

**AN INVESTIGATION INTO THE EDUCATIONAL IMPLICATION OF CODE-
SWITCHING IN A MULTILINGUAL SCHOOL IN MATATIELE**

By

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Declaration

I declare that this dissertation “An investigation into the educational implication of code-switching in a multilingual school at Matatiele” is my original work.

All the sources that have been used and quoted in this dissertation have been acknowledged accordingly.

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NOMATHAMSANQA MRAWUSHE

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Dedication

This dissertation is dedicated to my late sister Thandiwe Mrawushe.

ABSTRACT

This research is a case study which sought to investigate the educational implication of code switching in a multilingual school in Matatiele. Since the dawn of democracy in South Africa, the language policy has sought to promote multilingualism and also honours the cultural diversity existing in this country. It is against this background that the study was conducted. The present study also sought to investigate the occurrences and nature of code switching in the classroom context. In South Africa, the Language in Education Policy prescribes that English as Language of Learning and Teaching be practiced from Grade 4 upwards, alongside home languages. At school, it seems that teachers are not empowered regarding the approach towards code switching. The study investigates whether the use of code switching in a classroom context is in line with the Language in Education Policy. It also looks at the implications of trilingual instruction (which is the use of three languages) in content subjects in the classroom. Functions of code switching were examined as well. This empirical research study used qualitative research methods. Qualitative research provided the study with insight into code switching in the educational context. This study encompassed specific techniques for collecting data, mainly observations. Notes were also of some assistance and were jotted down while observation was underway to supplement what could not be captured by the video, such as emotion and feelings. The study concluded that code switching plays a significant role in an English as Second Language (ESL) classroom context.

Key terms

Bilingualism, borrowing, code switching, multilingualism and trilingualism.

List of commonly used abbreviations and acronyms

ANA	Annual National Assessments
EFAL	English First Additional Language
ESL	English Second Language
HL	Home Language
JSS	Junior Secondary School
L1	First Language
L2	Second Language
LoLT	Language of Learning and Teaching
MT	Mother Tongue
SAL	Second Additional Language
SGB	School Governing Body

Contents

Declaration	i
Acknowledgements	ii
Dedication	iii
Key terms	v
List of commonly used abbreviations and acronyms	vi
Contents	vii
List of figures	x
List of tables	xi
Chapter One: Introduction	1
1.1 Background to the study	1
1.2 Early settlement in Matatiele	2
1.3 The language in education policy in South African schools from 1994 to date	5
1.4 The research population	6
1.5 The learners' linguistic profile of Mvala Junior Secondary School	8
1.6 Definition of key terms	9
1.6.1 Code switching.....	9
1.6.2 Bilingualism.....	9
1.6.3 Multilingualism.....	9
1.6.4 Trilingualism.....	10
1.6.5 Borrowing	10
1.7 The statement of the problem	11
1.8 Aims of the study	12
1.9 Research questions.....	12
1.10 The importance of the study	13
1.11 The outline of the study	13
Chapter Two: Review of related literature	15
2.1 Introduction.....	15
2.2 Research on code switching in bilingual and multilingual settings in South Africa	15
2.3 Review of literature on code switching in bilingual and multilingual classrooms elsewhere in the world	23
2.3.1 Introduction.....	23
2.3.2 Trilingual education	28

2.4 Findings from the literature study	29
2.5 Conclusion	30
Chapter Three: Research methodology	31
3.1 Introduction.....	31
3.1.1 Research design and methodology.....	31
3.1.2 Planning	33
3.1.3 Qualitative research ethics	33
3.1.4 Sampling	34
3.1.5 Purposeful sampling.....	34
3.2 Collection of data.....	34
3.2.1 Data gathering techniques.....	35
3.2.2 Subjects	36
3.2.3 Instruments.....	37
3.2.4 In-depth qualitative interviews	37
3.2.5 Advantages of interviews.....	38
3.2.6 Disadvantages of interviews	39
3.2.7 Informal conversation interviews	39
3.2.8 Field notes.....	40
3.2.9 The observation of lessons in the classes.....	40
3.2.10 Advantages of observation.....	42
3.2.11 Disadvantages of observation	42
3.2.12 Hymes' SPEAKING model	43
3.3 Analysis and interpretation of data	44
3.4 Conclusion	46
Chapter Four: Discussion, analysis and interpretation results	47
4.1 Introduction.....	47
4.1.1 Presentation of data from lesson observation	47
4.2 Occurrence of code switching during tuition.....	49
4.2.1 Inter-sentential code switching	49
4.2.2 Intra-sentential code switching	51
4.3 Trilingual code switching instruction	52
4.4 What purposes does code switching serve in the classroom?.....	55
4.4.1 Academic functions of code switching	55
4.4.2 Classroom management functions	61

4.5 Borrowing from other languages	64
4.6 The excessive use of code switching in an ESL classroom	65
4.6.1 Teachers' views about the code switching practices in the classroom	67
4.6.2 Principal's view about code switching in multilingual classrooms	68
4.7 Conclusion	68
Chapter Five: Findings, recommendations, limitations and conclusions	70
5.1 Introduction.....	70
5.2 Findings.....	70
5.2.1 Occurrence of code switching in the classroom	70
5.2.2 Does the practice of code switching in the classroom context concerned promote the language in education policy?.....	71
5.2.3 Effects of code switching.....	71
5.2.4 Purposes of code switching for academic reasons from the present study and others	72
5.2.5 Trilingual code switching	72
5.2.6 Code switching for classroom management	73
5.2.6 Educational implications of code switching	73
5.3 Recommendations.....	74
5.4 Limitations of the study	75
5.5 Conclusion	75
List of sources.....	76
Appendix A: Application for permission to conduct study.....	81
Appendix B: Teacher ethical consent forms.....	83
Appendix C: Interviews.....	84
Appendix D: Letter acknowledging receipt of ethics forms.....	89

List of figures

Figure 1.1: Map of Matatiele	4
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List of tables

Table 1.2: Learner enrolment 2009 Grade 09	8
Table 4.1: Examples of borrowed words in isiXhosa from English	64
Table 4.2: Examples of borrowed words in Sesotho from English	64
Table 4.3: Example of a borrowed word in Sesotho from Afrikaans	64

Chapter One

Introduction

1.1 Background to the study

Most people in South Africa live in areas where more than one language is spoken. Before the new order, English and Afrikaans were the official languages and the compulsory languages of learning and teaching in secondary or high school, i.e., from Grade 8 to Grade 12. Primary schools used the mother tongue as the medium of instruction. Due to this and other factors, most people speak their mother tongue and an additional language that is dominant in the area. It is also important to note that areas bordering on another province or country are bilingual or multilingual. This phenomenon also occurs in most urban areas of South Africa. As a result of this multilingualism, code switching is practised a great deal in South Africa. Also supporting the ideas expressed in this paragraph, Rose (2006:7) says that, because code switching is a widespread phenomenon, “all over South Africa bilingual speakers communicate in their every-day conversations in two or more languages”. Rose (2006) goes on to state that in social, educational and professional settings, code switching “... between languages take[s] place regularly and in all areas of South Africa” (Rose, 2006:7). With the new order, racial divisions in the education sector have been reduced, and teachers and learners find themselves in mixed schools. In some families, in Matatiele the mother speaks IsiXhosa and the father Sesotho. Children born in these families are usually fluent in both the “father and the mother tongue”. Code switching is therefore not easy to avoid. It is this phenomenon that the researcher wanted to study in multilingual classrooms. Also, code switching is being researched and debated in many languages of the world. It would be interesting to find out what the extent and occurrence of code switching is in this area of Matatiele and what its function is in the multilingual classrooms of Matatiele.

