and also the omission of an article before the noun. The above participant quote reveal that when learners are writing English language, they tend to omit some words in their writing, it can be either omission of punctuation marks, article, and pronoun. Zencha and Chou (2023) support the above findings by indicating that less commonly made code-switching errors involved incorrect word spelling, as in the omissions of pronoun and punctuation marks, as in the use of one kind of phrase in place of another. Furthermore, ELbashir (2023) believes that the impact of other languages, diverse pronunciations, and other historical factors contribute to the complexity of the English spelling system for learners.

iii. Lack of equivalent

Lack of equivalent means replacing a word in the target language with one in his/her native language. Thus, lack of equivalent is more or less the same with translating because it shows that the person whose writing is thinking things using a different language from the one, he/she is using to write. Ninsiana (2022) explains that translation is the utterance to another language of what has been expressed in other source language, maintaining semantics and stylistics equivalences. Moreover, lack of equivalent occurs when it is time to transfer information into writing, the struggle of transferring message/information into the target text which is target language (English) from source text which is (native language). Consequently, learners end up writing using the home language instead of the target language to avoid skipping gaps or leaving sentences incomplete. **Extract 1**

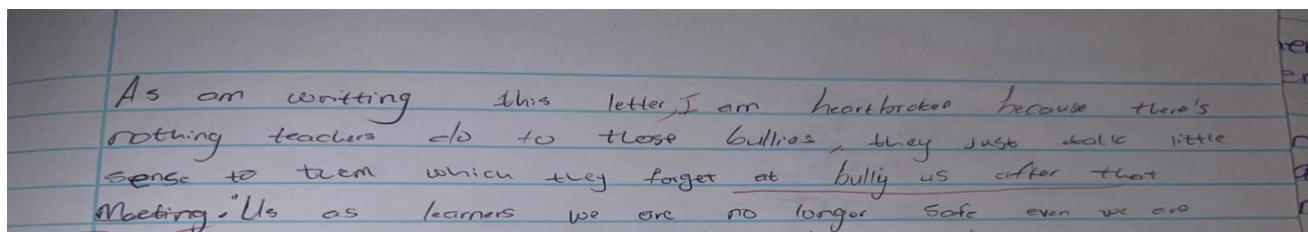


The following is a clear quote of the above, “*Many learners are experiencing bullying because of their **nzulele ya hayani** which may lead to poor self-esteem*”. The above participant quote reveals that there are learners who struggle to write some words in English language, and they end up writing them in their home language, as a result this indicates that the participants did not know such words in English and the solution to him was to use his native language to avoid leaving a gap or incomplete idea. Papaja and Wysocka-Narewska (2020) concur with the findings by indicating that the learner makes use of the native equivalent of a particular lexical item in the target language, and they code-switches to the native tongue to fill up the gap of inadequate vocabulary. Furthermore, Higby et al. (2019) support the findings by indicating that the learner makes use of the native equivalent of a certain lexical item in target language and therefore code-switches to his/her native tongue.

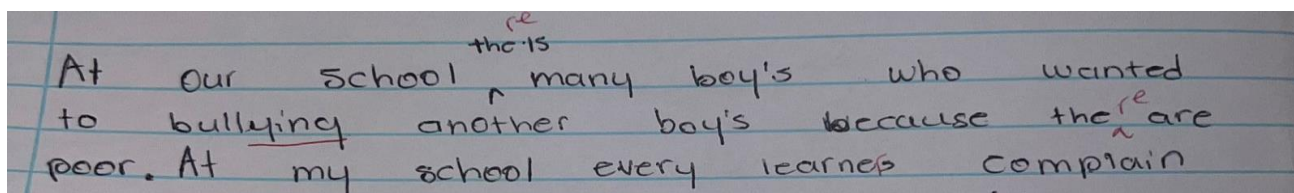
iv. Problematic sentence structure

A problematic sentence structure is when the writer constructs a sentence which consists of improper use and misplacement of parts of speech, as a result the sentence will be

meaningless and grammatically incorrect. ELbashir (2023) states that problematic sentence structure means the opposite with a good writing skill which should include acceptable and diversified vocabularies, correct syntax, parts of speech, and various sentence patterns. Nevertheless, learners in their writing revealed that they struggle a lot with word choice since they often make use of lengthy words and phrases. **Extract 1**

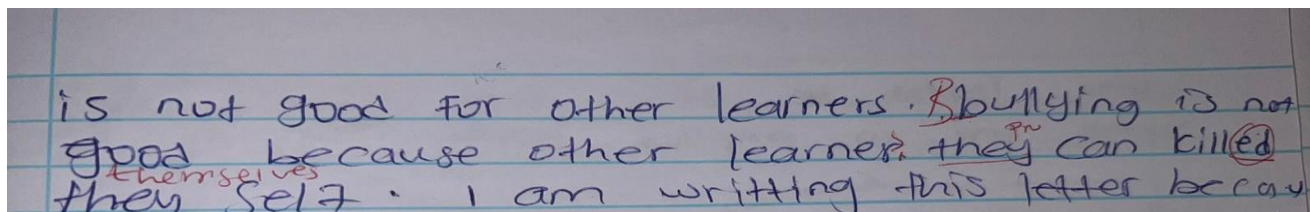


The following is a clear quote of the above, “*As am writing this letter am heartbroken because there’s nothing teachers do to those bullies, they just talk little sense to them which they forget at bully us after that meeting*”. The above participant quote reveals that the learner lack pronoun references and connecting words in order to make the sentence meaningful, since some pronouns and punctuations are omitted in the writing of formal letter. Zencha and Chou (2023), support the above findings by indicating that less commonly made code-switching errors involved incorrect word order, as in the omissions of pronoun, as in the use of one kind of phrase in place of another. They further indicate that learners lack grammatical accuracy in their writing in English due to the influence of their mother language. **Extract 2**