The study investigates the educational use of code-switching in a multilingual English Second Language (ESL) classroom in Matatiele. Following its democracy in 1994, South Africa considered the diverse and the rich sociolinguistic status prevailing in the country by adopting a multilingual language policy in its Constitution.

The first democratic minister of education, Professor Sibusiso Bhengu, determined the norms and standards for language policy in public schools, in terms of Section 6(1) of the South African School Act (Act No. 84 of 1996). There are eleven official languages in South Africa,

distributed throughout the nine provinces of the country. However, in some provinces, there are dominant languages; for instance, isiXhosa is the Nguni language dominating in the Eastern Cape.

First, a description of the location of the field work is offered. The researcher deliberately chose a Matatiele school, Mvala JSS (Junior Secondary School), as the site for the study of code switching in a multilingual context.

1.2 Early settlement in Matatiele

Matatiele occupies the foothills of the western Drakensberg beneath the Matatiele Mountain where the Eastern Cape and KwaZulu-Natal converge with the southern border of Lesotho. According to Spalding et al. (2013), Matatiele gets its name from the Sesotho words ‘matata’ and ‘aile’, meaning where the wild ducks (matata) have gone (aile) after the water flow which was once present in the area. Spalding goes on to say that Matatiele has a colourful history. At one time, Matatiele was occupied by hunters, as shown by the evidence of Stone Age culture in the form of rock paintings in caves about a kilometre from Mvala JSS. Originally, the Eastern Cape was inhabited by Nguni tribes, and other tribes gradually established themselves in this area.

At the beginning of 1860, this area was occupied by Griquas who had migrated to this area across the Drakensberg from Philipolis in the Free State (Spalding et al. 2013). Thereafter, Sotho-speaking people, who originated beyond the borders of South Africa in Lesotho, came to settle in Matatiele as well. According to the Matatiele Mail (1971), Moshoeshoe settled in Matatiele and established his great place. Moshoeshoe influenced missionaries to establish missions in Lesotho and in the border areas of the Sotho state. Missionaries departed from Lesotho with some Sesotho speakers to perform church services at Matatiele. The mission was to preach and to convert the people. Sesotho speakers settled in Khoapa, Queens’s Mercy, Mariazell and Shepherds Hope in Mhlolwaneni, to mention but a few locations. More and more people from Lesotho came to settle in Matatiele due to the availability of jobs and the prospects of pensions. The existence of the Sesotho speakers provided a bi- or multilingual society as well as enormous changes in the social life of the Matatiele people in terms of customs and practice, culture, education, language and marriage patterns.

As a result of the issues mentioned in the last paragraph, unlike in many other areas in this province, most schools in Matatiele are multilingual, i.e., teachers, learners and people in the

community interact in either of these two languages which are isiXhosa/Sesotho as their first language and English as the official additional language and also a medium of instruction in the classroom. The schools in Matatiele do not discriminate; they allow access to all learners in all institutions around Matatiele. In other words, they do not have schools that accept only Sesotho speakers or only isiXhosa speakers. This is an acceptance of the fact that most people in Matatiele have native competence in both Sesotho and isiXhosa. The bilingual background of learners dates back to these many historical events. Bilingual learners are also a consequence of intermarriage into which these learners are born.

Matatiele lies in hills of the Drakensberg mountain range, near Lesotho. The map below shows the areas that surround Matatiele. It shares a border with Lesotho on its western side, with the Eastern Cape on its eastern side, and with KwaZulu-Natal on its northern side.

and men as herd boys. Those who came for social grants have obtained South African Identity Documents. Today, Sesotho speakers have settled in many areas in the Eastern Cape Province, namely Ntabankulu, Qumbu and Mt-Fletcher.

1.3 The language in education policy in South African schools from 1994 to date

Colonial and apartheid language policies gave rise to an unequal hierarchy of languages, which reflected racial disparities and inequalities within the South African society. The first democratic Parliament of South Africa in 1994 was faced with the need for unprecedented and fundamental change. Furthermore, it had to establish new laws in all government departments. According to Wells (2004:53), “this democratic government represents a dramatic turning point in South Africa’s language policy.”

With the new Constitution of the Republic of South Africa, eleven official languages (Sepedi, Sesotho, siSwati, Setswana, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu) are acknowledged. Both the Policy of Education and the Language in Education Policy (Department of Education, 1997) have been rewritten to acknowledge this. This policy also accommodates that the school governing bodies, in consultation with parents and communities, can draw up their own language policies, allowing learners their constitutional right of being taught in their mother tongue. Even though this is allowed in the constitution, the language of learning and teaching remains a topic that many find difficult to agree upon. These languages constitutionally have equal rights to all avenues of social, political, economic and educational life. According to Wells (2004:54), “the Constitution provides the primary legal framework for multilingualism, the use of the official languages and the promotion of respect and tolerance for South Africa’s linguistic diversity”. The language policy recognises the multilingual nature of South Africa. Among other things, the Constitution establishes the following norms:

- All official languages must enjoy ‘parity of esteem’ and be treated equally.
- The status and use of indigenous languages must be enhanced.

In South Africa, language arouses great interest because African languages were for a long time perceived by the former government as being of lesser importance than English and Afrikaans, which were the only official languages regarded as official. However, with the new dispensation, where language policy seemingly respects and acknowledges linguistic diversity, the provinces are free to choose an official language that they want to use at regional level. This policy addresses the dominance of English in education and intends to uplift the status and

development of African languages. Wells (2004:54), “the final draft of the national language policy aims to set out a coherent language policy and implementation plan for a multilingual dispensation within the parameters of the Constitution and in concert with broad social planning and transformation in South Africa”. The norms and standards for the language in education policy was developed and published in the South African Schools Act 84 of 1996-b-31.