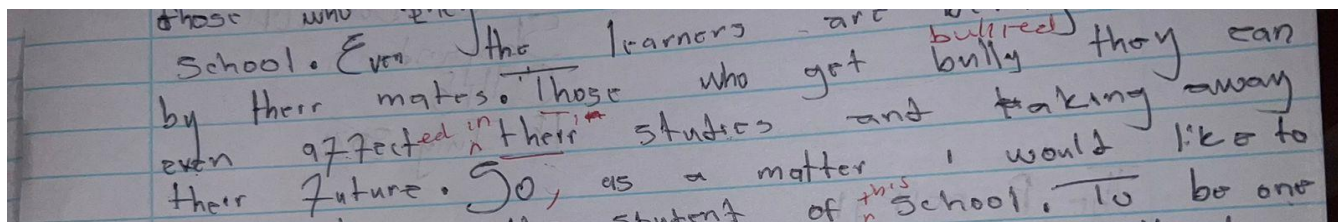


The following is clear quote of the above, “*At our school the is many boy’s who wanted to bullying another boy’s because the are poor*”. The above response reveal that the participant used an article instead of pronoun, she further shows to have problem with tenses which affected the meaning of the sentence. As a result, ELbashir (2023), indicates that the learners are more prone to have problems with tenses, subject-verb agreements, pronoun references, and connecting words because of the frequent use of

code-switching in class. Moreover, Zubair and Aziz (2019), support the findings by mentioning that the grammatical mistakes like choosing inappropriate tense, degree, voice change and many more reflect problem with vocabulary are influenced by the use of native language on the target language acquisition. Thus, if the teacher and learners employ code-switching often during the lesson, learners are likely to write faulty sentences in their formal writing. **Extract 3**

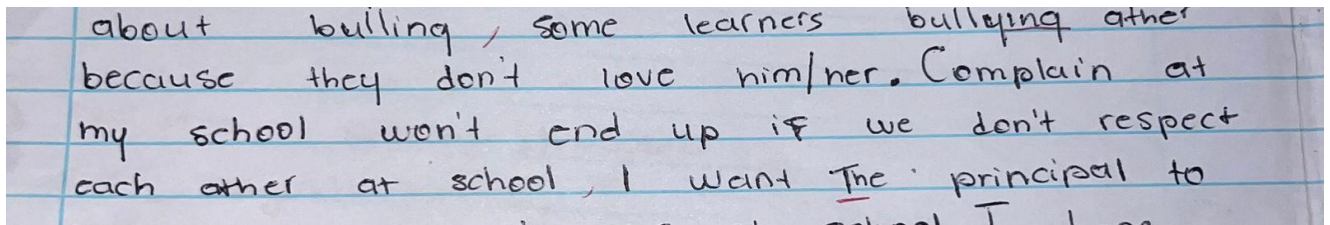


The following is a clear quote of the above, “Bullying is not good because other learner they can killed they self” and **extract 4**

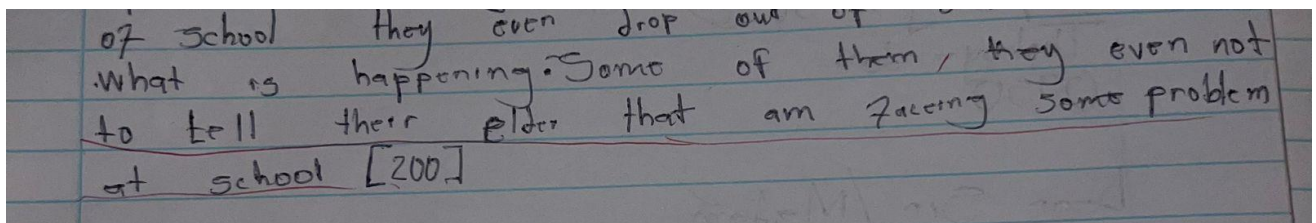


The following is a clear quote of the above, “Those who get bully they can even affect their studies and taking away their future”. The above participants quotes reveal that learners can fail to use tenses properly which cause contradiction within the sentence, since some other words may be written in present tense whereas some are written in past tense in a single sentence. As a result, the meaning of the sentence is obscured. Japhet (2017) concurs with the above findings by indicating that there is a marked over-use of the present tense which is grammatically incorrect and where the present simple or past tense should be used. Most participant quote shows that there is no consistency with the uses of tenses within their sentence. Furthermore, ELbashir (2023), supports the findings by indicating that the learners are more prone to have problems with tenses, subject-verb agreements, pronoun references, and connecting words because of the frequent use of code-switching in class. **Extract 5** “Complain at my school won’t end up if we don’t respect

each other at school I want the principal to protect every learners at school". Below is the illustration of the above quote:



The participant shows lack of punctuating the sentence which makes the meaning of the sentence to be obscured. Further, another participant wrote **Extract 6**