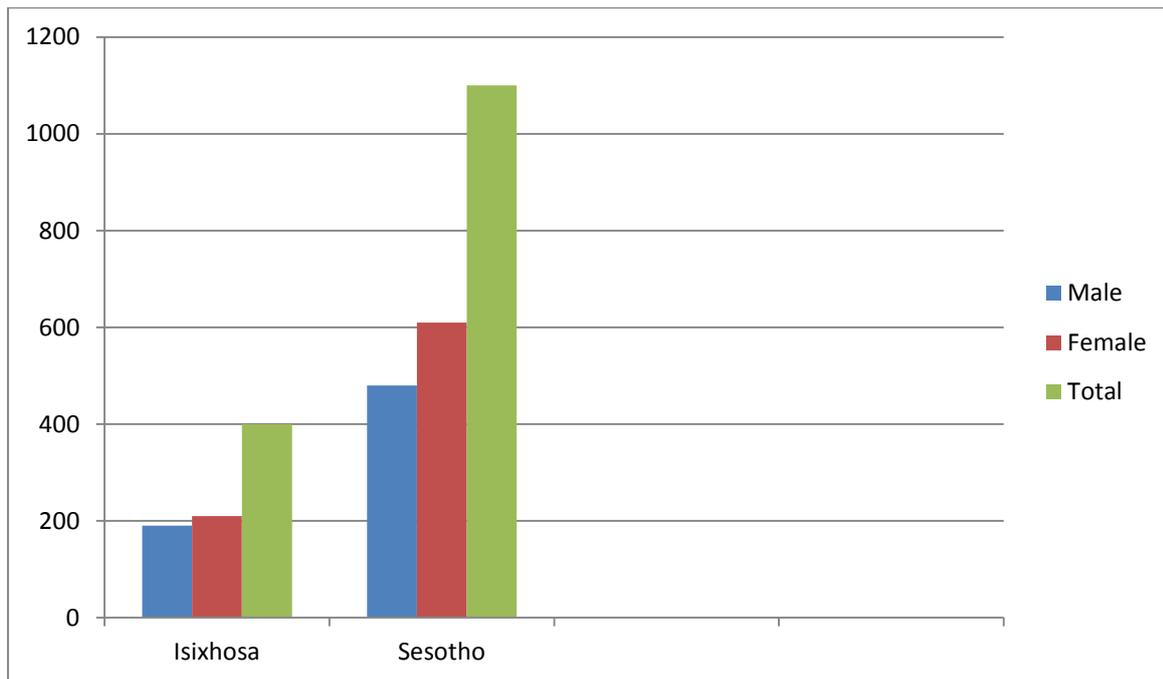
One of the paradigms within which the language in education policy operates is that it assumes that the learning of more than one language should be general practice in our society. That is to say, being multilingual should be a defining characteristic of being a South African.

While the English-medium instruction backs and promotes English at the expense of African languages and Afrikaans, the language in education policy is favourable and supportive to multilingualism. Learners and teachers seldom employ English outside the learning and teaching environment, particularly in this community. The new language policy prescribes that home languages be the language of learning and teaching at the foundation phase with English as first additional language. In most schools with African language speakers, the First Additional Language (FAL) is English (EFAL); however, the Second Additional Language (SAL) may be any one of the official languages. In a multilingual context, the sociolinguistic phenomenon of code switching features prominently as an additional resource at the teachers’ and learners’ disposal to facilitate teaching and learning.

1.4 The research population

The present community of Mhlolwaneni has a diverse population, mainly consisting of isiXhosa and Sesotho speakers. Also settled there are abeHlubi and abePhuthi dialect speakers. Different cultures and languages seem to exist in this kind of diverse population. In general, isiXhosa and Sesotho are mainly spoken, with isiPhuthi and isiHlubi occurring occasionally. The next graph is the Statistics South Africa (2010) description for the Mhlolwaneni community by language and gender. These statistics serve to provide the reader with an insight to the multilingualism phenomenon being dealt with in the classroom context. From this brief background of the community, the present study aims at determining the learners’ linguistic background. It is against this linguistic background that the study assumes that learners attend school already proficient in isiXhosa and Sesotho. Learners from this community enjoy the privilege of being multilingual citizens of South Africa.

Graph 1.1: Language by gender for Mhlolwaneni population



The statistics above depict the Mhlolwaneni location population. This location consists of Mhlolwaneni A and Mhlolwaneni B. Mvala JSS is located in Mhlolwaneni A. Most Sesotho speakers occupy A, while B is mostly inhabited by isiXhosa speakers. The researcher established that the abeHlubi, abePhuthi and even some of the Sesotho learners, learn isiXhosa as their first language.

Mvala JSS is located in a rural area around Matatiele. The community surrounding this school is not very literate; as such, English usage is limited to the classroom. However, in community gatherings such as church and at funerals, English expressions and words are used occasionally. Some examples are given below (e.g. master of ceremonies, chairperson, treasurer, programme, obituary, cause of death, agenda, minutes, etc.). At schools, parents or school governing bodies are also familiar with and are able to use some of these words. The study established that it would deal with learners who are the product of a bilingual environment.

In this community, the skilful use of code switching is needed for the benefit of learners. The learners' mother tongue has to be considered during the teaching and learning process. So, in order to promote multilingualism as advocated by the language in education policy, the teachers have to effectively utilise the available official languages in the community they serve.

Therefore, code switching is often needed in multilingual classrooms to accomplish learning and teaching outcomes.

1.5 The learners' linguistic profile of Mvala Junior Secondary School

In this study, the linguistic profile of learners refers to the home languages as compiled by the school. For the purpose of this study, it is important and necessary that the linguistic profile be given. The researcher used school data for the year 2009 from the Education Management Information System. These data are normally collected at the beginning of each year.

**Table 1.1: Learner enrolment 2009
Grade 06**

Language	Number in class
Xhosa	43
Sotho	6
Total	49

**Table 1.3.1: Learner enrolment 2009
Grade 04**

Language	Number in class
Xhosa	9
Sotho	21
Total	30

**Table 1.1: Learner enrolment 2009
Grade 09**

Language	Number in class
Xhosa	37
Sotho	6
Total	43

**Table 1.3.2: Learner enrolment 2009
Grade 05**

Language	Number in class
Xhosa	12
Sotho	19
Total	31

In all four classes the isiXhosa speaking learners are in the majority and the Sesotho speakers are fewer. This linguistic information assisted the researcher in the process of interpreting the data. The few Sesotho speakers actually choose to learn isiXhosa as a subject and a first language, whilst English is the medium of instruction. The researcher established that this was

the preferred choice of the learners, which could be due to their home situation where the language of communication is isiXhosa.

1.6 Definition of key terms

It is important to discuss the key terms that are used throughout this study. They are code switching, bilingualism, multilingualism, trilingualism, and borrowing. They are discussed below:

1.6.1 Code switching

Code switching is a phenomenon where more than one language is used in a conversation. In most multilingual countries this phenomenon happens automatically and is accepted. Code switching happens regularly in the classrooms of South African schools.

In South Africa, many people are able to speak more than one language because of the many different languages spoken around them. Code switching is a “linguistic phenomenon found in all multilingual societies” (Osadolo, 2006). It refers to the act of using language varieties in discourse. Among other things, a bilingual or multilingual population influences speakers to code switch according to prevailing circumstances.

1.6.2 Bilingualism

Bilingualism is the ability to use two languages to similar or varying extents in communication. Bilingualism is a common feature of social and academic life of South Africans. Learners from a bilingual environment are likely to also be bilinguals. Bilingualism in education involves the use of the mother tongue and the language of learning and teaching. Learners’ bilingual backgrounds have an influence on their classroom communication. According to Wei (2005:375), bilingual code switching refers to “the alternation of languages in the same interactional episode”. In some instances, in this study, the teachers in Matatiele use either isiXhosa or Sesotho in the classroom together with English as the main medium of instruction to varying extents.

1.6.3 Multilingualism

According to The Pan South African Language Board PanSALB (New curriculum, new language options, 2010), there are about 6 000 languages spoken worldwide in 200 countries.

In this respect and as mentioned earlier, multilingualism is a global reality. South Africa, like most countries, is both a multicultural and a multilingual country with diverse ethnic groups. Multilingualism is a resource to be fully exploited to the benefit of learners. According to Moodley (2007:708), “multilingualism is the ability to speak many languages”. The use of different languages in discourse assists in facilitating communication. The act of using different languages is encouraged and promoted by the government of South Africa. By adopting a multilingual policy, the government aims to enable speakers of all the official languages to exercise language democracy.

1.6.4 Trilingualism

Trilingualism is a sociolinguistic concept which denotes the act of using three languages. For this study, trilingual education is used in Mvala JSS. The following condition prevails: three different languages are used for instruction in the classrooms, during assembly when announcements are made, when the principal – who is a first language Sesotho speaker – addresses learners in all three languages and code switches as he feels comfortable. The principle of learning more than one language could be one of the main arguments for the introduction of FALs and SALs in some schools. Learners in the Mhlolwaneni community come from different linguistic backgrounds. These backgrounds may be divided into the following categories:

- Bilingual learners with isiXhosa as first language and English as second language.
- Bilingual learners with Sesotho as first language and English as second language.
- Sesotho learners who prefer isiXhosa as first language and English as second language.
- IsiXhosa learners who prefer Sesotho as first language and English as second language.

The above description seeks to outline the major features of trilingual education prevailing in Mvala JSS.

1.6.5 Borrowing

Borrowing means words that are used by speakers but adopted from other languages. In this study, isiXhosa and Sesotho speakers use borrowed English and Afrikaans words. These borrowed words are commonly used in their speech. Borrowed words from other languages that have been assimilated morphologically into isiXhosa and Sesotho are shown in section 4.5. Borrowed words have been accepted as isiXhosa/Sesotho words for various reasons; for

example, due to a lack of original words and alternatives which are usually in phrasal form and longer. Borrowed words were derived from English and Afrikaans and have now been adapted.

1.7 The statement of the problem

Education tends to be one battlefield where language policy implementation takes place. In South Africa, the language in education policy advocates a multilingual form of education. The present language policy in South Africa seeks to address the dominance of English and to uplift the status and development of African languages. In the education system of South Africa, the most contentious issue is the language of learning and teaching (LoLT). On the 19 September 2009, the minister of higher education, Dr Blade Nzimande, raised his concern in the media about strengthening African languages in South African schools. He stated that the government was dragging its heels regarding the implementation of the educational policy. He stated that good communication in the classroom enhances academic achievement.

In the Eastern Cape Province, the language mostly spoken is isiXhosa, with Sesotho, isiZulu, English and Afrikaans as other languages. Mvala JSS is a typical rural multilingual school in Matatiele in the Eastern Cape. The communities surrounding this school are isiXhosa- and Sesotho-speaking with very few isiZulu speakers according to Statistics South Africa (2010), and English is used very seldom, if ever, outside the classroom situation.

Enrolled in this school are learners from different first language backgrounds, namely isiXhosa- and Sesotho-speaking. The three languages concerned are isiXhosa, Sesotho and EFAL.

Although English is the medium of instruction from Grade 4 upwards, home languages Sesotho and isiXhosa are used alongside it. Classroom interaction is at the heart of the educational process where the curriculum implementation takes place.

According to Ndayipfukamiye (1993:83), code switching “is a powerful reflection of the ways the teacher and the learner mediate the communicative demands they face in the implementation of curriculum.” One vital justification for code switching is the notion that it is an educational resource learners bring with them to school to aid their learning. This study investigates how teachers and learners deal with trilingual code switching as a learning-teaching strategy in an ESL classroom.

Accessing education via the learners' mother tongue language is highly desirable, especially among the previously disadvantaged people of South Africa. The South African Constitution states that a learner has the right to be educated in more than one official language; however, English still retains the predominant status. The rationale behind the choice of English as the LoLT may be attributed to various reasons; for example, that it is recognised as an international language as English usage is not limited to our country, but rather a global means of communication.

There are a few schools, especially former Model C schools, where Afrikaans is the SAL. At every school, the languages play a vital role in the learning-teaching process. The Language in Education Policy (1996) promotes a school education policy that advances learning programmes through multilingual instruction. The study was conducted in an ESL classroom context.

1.8 Aims of the study

The aim of the study is to investigate the educational implications of code switching in a multilingual school in Matatiele. The study seeks to demonstrate that code switching plays a crucial role in meeting demands in classroom interaction. The study also investigates how teachers deal with code switching as a learning-teaching aid in this trilingual instruction situation between isiXhosa, Sesotho and English in an ESL classroom in Matatiele. The study aims to establish various functions of code switching occurring in a multilingual classroom. The literature review that justifies decisions about the choice of this study is presented in Chapter Two.

1.9 Research questions

In considering how the research problem of the study can be accomplished, it is of utmost importance to reflect upon and formulate research questions. Having mentioned the above research problem, the following critical questions arose with regard to this research study:

1. Is there an occurrence of language code switching during teaching?
2. What form does it take? That is, what are the types of code switching in the classroom?
3. Does the practice of code switching in the classroom context concerned promote the language in education policy?
4. What is the purpose and function of code switching in the ESL classroom context?

In the multilingual setting, code switching practice is highly possible; therefore, the study establishes how teachers deal with code switching when interacting with learners in the multilingual classroom.