The following is clear quote of the above, "Some of them they even not to tell their elder that am facing some problem at school". The above extract shows that the participants reveals that they are not well articulated in writing. The participant was supposed to place punctuation, eliminate the preposition, and write the Pronoun "I" before "am" appropriately to make the sentence clearer.

v. **Direct quote**

Direct quote is quoting someone's words, proverbs, idioms, and folktales exactly as they are with the use of quotation mark to indicate that. Learner Learning Zone (2021) defines a direct quotation (quote) as a word-for-word extract from a source. Furthermore, Panelli (2019) defines that direct quotations involve taking someone else's exact words or statements and incorporating the quote into your writing. The use of direct quote means writing the EXACT words of the author as evidence to show that such words do not belongs to you. As such, the writer will use quotation marks to indicate that the words written inside the quotation marks are not his/hers. **Extract 1**

learners who are been bullied have suicide thoughts, those who are bullied involved themselves in gangsters, which lead to jail musi vhe dzhele^{cc} vha tangana na thambulo gala^{cc}. Most learners experience loss focus.

The following is a clear quote of the above, *the participant wrote that “Most learners who are bullied have suicide thoughts, those who are bullied involved themselves in gangsters, which lead to jail musi vhe dzhele “vha tangana na thambulo gala”*. The above response reveals that the participant quote a Tshivenda proverb in her writing, further, she indicated that by using quotation mark. Cahyani et al. (2021) concur with the findings by indicating that in particular situation, people use the code-switching to express direct quotation or reported speech. The participant quote a Tshivenda proverb to provide insights about righteousness of making decision that can affect their life. Furthermore, the above findings are supported by Tsuraya (2021), by indicating the factors triggering English learners to use code-switching in their English writing was found for these reasons, they are: rhetoric reason, quote other statements or proverbs, and lack of vocabulary. Thus, it shows that the learner struggle to find the exact proverb in English and in order to present the meaningful idea, they tend to use their native proverbs which helps to formulate intelligent and mature ideas.

4.4. CONCLUSION

This chapter has discussed the findings by considering the purpose and the main research questions of this study namely, to explore the impact of code-switching in Grade 11 learners' writing of formal letters in English First Additional Language classroom. Further, this chapter has presented qualitative data collected through class observation, document analysis, and both teachers and learner's semi-structured interview. Data presented was collected and analysed through thematic analysis were by the researcher presented the results with themes that emerged from the collected data. The findings revealed that the use of code-switching during the teaching and learning of English formal letter impact learners positively because learners are able to participate fully in the lesson, ask for clarity where they do not understand to avoid misunderstanding, they are able to

express their ideas, feelings, and thoughts without any fear of making mistake, as well as enhance their performance. However, code-switching affects learners' writing of formal letter, because some end up writing wrong spellings, omit punctuations, articles, and pronouns. The next chapter details summary of the main findings in the study, recommendations from the study and for further research, limitations of the study as well as the conclusion to the present and further research.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

The previous chapter presented the analysis of data that was collected through classroom observation, Semi-structured interviews, and document analysis, based on the emerging themes and categories. This chapter presents the summary, conclusion, and recommendations of the study based on the research finding and discussions. The purpose of the research was to explore the impact of code-switching in Grade 11 learners' writing of formal letters in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa. This chapter offers conclusion, and lastly, recommendations for further research are also delineated. This chapter presents the summary of the findings of the study, considering the research question, as well as conclusions based on the study's findings. The recommendations based on the major study findings suggesting areas for further studies are also presented. The study explored the impacts of code-switching of Tshivenda language and English language during the teaching and learning process of writing formal letters. The following research questions were addressed in the study:

- What are the impacts of code-switching during the teaching and learning of English formal letter?
- How does code-switching affect learners' EFAL writing proficiency of formal letter?
- How does code-switching improve teaching and learning of English formal letter?

DESCRIPTION OF PARTICIPANTS

The researcher collected data on grade 11 learners, the class observation were done in two grade 11 EFAL classroom, the semi-structure interview were done on 12 participants, two teachers and 10 learners. Further, the researcher collected document data on 10 scripts of EFAL formal letters grade 11. Participants in this study were Grade 11 learners doing English First Additional Language between the age of 15 and 18.

5.2. SUMMARY OF THE MAIN FINDINGS IN THE STUDY

The researcher interviewed teachers that were teaching English First Additional Language Paper 3 subject grade 11. Additionally, observations were conducted in class during the teaching and learning process of English formal letter in order to explore the impacts of code-switching as the method of facilitating the lesson to answer the research questions. This study was guided by the following research questions:

- What are the impacts of code-switching during the teaching and learning of English formal letter?
- How does code-switching affect learners' EFAL writing proficiency of formal letter?
- How does code-switching improve teaching and learning of formal letter?

Therefore, to answer the research question, the main findings were identified as follows:

Impacts of code-switching during the teaching and learning of English longer transactional text EFAL.

5.2.1. Factors influencing code-switching in written Discourse among learners

5.2.1.1. Lack of vocabulary in writing

The findings indicate that when learners are writing English formal letter, after learning it through the use of code-switching, they struggle to write correct spellings of words, punctuate appropriately where necessary, and to apply parts of speech accurately because they were learning from Tshivenda Home Language which is prohibited by the language policy to use when writing formal letters. Therefore, code-switching affects learners' writing skills because they translate Tshivenda words into English, wherein the lexical items are different and since the two languages differ. Writing is a skill on its own which is more influenced by the speaking skill, if learners communicate (learn) mixing the two different codes and they are expected to write using English only, the writing is already affected negatively, and it becomes a challenge to write words correctly.

5.2.1.2. Problematic sentence structure

The findings revealed that learners struggle to construct a logical sentence because of their low English language proficiency. Borrowing of lexical items was found to be common among learners in order to make their sentence meaningful and convert what

they actual mean. Borrowing lexical items fill the gap of proper lexical language that they were supposed to write. There are learners who do not have a strong grammar foundation which results in a lack of linguistic knowledge which is a challenge during writing of formal letter, that is why they write information that does not make sense and end up losing marks for language and editing since the meaning of their paragraphs in formal letter is seriously impaired.

5.2.2. Positive impacts of code-switching

5.2.2.1. *Understanding*

Teachers employ code-switching to accommodate all learners because there are learners with low English language proficiency and some with high language proficiency. Therefore, the teachers' job is to teach learners in a way that they all comprehend the lesson for them to be able to apply what they learned in their writing of tests and examination. In the learning of writing formal letters, there are difficult terms and concepts that learners need to understand so that they comprehend the purpose of the formal letter for them to write relevant information, hence, the use of code-switching can help the learners to understand the meanings of difficult words and their importance in formal letter writing. During the observation, teachers were emphasizing aspect/features of formal letter with the help of Tshivenda Home Language because if learners fail to understand the features of formal letter, during exam or test writing they will use wrong structure to write formal letter, things like the belonging addresses, first address (writers address) which is to be written on top left and the second address (receivers address) which is to be written after the first address on the right side of the margin paper. Consequently, if learners misunderstood that information, they already lost marks for structure and their marks will drop which affects their academic performance.

5.2.2.2. *Expression*

The use code-switching during the teaching and learning of writing English formal letters makes the learning simpler because the communication flows naturally between the learners and the teacher with clear expression of ideas. Additionally, learners sometimes feel anxious and overwhelm to express their ideas and opinion using target language only, hence, they resort to the use of code-switching to avoid being anxious about

expressing themselves. As a results, they will all actively participating during the lesson, because to them code-switching increases their language knowledge which influences learning and increases their performance. English language makes learners uncomfortable and brings fear to them which hinders their acquisition of English language and discourage them to participate which makes them to keep whatever they don't understand within them and try to ask their desk mate or friends after the lesson to clarify them where they failed to understand. But, with the use of code-switching, learners are free to enquire, seek clarification, and express their ideas.

5.2.2.3. Participation

The learners with low English language proficiency struggle to actively participate in a lesson whereby there is no use of code-switching because they think they do not fit in and whatever they will say will have error detected on it. The use of code-switching makes learners to feel free and accommodated to actively participate in the lesson, and they are able to ask any question regarding the lesson to avoid misinterpreting the teacher. When the teacher expects the learners with low language proficiency to answer the questions using the target language, such learners start to feel the pressure and becomes during passive throughout the lesson. Thus, if the teacher allows learners to employ code-switching during the lesson, they highly participate with no fear of stuttering and feeling anxious hence they are more familiar with Tshivenda Home Language

5.2.3. Negative impacts of code-switching

5.2.3.1. Lack of language proficiency

The findings revealed that one of the major causes of using code-switching in English FAL is due to lack of proficiency. CAPS document states clearly that the learners should be proficient in their First Additional Language with both their interpersonal and cognitive academic skills, by the time they are promoted to grade 10. Furthermore, the language policy states that Language of Teaching and Learning (LoTL) is English, thus, it does not accommodate learners with poor language proficiency. As a result, teachers strategize on how they will teach learners writing of formal letter in a way that all learners comprehend the lesson, that's where they find code-switching method simple to employ in order to accommodate all learners in comprehending the English formal letters writing.

The findings from this study show the challenges that learners face in EFAL classroom, which are having difficulties in grasping contents and concepts fully across the curriculum taught in target language. As a result, due to learners' lack of language skills such as speaking and writing, learners are still struggling to construct sentences and write good paragraphs with cohesion and coherent. The study has revealed that most learners have poor language background, hence they resort to frequent use of switching Tshivenda Home Language during teaching and learning of formal letter.

5.3. RECOMMENDATIONS

The recommendations made in this study is to improve the quality of teaching and learning in English First Additional Language reading comprehension by involving all the stakeholders namely: the Department of Education, subject specialists/facilitators, teachers, parents, and learners with the aim to perform their duties and responsibilities to improve the academic performance of learners and quality of teaching using English First Additional Language as a medium of instruction.

5.3.1. Department of Basic Education

The study recommends that the Department of Basic Education should do the following:

- Plan on building more community centers and libraries and provide adult literacy programmes in the communities so that parents are able to access support materials from libraries and get basic reading materials to be able to assist their children with acquisition of English First Additional Language at home.
- Establish competitions such as writing spelling bee (dictation), reading relay competitions and puzzle's games at different structural levels such as at the schools, clusters, circuits and national level in order to expose learners to the use of English First Additional Language.
- Include a glossary of words on the learners' exam papers to accommodate learners with low language proficiency.
- Curriculum planners should involve teachers to make suggestions about the use of native language to facilitate teaching of English language to enhance teaching and learning in schools.