1.10 The importance of the study

Although there are studies which deal with bilingual and multilingual code switching in educational settings in South Africa and around the world, as is shown in Chapter Two (Canagarajah, 1995; Faleni, 1993; Kgomoeswana, 1993; Liebscher & Dailey-O’Cain, 2005; Moodley, 2007; Peires, 1994), less attention has been given to trilingual education. In the Eastern Cape, specifically, there has been no study investigating trilingual teaching and learning in an ESL classroom. Trilingual code switching turned out to be very rare in and around Matatiele, particularly in junior secondary schools. The present study sought to investigate instructional code switching in teaching and learning in a multilingual classroom context.

This research into trilingual education is important and significant due to the fact that trilingual education is a newly developed area of research study in South Africa as well as globally. This study is significant as it paves the way for further scrutiny of this phenomenon. Interesting issues about this phenomenon and how it occurs are shown.

1.11 The outline of the study

This research study consists of five chapters.

Chapter One covers the introduction with a brief historical background of early settlements in Matatiele, research population, the language in education policy of South Africa, the statement of the problem, code switching and other related concepts. The chapter further establishes the research questions which guided this research study, the importance of the study, the aims of the study and the outline of the study.

Chapter Two is devoted to the overview of literature on code switching in bilingual and multilingual discourse in the educational context. The study starts with an overview of research on code switching in South Africa, followed by research elsewhere in the world, and ends with the presentation of the summary of findings from the literature reviewed.

Chapter Three presents the research design methodology, how data were collected in the form of classroom observation and interviews with participants (teachers).

Chapter Four presents the interpretation and analysis of results. Lesson transcripts are analysed to determine, among other things, the existence of trilingual code switching during the teaching and learning process.

Chapter Five completes this dissertation by presenting findings, recommendations based on trilingual code switching in a multilingual ESL classroom, limitations of the study and the conclusion.

The following chapter discusses an overview of the literature reviewed on code switching research and some of its implications in a multilingual classroom setting.

Chapter Two

Review of related literature

2.1 Introduction

This chapter provides the theoretical framework of the study as well as the literature review related to it. A review of literature related to this research study is of critical importance, as it provides a relevant context within which the researcher is able to develop her argument regarding the research under investigation. According to Hofstee (2006:104), “a literature review is a critical evaluation of the previous writing that is relevant to what you are reading”.

Firstly, this chapter shows how researchers in South Africa have examined code switching. Secondly, literature on code switching and trilingualism elsewhere in the world is examined. Lastly, the findings from the literature are summarised.

2.2 Research on code switching in bilingual and multilingual settings in South Africa

Following its attainment of democracy, South Africa adopted multilingualism in all domains, including education. The schools in South Africa are supposed to operate with a view to practising the principles dictated by the language policy. However, the implementation is still in its infancy. Practising home language instruction at the foundation phase shows only very little commitment in acknowledging the language policy. The Minister of Basic Education, Angie Motshekga in 2012, speaking at the release of the Annual National Assessments (ANA) results, observed and acknowledged that there was a need to review the curriculum because there was too big a leap between the Foundation Phase (Grades 1-3) and the Intermediate Phase (Grades 4-6). She moved that the teaching of English happens alongside home language instruction. In other words learners in Grades 1 to 3 access their education through their mother tongue while at the same time learning English as a language. Code switching is important in aiding the transition from the first language to English as LoLT. This way, she advocates for code switching without explicitly saying that teachers should employ code switching strategies in order to help learners acquire English and understand what is taught. Supporting this view, Adendorff (1993:141) says that it is important to gain a better understanding of code switching as an interactional resource.

Code switching has the potential to help teachers obtain better results if they use it consciously and strategically especially in the lower grades. Researchers like Marungudzi (2009), Moodley (2007), Setati and Barwell (2006), Moodley and Kamwangamalu (2004,), Ncoko (1998), Kieswetter (1995a), Peires (1994), Faleni (1993) and others studied code switching and yielded interesting and positive results about the benefits of code switching in the classroom. The studies focused on code switching in bilingual/multilingual classroom contexts. Peires' (1994) study includes code switching outside a classroom context. An overview of these studies and others follow below.

Adendorff (1993) focused on the purposes for which code switching was used among three isiZulu-speaking teachers and the principal of a KwaZulu-Natal boarding school, interacting with the learners, and employing English as the medium of instruction. The study observes Geography, Biology and English classes. Adendorff comes to the conclusion that code switching serves important social functions and minimal academic functions in the bilingual classroom.

The study by Adendorff (1993) treats the code switching functions as that of contextualisation cues. In the Biology lesson, switches to isiZulu by the teacher were used as contextual cues to engage learners in the lesson and to validate lesson comprehension. In the English lesson, code switching was used to mark solidarity, to facilitate learner participation in the lesson and to ensure that learners understand the lesson presented. In the Geography lesson, code switching was used for classroom management. According to Adendorff (1993:141, citing Gumperz, 1982), "code switching is a communicative resource, which enables teachers and pupils to accomplish a wide range of social and educational objectives".

Adendorff's (1993) study has a bearing on the present one as his also deals with code switching functions similar to these ones. However, similarities and differences between the current study and Adendorff's (1993) study will be seen. Unfortunately Adendorff's (1993) study examined only teachers' instances of code switching, yet learners' switches play an important role in the classroom interaction as well.

In a debate, Faleni (1993) argues for the value of code switching in a multilingual ESL classroom in Bophelong Secondary School. The debate took place among English practitioners in the Pretoria–Witwatersrand–Vereeniging (PWV). Faleni's (1993) argument was based on the learners' home language as a resource for learning in a multilingual classroom context.

Faleni (1993) suggests the following requirements for effective use of code switching:

- Conscious use, meaning planning and purposeful use of code switching by the teacher in the classroom.
- Systematic use, meaning the learners should develop skills regarding code switching usage.
- Purposeful use, meaning the teachers should demonstrate understanding of the roles of code switching in the classroom.

The aforementioned basic requirements for effective use of code switching were considered by the study. When dealing with code switching, teachers need to be conscious of these requirements and develop objectives accordingly. Faleni (1993) established that effective interaction between teachers and their learners enables them to accomplish a considerable range of social and educational objectives. Adendorff (1993) also made a similar observation and concludes that in the classroom, the learners' performance in various subjects improves drastically in conditions where code switching is practiced.

The present study identifies both social and academic functions of code switching. Switches to the home language can serve to manage and to gain control of the class. Code switching is also used for clarifying issues to learners in their home language; in some cases, it is used to repeat what they might not have understood when it was uttered in English. Lastly, Adendorff's study found that code switching was used to enhance understanding through an inter-sentential code switching strategy (English, Sesotho and isiZulu). The study just referred to is similar to the present study because it was conducted in a similar environment, a multilingual setting. It was conducted in urban areas, while the present study was conducted in a rural area. Faleni (1993), in conclusion, regards code switching as an asset to the second language learner, because it facilitates communication in the classroom. In other words, code switching is a fundamental need, perhaps an interactional resource which potentially sparks communication integrity in a multilingual classroom environment.