5.3.2 Language Policy Developers

- The language policy developers should include the use of code-switching strategy to accommodate learners with poor language proficiencies.
- Policy pertaining to the programme and promotion requirement should be revised because learners are being promoted to the next grade through progression due to several years in a phase. This factor affects learners' interest in learning knowing that they will be promoted to the next Grade without meeting the promotional requirements and it hinders their performance.

5.3.3 Teachers

- English FAL teachers should implement the school language policy which allows the code-switching method of facilitating teaching and learning process.
- Teachers should provide a glossary/dictionary of concepts to be code-switched during the teaching in their lesson plans and specify which parts of the assessment activities will be require code- switching for learners to be able to understand the questions.
- English FAL teachers should encourage and support learners to improve on their language skills through the formation of reading clubs, writing spelling bee, debating, puzzle games, class discussions, role plays etc.
- EFAL teachers should be trained on where and how to implement code-switching strategies during teaching, learning, and assessment to ensure that all learners are allowed with acquisition and development of English language, since it becomes the language of learning throughout their schooling years.
- Teachers before implementing code-switching during teaching process they should understand learners' background especially how they were learning during their primary level.
- Teachers should start with planning in order to include the use of code-switching in class. Further, they should accommodate code-switching when planning their lessons, presentation, and their assessment activities.

- Teachers should understand the effects of code-switching and know that it affects English language proficiency with knowledge that frequent use of code-switching by teachers will hinder their English language acquisition.

5.3.4 Parents

- Parents should encourage their children to read books, magazines, and newspaper to enhance and build their vocabulary
- Parents should communicate with their children's teacher and visit schools to have a discussion with teachers, about their children's progress and how these learners can be assisted to build their language proficiency the English First Additional Language.

5.3.5 Learners

- Learners should do more reading of different materials at home (extended reading), from resources such as e.g., newspapers, magazines etc. to enhance their vocabulary.
- Learners should read books outside the curriculum to enable them to have greater achievement of English First Additional Language.
- Learners should engage themselves in school debate, writing spelling bee, reading aloud, writing competition, and others of English language to enhance their vocabulary, building their language proficiency, and their writing skills.
- Learners should give themselves time to listen to the English radio stations and television programs that will help them to build their linguistic skills and improve their vocabulary as well as their listening skills.
- Learners should practice writing often, by writing their journals using English language to observe where they lack and where to improve in their writing skill.
- Learners should be more confident when using English to enhance further acquisition and to allow room of rectification.

5.4 LIMITATIONS OF THE STUDY

The study involved two EFAL teachers and 12 Grade 11 learners from a selected rural public secondary school in Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa. The findings of this study may not be generalized to all other secondary schools

in Vhembe East District and Limpopo province. Future studies should consider expanding participants to include different schools in the towns, private schools, other circuit and districts at Limpopo, FET colleges and universities in order to provide a detailed report about the impact of code-switching in Grade 11 learners' longer transactional text writing (formal letters) in English First Additional Language Classroom on learner academic performance in content subjects for comparative purpose. Therefore, further studies can be conducted using either quantitative or mixed method approach to explore and gain more understating on the impacts of using code-switching during teaching and learning process.

5.5 CONCLUSION

The purpose of the research was to explore the impact of code-switching in Grade 11 learners' writing of formal letters in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa. The study found that contextual learner-related factors such as, poor language proficiency, lack of vocabulary, lack of translation strategies, environmental factors such as poor facilities with no libraries, limited exposure to English materials and lack of parental attention, lack of background knowledge, and lack of confidence influence the use of code-switching and affect the learners' writing skills as well as their academic performance negatively.

The findings revealed that there are positive and negative impacts of code-switching. Firstly, with the positive impacts of code-switching during the writing of formal letters in English FAL, teachers are able to impart knowledge using code-switching method to avoid misunderstanding of the formal letter lesson because he/she will be able to clarify concepts that seems difficult to comprehend, and which may confuse learners comprehension of the formal letters content. As a result, code-switching helps teachers to instruct learners on how they should write their formal letter, to clarify difficult concepts to build learners vocabulary and to explain the meaning of difficult concepts, they are also able to ask learners questions.

Furthermore, learners' uses code-switching to enhance their vocabulary because most of them lacks well-grounded knowledge of language and they experience limited exposure of language terms. During, the learning of writing formal letter, learners with low language

proficiency resort to the use of code-switching to seek clarity where they fail to comprehend in order to be able to write activities related to formal letter with knowledge on how to structure and respond to the formal letter activities. Moreover, there are learners who are afraid to express their ideas and opinions because they do not want to embarrass themselves with their poor linguistic knowledge since, they might make mistakes. Hence, they resort to the use of code-switching to express their ideas, feelings, and thoughts in a way that no one will misinterpret their ideas. Learners with low language proficiency feel interested to learn and participate in the lesson if there is a use of code-switching which simplify the learning process and the comprehension of the lesson being taught.

Learners are able to start brainstorming their ideas using their native language when they are writing formal letter then after, translate their ideas into their writing in a coherent way. In addition, when they like to quote a proverb or idioms which is written in a language that is not English, they are able to quote and use quotation marks, that will make their formal letter writing more impressive and it will increase their academic performance. The findings showed that learners lacked English First Additional Language proficiency due to lack of adequate exposure to English, hence, the lack of confidence in expressing themselves using the language and with the use of code-switching they are able to fill those gaps and enhance their language proficiency as well as develop self-confidence.