Kgomoeswana (1993) argues against code switching in a multilingual senior secondary school in KwaThema. The learner composition of the school is multilingual, with isiZulu, isiNdebele and Northern Sotho as home languages. The case study against code switching was conducted in an ESL classroom during the period when English and Afrikaans were the only official languages of South Africa. The present study was conducted in a similar environment, i.e., a

multilingual classroom context. Kgomoeswana's (1993) argument is twofold. Firstly, his study puts forward English as a hindrance to learning. Two alternatives are set for the above argument: to replace English with mother tongue or to develop teachers' and learners' proficiency in English. The study attributes code switching to a lack of English proficiency by both teachers and learners, and perceives mother tongue instruction as the facilitator of learning. However, with regard to the second option, the present study demonstrates that it is not always the case; it shows the effectiveness of code switching when properly used. Kgomoeswana (1993) concludes with suggestions, including that, with an English-only approach, learners will not develop fully. In other words, he recommends code switching in the classroom to support English LoLT. Kgomoeswana (1993) also suggests that only learners be permitted to use mother tongue in the classroom. Conversely, in the present study, teachers as well may switch where they deem it fit to speak in a language that may be more effective for expressing a particular issue.

In another study, Peires (1994) attempts to show the role of code switching in second language learning at the Walter Sisulu University, Mthatha, Eastern Cape Province. The study commends the present education system for advocating multilingual classrooms in redressing inequalities emanating from the apartheid government policy. According to this policy, there were only two official languages, English and Afrikaans. Peires (1994) adopted Myers-Scotton's marked choice and unmarked choice approaches. According to Peires (1994), the former is influenced by the students' proficiency in both English and isiXhosa at Walter Sisulu University, while the latter indicates normal and anticipated switches by the students.

Peires (1994) looks at instances of code switching for social purposes in his study. The discourses he discusses occur mainly in social situations and not in classroom settings. However, according to the researcher, social functions complement academic functions even though they do not have a direct bearing on learning and teaching. Although Peires (1994) perceives code switching as an aid to second language learning, there is no evidence in her study demonstrating code switching instances in an ESL classroom context. Nonetheless, the study points out that, in ESL classrooms, code switching is an asset, not a deficit, to bilingual speakers. Peires (1994) concludes that, in a bilingual learning environment, students benefit from code switching. In the current study, in analysing classroom discourse code switching functions that are academic and social are identified.

In a study undertaken by Kieswetter (1995b) the use of code switching in three different high schools is investigated. One was a rural school in KaNgwane, another a school in Soweto and the last one was a Model C school in a suburb of Johannesburg.

In the KaNgwane, school code switching was between isiZulu/isiSwati and English with English as the medium of instruction. The study notes that learners tended to use code switching in their conversations. Kieswetter (1995b) attributes the use of code switching by learners to their bilingual background. In addition, the frequent use of code switching by teachers was observed. Similar to Arthur (1996), Kieswetter (1995b) observes that teachers resorted to code switching whenever they felt that learners seemed to not understand the lesson taught in English only. The present study researches a similar context with isiXhosa/Sesotho and English; it focuses on how teachers and learners deal with code switching as a teaching and learning strategy.

Kieswetter (1995b) did a comparative study in RSA and Swaziland. Looking at code switching in a Soweto high school, it is observed that code switching occurs between isiZulu and English. Kieswetter (1995b) focused on learners who were mainly isiZulu-speaking. The study found patterns of code switching similar to those of learners at the KaNgwane high school. Kieswetter (1995b) attributes code switching use to the fact that these learners are influenced by the bilingual background in which they are brought up and the school. It was noticed that learners were fluent in English; this was attributed to the neighbouring schools as well as their environment.

In the Model C high school, the study investigated code switching between isiZulu and English, with English as medium of instruction. The isiZulu speakers were in the minority, while white learners and teachers were in the majority. As such, most switches were made in English. Kieswetter (1995b) found that code switching by both isiZulu and English learners was for social purposes.

The study found that there were more instances of code switching at the Soweto school than at the KaNgwane school. In the Model C school, code switching was a sign of fluency in isiZulu and English. The shortcoming of Kieswetter's (1995b) study is that it examined code switching instances which occurred in social contexts only. In addition, all instances of code switching were by learners and none by teachers. The present study investigated both academic and social functions of code switching by teachers and learners. Ncoko (1998) investigated the effects of

an English-dominated classroom setting on the language used by African learners in multiracial junior primary schools. The study was conducted in two Gauteng former Model C primary schools: Blairgowrie primary school and Greenside primary school. Gauteng is well known for its multicultural and multiracial population. The population of this province includes South Africans (Blacks and Whites) and expatriates. Thousands of these expatriates come from other African countries, such as Zambia, Nigeria and Zimbabwe. In a multilingual school situation, learners' regular interactions occur within English and African languages. Ncoko's (1998:2) hypothetical view is that, if pupils in multiracial schools are going to interact regularly, code switching is unavoidable. Ncoko's study formulated the following research questions:

1. In which situations do the learners codeswitch?
2. In which languages do the participants code switch when one interlocutor has a different home language from the other?

The study distinguishes two discourse functions of code switching situations: code switching in a formal situation and code switching in an informal situation. In a formal situation, learner-teacher interaction occurs during lesson presentation, when learners are doing tasks under the teacher's supervision in the classroom context. An informal situation includes learner-teacher interaction as results of all other activities.

In this study Ncoko concludes that only teachers use code switching; learners were prohibited from code switching. This was attributed to the school policy, which promotes an English-only approach as a medium and a means of communication in these schools. Learners are deprived of bilingual and multilingual linguistic skills. In this kind of environment, teaching and learning ignore the learners' cultural and societal backgrounds. However, we should note that Ncoko's (1998) study was conducted in urban areas where English usage is not limited to the classroom. The current study is conducted in a rural school where resources are scarce, if there are any, and the community was previously disadvantaged and is still under resourced.

Setati and Barwell (2006) examine the role of multilingualism in the teaching and learning of mathematics in two primary schools. The studies conducted discourse analysis of classroom interaction of multilingual mathematics, one in the United Kingdom, and one in South Africa. The main languages of multilingual learners in South Africa revolved around Sesotho, IsiZulu, IsiXhosa and Setswana, while Cantonese, Mandarin, Punjabi, Urdu, Somali and Vietnamese were spoken in the United Kingdom. From comparative analysis, certain similarities and

differences were observed in mathematics classroom discourse. Concerning the use of languages, the studies identified that LoLT was English in both studies. In the United Kingdom, both teachers and learners adhered to the policy, while in South Africa both teachers and learners used Setswana switches in their classroom interaction. In South Africa, the use of English alongside mother tongue languages was to facilitate teaching and learning. In the United Kingdom, the environment was very different from the one in South Africa in terms of exposure of learners in English. Unlike in the United Kingdom, English usage is limited to the classroom in South Africa.