The findings also revealed that lack of teaching and learning materials, poor exposure to English, as well as physical resources such as libraries, school competitions, study halls, dictionaries, impacted negatively on the academic performance of learners at school.

OVERALL REFELCTION ON THE RESEARCH

The writing of this study has been challenging and stressful, however, it was enlightening. I was thrilled to be offered the opportunity to broaden my research knowledge through this research by Professor Motlhaka HA, who whole-heartedly supported my decision to perform this research. I must admit that it was not an easy task to conduct this study.

This study offers me advantageous and rich knowledge for my future practice as an English teacher in teaching formal writing. Furthermore, this research helps me to be

mindful of code-switching when teaching EFAL formal letter, for this process I will also be learning a great deal from my learners on how we should approach the use of code-switching during the teaching and learning process. Hence, they are not fluent in English language.

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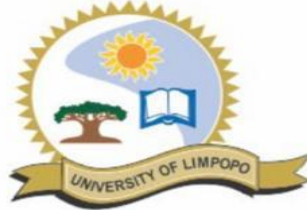
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APPENDICES

APPENDIX A: UNIVERSITY ETHICAL CLEARANCE CERTIFICATE



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: 04 December 2023
PROJECT NUMBER: TREC/1747/2023: PG
PROJECT:

Title: The impact of code-switching in Grade 11 learners' longer transactional text writing in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa
Researcher: R Mulaudzi
Supervisor: Dr Motlhaka HA
Co-Supervisor/s: N/A
School: Education
Degree: Master of Education

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.**

Finding solutions for Africa

APPENDIX B: RESEARCH CLEARANCE CERTIFICATE

CONFIDENTIAL



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

Office of the Premier

Research and Development Directorate

Private Bag X9483, Polokwane, 0700, South Africa

Tel: (015) 230 9910, Email: mokobij@premier.limpopo.gov.za

LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

Review Date: 08 May 2024

Project Number: LPREC/04/2024: PG

Subject: The impact of code – switching in Grade 11 learners' longer transactional text writing in English First Additional Language classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa

Researcher: Mulaudzi R

Acting Chairperson: Dr NE Malindi

Chairperson: Limpopo Provincial Research Ethics Committee

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number **REC-111513-038**.

Note:

- i. This study is categorized as a Low Risk Level in accordance with risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)
- ii. Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior data collection.
- iii. **The researcher(s) must provide annual reporting to the committee as well as the relevant department and also provide the department with the final report/thesis.**
- iv. The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise then the researcher should renew the certificate through LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES.

APPENDIX C: DEPARTMENT OF EDUCATION PROPOSAL APPROVAL

CONFIDENTIAL



OFFICE OF THE PREMIER

TO: DR MC MAKOLA

FROM: DR NE MALINDI

ACTING CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE (LPREC)

REVIEW DATE: 08 MAY 2024

SUBJECT: THE IMPACT OF CODE – SWITCHING IN GRADE 11 LEARNERS' LONGER TRANSACTIONAL TEXT WRITING IN ENGLISH FIRST ADDITIONAL LANGUAGE CLASSROOM AT DZINDI CIRCUIT, VHEMBE EAST DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA

RESEARCHER: MULAUDZI R

Dear Colleague

The above researcher's research proposal served at the Limpopo Provincial Research Ethics Committee (LPREC). The committee is satisfied with the methodological and ethical soundness of the proposed study.

Decision: The proposal is granted full approval.

Regards

Chairperson: Prof I Swarts

A handwritten signature in black ink, appearing to read "I Swarts", written over a light blue horizontal line.

Secretariat: Ms J Mokobi

Handwritten initials in black ink, appearing to be "JM", written below the name of the secretariat.

Date: 10/05/2024

APPENDIX D: DEPARTMENT OF EDUCATION PERMISSION TO CONDUCT RESEARCH



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

CONFIDENTIAL

Ref: 2/2/2 Enq: Makola MC Tel No: 015 290 9448 E-mail: MakolaMC@edu.limpopo.gov.za

Mulaudzi R
P.O. BOX 7436
THOHOYANDOU,
0950
prencessr7@gmail.com

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"The impact of code-switching in Grade 11 learners' longer transactional text writing in English First Additional Language classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa."**
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the District or Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in any way disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : MULAUDZI R Page 1

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel: 015 290 7600/ 7702 Fax 086 218 0560


The heartland of Southern Africa-development is about people

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

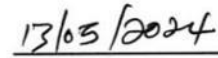
5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.




Dr. Makola MC

Director: IPR & R

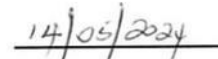


Date



Mr. Molohe NM

ACTING DDG: CORPORATE SERVICES



Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : MULAUDZI R Page 2

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Tel:015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa-development is about people

APPENDIX E: CONSENT FORM FOR TEACHERS

Title: The impact of code-switching in grade 11 learners’ longer transactional text writing in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa.

Risks and Benefits: There are no known risks involved in this study. The only cost to you will be the time required to participate in the interview. This research will help to understand the effects of code-switching during the teaching and learning in EFAL classroom.

Confidentiality and anonymity: Any information derived from your participation in the study will be kept confidential by the researcher and I request you to do the same. The recorded information will be stored anonymously and confidentially. False name will be used to cover you.

Voluntary Participation: Your involvement in this study is completely voluntary, and that you can decline participation or withdraw at any time without affecting my current study fulfilment.