The study by Setati and Barwell (2006) observes similarities in the use of narratives both in the United Kingdom and in South Africa. The use of narratives serves to interpret the word meaning in sentences. These studies note that narratives probe learners to think about the scenarios presented and thereafter to interpret them in the relevant context. Similar practices of reading aloud are reported to exist in both these studies. However, reading first, and thereafter discussing are patterns of practice in South Africa. Setati and Barwell (2006) established that practicing fluency in language is related to reading aloud because one becomes familiar with the spoken words, which are stored in memories.

The differences between the two studies are as a result of the settings where interaction takes place. In other words, Setati and Barwell (2006) are of the opinion that classroom interaction is influenced by several factors, such as the environment. In the United Kingdom, where English is dominant, language and its usage are not restricted to the classroom context. In South Africa and particularly in this study, English is rarely used outside the classroom; hence, code switching is commonly used to support English medium instruction, particularly in the transitional period from the foundation phase. Setati and Barwell (2006) also conclude that a learner's language is a resource that enhances the learning of mathematics in the classroom. In South Africa, teacher code switching marks both her authority and her solidarity with her learners. The differences in the teachers' approaches between South Africa and the United Kingdom are related to the learners' exposure to the target language and multilingual background. Unlike in the United Kingdom, English is not the language of the majority in South Africa.

Using quantitative and qualitative research (quant-qual) methods, Moodley and Kamwangamalu (2004) investigated code switching in two schools in Port Shepstone where learners are isiZulu speakers, learning English as a second language. The study observes the

classroom discourse between teachers and learners. The lessons were conducted by different first-language speakers, an English L1 speaker and a Zulu L1 speaker. A similar situation exists in this present study: the lessons are conducted by Sesotho L1 speaker and an isiXhosa L1 speaker.

What Moodley and Kamwangamalu (2004) referred to above is informed by Gumperz's (1982) interaction model and Myers-Scotton's (1993) markedness model. With regard to Gumperz (1982), code choices consist of a contextualising cue, which assists the participants to retrieve and to interpret the speakers' message. Code switching as a contextualised cue is understood to be a language resource that facilitates learning. According to Myers-Scotton's (1993) markedness model, code switching as unmarked choice potentially elicits proper responses from learners as they participate freely in the classroom, given a chance to express themselves in their mother tongue. Kamwangamalu (1998) proposes code-in-between, in which English is perceived as a code-in-between which facilitates learning and teaching in the classroom context. Kamwangamalu's findings show that code switching occurred among English and Zulu bilingual teachers and learners.

The identified academic and social functions of code switching in the classroom serve various purposes, such as explanation, classroom management, and elaborating and reiterative purposes. Moodley and Kamwangamalu's (2004) study has some implications for the present study because it demonstrates a number of important functions of code switching, which this study seeks to establish. It shows that code switching facilitates teacher-learner interaction. It also demonstrates that by employing learners' home language in the form of inter-sentential and intra-sentential code switching, ESL learning is promoted. Similarly, the present study also deals with inter-sentential and intra-sentential instances of code switching.

Moodley (2007) conducted a qualitative research study using an ethnographic approach to investigate the role of code switching in English first language multilingual classrooms in KwaZulu-Natal. The classes consisted of learners with different first language backgrounds, including English, isiXhosa, isiZulu and some other African languages. Moodley's (2007) study, like the present study, was concerned with the multilingual classroom. However, his and the current study differ in terms of home languages. The present study, similar to those of Moodley (2007) and Moodley and Kamwangamalu (2004), deals with an ESL classroom, while Moodley (2007) in addition focuses on an English first language classroom context. Moodley (2007) adopted Moodley and Kamwangamalu's (2004) theoretical framework,

informed by Gumperz's (1982) 'interactional model' of communication, which perceives interaction as the result of communication between participants. Moodley (2007) assumes that learners use code switching as a means of conveying information and assisting in its correct interpretation. In addition, the Spady model (1993) in Moodley (2007) influences the study's theoretical framework for Outcomes Based Education. This model focuses on investigating code switching practices within the previous Outcomes Based Education curriculum in South Africa.

Moodley's (2007) study demonstrates that bilingual learners mainly use code switching to fulfil a variety of social and academic functions such as explanation and clarification of questions, reiteration, group management and elaboration. The aforementioned functions of code switching are similar to those in studies by Adendorff (1993) and Moodley and Kamwangamalu (2004). Although Moodley's (2007) study has significant implications for the present one as it demonstrates an important role of code switching in the classroom, it has a deficiency, as it demonstrates only switches uttered by learners. Teachers' switches can influence the process of teaching and learning as well.

2.3 Review of literature on code switching in bilingual and multilingual classrooms elsewhere in the world

2.3.1 Introduction

In an attempt to achieve a richer insight into classroom code switching, and in addition to the South African situation, it is of critical importance to review studies from other parts of the world as well. Code switching in bilingual and multilingual settings is a global issue; therefore, viewing it from various communities could yield relevant information to this study. As with South African researchers, outside researchers are keen to conduct studies about code switching in the classroom context. Below is an overview of code switching and trilingualism by prominent researchers in the context of education.

In an ethnographic observation, Merritt et al (1992) explored the determinants of teacher code switching between English, Swahili, and the mother tongue in three Kenyan primary schools. Their study carried out extensive observations of classroom interaction in a foreign medium. Swahili is the native language of the learners. It suggests that code switching is motivated by two factors, namely cognitive factors and classroom management factors. It observed both social and academic functions of code switching. Learners and teachers utilise code switching

in their interaction to aid learners' ability and performance in the classroom. Classroom instructions that are inclusive of the native language have to recognise the values and attitudes of the diverse multilingual and multinational communities in the school. Code switching serves as a means of gaining learners' attention, providing a way to focus in the lesson. Merritt *et al.* (1992) point out that code switching is a significant discourse strategy utilised to attain objectives such as enhancing understanding or reinforcing lesson material. The findings indicate that code switching is an additional resource for meeting classroom demands in a multilingual context.