Consent Statement: Having read the above, I agree to participate in this study and consent to the above. Moreover, I agree not to disclose any information that could be linked to any specific individual. Finally, I acknowledge that I have received a copy of this form.

.....
.....

(Signature of Participant and date)

.....
.....

(Signature of researcher and Date)

Your participation in this study is greatly appreciated.

APPENDIX F: CONSENT FORM FOR PARENTS OR GUARDIANS

Title: The impact of code-switching in Grade 11 learners' longer transactional text writing in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa.

Procedure and duration: I am asking you to allow your child (a minor) to participate in Semi-structured interview session. The session will be recorded in form of writing. In the session we will discuss specific questions regarding the impact of code-switching during the teaching and learning in EFAL classroom.

Risks and Benefits: There are no known risks involved in this study. The only cost to the child (minor) will be the time required to participate in the interview. This research will help to understand the concerns of the impact of code-switching during the teaching and learning in EFAL classroom.

Confidentiality and anonymity: Any information derived from your child's participation in the study will be kept confidential by the researcher and we request that the participants do the same. The recorded information will be stored anonymously and confidentially. False names will be used to cover the identities.

Voluntary Participation: The child's involvement in this study is completely voluntary, and that he/she can decline participation or withdraw at any time without affecting my current study fulfilment.

Consent Statement

Having read the above, I agree to permit my child (minor) to participate in this study and consent to the above. Moreover, I agree not to disclose any information that could be linked to any specific individual. Finally, I acknowledge that I have received a copy of this form.

.....
(Signature of caregiver and date)

.....
(Signature of researcher and Date)

Your child's participation in this study is greatly appreciated.

APPENDIX G: CONSENT FORM FOR PARENTS OR GUARDIANS (THENDELO YA MUBEBI WA N'WANA) TRANSLATED TO TSHIVENDA

Tshoho: Tsedzuluso ya masiandoitwa a u tlanganyisa dzi nyambo kha murole wa fuminthihi kha Zwibveledzwa zwi lapfu zwa Vhudavhidzani ha kilasi ya First Additional Language ngei Dzindi Curcuit, Vhembe East District, Limpopo Province, South Africa.

Kuitele na tshifhinga: Ndi khou hambela uri vha tendele nwana wavho a ne a vha fhasi ha miñwaha ya fumi malo uri a dzhenelela kha inthaviyu ya tshigwada. Zwi no do vhudzisiwa na u fhinduliwa zwi do nwaliwa fhasi. Ri do vha ndi tshi khou vhudzisa mbudziso malugana na masiandoitwa a kushumisele kwa u tlanganyisa nyambo.

Vhuvhi na Mbuyelo: ahuna vhuvhi vhu kwamanaho na iyi thodiso. Zwi tou toda fhedzi tshifhinga tsha u dzhenelela nyambedzano iyi. Musedzulusi u do thusa u pfesesa zwi no toda malugana na masiandaitwa a u tlanganyisa nyambo ngomu klasini ya luambo lwa English.

Tshiphiri na u sa divhea: Mafhungo a no do waniwa kha u di dzhenenisa ha vhana kha hei thodiso ado itwa tshiphiri nahone ri hambela uri na vhadzheneleli vha ite ngauralo. Mafhungo a no do nwaliwa fhasi ha nga vhi na madzina nahone a nga shumisa madzina a si a vhukuma zwi tshi itelwa u dzumba vhuvha ha vhadzheneleli.

U di nanga ha vhadzheneleli: u di dzhenisa ha n'wana ndi musi ene mune o tou di nanga nahone u do hana kana u kokodzela murahu tshifhinga tshiñwe na tshiñwe hu si na u kwamea ha thodiso,

Tshitatamende tsha thendelano

Ndo vhalala Mafhungo are afho ntha, ndi a tendela n'wana uri a dzhenelela kha thodiso. zwiñwe hafhu, ndi a tendela u sa bvisela khagala zwidombedzwa zwino do tumana na muñwe. Tsha u fhedza, ndi a tenda uri ndo wana iñwe fomo ya eyi thendelano.

.....

.....

.....

.....

(Tsaino ya muundi na datumu)

(Tsaino ya mutodisisi na datumu)

APPENDIX H: ASSENT FORM FOR LEARNERS

Title of the research project: "The impact of code-switching in Grade 11 learners' longer transactional text writing in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa"

Researcher's name: Mulaudzi R

Learner no: 20182402

Name of Institution: University of Limpopo

Faculty: Humanities

Ias a learner in Secondary School,

Confirm that I have read and understood the information about the research project. I also confirm that I have had the opportunity to ask questions, and the researcher has answered every question about the study to my satisfaction. I understand that my participation in the study is voluntary and that I can freely withdraw at any time as the participant from the study without being questioned. I have been assured that my anonymity will be shielded as my name will not be recognisable and that any data about me will not be kept confidential.

So, I would like to give my informed consent to participate in the study.

Learner signature: Date:

Researcher signature: Date.....

APPENDIX I: ASSENT FORM FOR LEARNERS TRANSLATED INTO TSHIVENDA/ASENTE FOMO YA MUGUDI YO PINDULELWAHO KHA TSHIVENDA

Title of the research project: "The impact of code-switching in Grade 11 learners' longer transactional text writing in English First Additional Language Classroom at Dzindi Circuit, Vhembe East District, Limpopo Province, South Africa"

Researcher's name: Mulaudzi R

Learner no: 20182402

Name of Institution: University of Limpopo

Faculty: Humanities

Nḡe _____ (Mugudi), wa tshikolo tsha _____ Sekondari, ndi khou tenda u vha tshipiḡa tsha ḡhoḡisiso ino ine ya khou amba nga thuthuwedzo ine nyandadzamafhungo ya vha nayo kha vhagudi vha gireidi ya 11 musi vha tshi ḡwala maanea a Tshivenda Luambo Lwa Hayani kha tshikolo tshino. ḡhoḡisiso ino i khou itwa nga Mulaudzi R, vhane vha khou gudela digiri yavho ya masiḡasi fhala Yunivesithi ya Limpopo fhasi ha mufhaḡusi Vho-Dr HA Motlhaka. Ndi khou tenda uri mafhungo oḡhe aḡe nda ḡo ḡea Vho- Mulaudzi R, a ḡo vha a tshidzumbene nahone a si ḡivhee, a thi na ndavhelelo ya u wana malamba kha u ḡekedza hanga mafhungo ayo kana u dzhenelela kha ḡhoḡisiso ino.

Ndi a zwi ḡivha uri u vha tshipiḡa tsha ḡhoḡisiso ino ndi khou tou ḡinekedzela, nahone ndi nga kha ḡi ḡibvisa tshifhinga tshinwe na tshinwe kha ḡhoḡisiso ino hu si na ndaḡiso.

Tsaino ya mugudi: _____ Datumu: _____

Tsaino ya muḡoḡisisi: _____ Datumu: _____

APPENDIX J: INTERVIEW GUIDE FOR LEARNERS

1. Do you use code-switching in EFAL classroom? If yes how?

.....
.....

2. Explain the causes of code-switching during the teaching and learning in EFAL classroom?

.....
.....

3. In which situations do you code-switch?

.....
.....

4. What are the positive effects of code-switching during the teaching and learning in EFAL classroom?

.....
.....

5. What are the negative effects of code-switching during the teaching and learning in EFAL classroom?

.....
.....

6. How do you view code-switching in EFAL classroom?

.....
.....

7. Do you support code-switching during the teaching and learning of EFAL?

.....
.....

APPENDIX K: INTERVIEW GUIDE FOR LEARNERS TRANSLATED INTO TSHIVENDA/TSUMBANDILA YA INTHAVIYU YA VHAGUDI

1. Ni a shumisa nyambo dzo ṭangana kịlasini? Arali ni khou tenda, hani?

.....
.....

2. Ṭalutshedzani tshivhangi tsha u tanganyisa nyambo musi ni khou funziwa na u guda EFAL kịlasini?

.....
.....

3. Ndi kha I fhio nyimele ine na ṭanganyisa nyambo?

.....
.....

4. Ndi vhufhio vhuḁi ha u tanganyisa nyambo musi ni khou funziwa na u guda kịlasini ya EFAL?

.....
.....

5. Ndi vhufhio vhuvhi ha u tanganyisa nyambo musi ni khou funziwa na u guda EFAL kịlasini?

.....
.....

6. Ni zwi vhone hani zwa u ṭanganyisa nyambo kịlasini?

.....
.....

7. Ni a tikedza u ṭanganyisiwa ha dzi nyambo musi ni tshi khou funziwa na u guda EFAL?

.....
.....

APPENDIX L: INTERVIEW SCHEDULE FOR TEACHERS

1. Do you use code-switching in EFAL classroom? If yes how?

.....
.....

2. Explain the causes of code-switching during the teaching and learning in EFAL classroom?

.....
.....

3. In which situations do you code-switch?

.....
.....

4. What are the positive effects of code-switching during the teaching and learning in EFAL classroom?

.....
.....

5. What are the negative effects of code-switching during the teaching and learning in EFAL classroom?

.....
.....

6. How do you view code-switching in EFAL classroom?

.....
.....

7. Do you support code-switching during the teaching and learning of EFAL?

.....
.....

APPENDIX M: CLASS OBSERVATION SCHEDULE

Code-switching activities	The teacher	Learners
1. The attitude of the teacher and learners towards code-switching		
2. When does the code-switching occurs		
3. How often does code-switching happens		
4. Usefulness of code-switching		
5. Challenges of code-switching		

APPENDIX H: EDITORIAL LETTER



Dr Mathobela's Chipmunk Language Editing Service

"Where Professional and Corporate Language matters"

To whom it may concern

Re: Confirmation of Professional Language Editing Service

This is to certify that I, Dr. Moodiela Victor Mathobela (MA, Linguistics, PhD, Higher Education Studies: Linguistics Specialization) language edited **Ms Mulaudzi Rolindwa's Master's Dissertation/Thesis** entitled:

"THE IMPACT OF CODE-SWITCHING IN GRADE 11 LEARNER'S LONGER TRANSACTIONAL TEXT WRITING IN ENGLISH FIRST ADDITIONAL LANGUAGE CLASSROOM AT A SECONDARY IN DZINDI CIRCUIT, VHEMBE EAST DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA"

For further inquiries, please feel free to contact me.

I hope you find the above in order.

Kind regards,

A handwritten signature in brown ink, appearing to read "Moodiela".

Dr. Moodiela Mathobela

Professional Language Editor

C: 063 073 3135

E: moodiela@yahoo.com

Date: 06 March 2025