Canagarajah (1995) conducted qualitative research in 24 schools in Jaffna, Sri Lanka. The study focused on analysing code switching utterances in an ESL classroom setting. (Tamil was the first language of the learners.) It analysed and interpreted English and content subjects to identify different discourse functions of code switching in rural and urban areas in an ESL classroom context. It also noted instances of teachers' code switching into Tamil during lesson presentation. Teachers were surprised and did not admit its use; consciously, they disapproved of code switching into Tamil in the classroom. They stated that they preferred English instruction; further, they regarded code switching usage as related to low proficiency in English. Canagarajah (1995) distinguishes two major functions served by code switching in the classroom: micro function (classroom management) and macro function (transmission of lesson content). The former entails how the teacher prepares the class for learning, managing discipline, and engaging learners in the class activities. The latter shows how code switching takes place in the classroom for content transmission. Canagarajah's (1995) study notes that more instances of code switching were for social purposes than for academic purposes.

Arthur (1996) conducted an ethnographic study investigating interaction between teachers and learners in two primary schools in north-eastern Botswana. The data of the study stem from observation and interviews. It focused on Standard 6 classes in two different places in northern Botswana. The community consisted of Setswana speakers and Inkalanga speakers. In both schools, the medium of instruction was English. The study demonstrates code switching from English to Setswana by teachers and learners, although they were prohibited from doing so. However, consciously the learners dismissed engaging in code switching and rejected code switching practice because they were compelled by the official policy to use English only in order to prepare for examinations. Teachers used minimal Setswana for clarifying what learners seemed not to understand. The study demonstrates code switching instances as mainly

serving social purposes rather than academic functions. Arthur (1996) focuses more on the social functions of code switching, while the present study focuses more on academic ones. Arthur's (1996) study found that teachers were surprised and did not admit that they used code switching. Canagarajah (1995) made a similar observation in his study; teachers were dismayed and reluctant to admit to code switching. They wanted to be seen as adhering to the official policy of using English as the LoLT.

Ndayipfukamiye's (1993) study was conducted in three primary schools in Burundi. The focus of the study was bilingual code switching classroom interaction involving the use of Kirundi and French languages. The study was carried out with Grade 5 learners who were experiencing communication constraints due to the transitional period they were in. In Grade 5, French is first introduced as the medium of instruction in all subjects, with the exception of Religious Instruction. Ndayipfukamiye's (1993) study is similar to the present study in this regard; the present study is conducted from Grade 4, where English as a language of learning and teaching is introduced, the focus being the constraints experienced by learners in this transitional phase. In the foundation phase, their LoLT is their home language, whereas it is isiXhosa or Sesotho in the present study. There are three types of schools emerging in the Burundi education system:

- the urban school with better quality in terms of resources and infrastructure.
- the typical rural school similar to the above.
- the underprivileged rural school, which is without resources and where the conditions are not conducive to teaching and learning.

Ndayipfukamiye's (1993) study observes certain patterns of code switching in language and content subjects. The study notices that teachers avoid code switching as much as possible when teaching languages. As a result there were relatively minimal instances of code switching observed during the teaching of French. The researcher discourages code switching when teaching languages. The teaching of a language using another language hinders the acquisition of the target language although these switches enhance communication and fulfil certain pedagogical and classroom management functions. In the present study language lessons were not observed.

When observing content subjects, the following code switching patterns involved in teaching and learning were noted. During lesson revision, lessons were conducted in French with

minimal code switching. Frequent code switching utterances were made when presenting new material. The code switching served specific purposes, such as to facilitate learners' understanding. Similar to Kgomoewana (1993) and Arthur (1996), Ndayipfukamiye (1993) concludes that home language is suitable to facilitate teaching and learning in a foreign language classroom when used alongside the LoLT. His study calls for tolerance for code switching in primary schools in both spoken and written learners' and teachers' discourse. Ndayipfukamiye (1993) invites language planners to consider the legacy this sociolinguistic phenomenon possesses when exploited to the fullest in the bilingual classroom.

Similar to Moodley (2007), Ndayipfukamiye (1993) focused only code switching instances by learners, yet teachers' code switching is important as well. However, in the present study, both teachers' and learners' switches are dealt with to investigate trilingual tuition in multilingual classrooms. In conclusion, Ndayipfukamiye's (1993) study opposes the negative view that use of code switching is harmful in the bilingual context; instead, it supports the view that, in a bilingual context, switching to the mother tongue can function as a learning aid to advance communication competence in a foreign language classroom context.

Eldridge (1996) describes and analyses specific functions of code switching in a Turkish secondary school where English, a second language, is the medium of instruction. The study focuses on learners' code switching between the ages of 11 and 13 years. It found that there was a relationship between the level of student and his/her code switching strategies. Eldridge (1996) assumes that learners who are competent in the target language tend to code switch less than those who lack proficiency. Eldridge's (1996) study regards code switching as enhancing both communication and learning in the classroom. It identifies some of the code switching functions as learners' equivalence, floor holding, reiteration and conflict control. In his study only switches by learners are observed. Assessing teachers' code switching is important because teaching and learning cannot be separated. Eldridge's (1996) study concluded that code switching is a natural and purposeful phenomenon, and when exploited, it enhances communication and learning.

Liebscher and Dailey-O'Cain's (2005) study was conducted in a seminar for an advanced German foreign language classroom at the University of Alberta in Canada. The study observed learners' code switching in the foreign language classroom. It conceptualises code switching in the classroom situation firstly as a resource for second language acquisition and secondly as a potential resource for effective bilingual communication. As a resource for

second language acquisition, learners were allowed to use their home language when they needed to. The study views classrooms as bilingual spaces, whereby teachers and students communicate in both the first language and the second language.

Unlike Liebscher and Dailey-O’Cain (2005), the present study conceptualises the classroom as a multilingual space with English, isiXhosa and Sesotho languages. In analysing data, Liebscher and Dailey-O’Cain (2005) adopted Auer’s (1984) conversation analysis approach. Two main code switching functions characterised by this approach are the discourse-related function and the participant-related function. According to Auer (1984, cited in Liebscher & Dailey-O’Cain, 2005), the former organises conversation by contributing to the interactional meaning of a particular utterance, while the latter entails switches corresponding to the preference of the individual who performs the switches or those of the co-participants in the conversation. The study shows that teachers and learners can use both the discourse-related function and participant-related function.

In the study just referred to, code switching is used to facilitate understanding during the learner and teacher interaction. Similarly, the present study demonstrates that teachers use participant-related functions whenever they feel that learners do not understand when taught in English only, while learners resorted to participant-related code switching whenever they experienced communication difficulties. Several uses of code switching in this study served social purposes with a minimal academic function. This was also the case in the studies by Adendorff (1993) and Arthur (1996).

Knestrict and Schoenstadt (2005) examined code switching among young children living in an under-privileged area at North Norwood School. The study regards poverty as a challenge in poor schools, as a lack of understanding of the language for teaching and learning was the problem. The study focuses on the teaching of social skills, register and code switching as a teaching-learning strategy in academic and social contexts. In executing this study, the effectiveness of code switching skills in the role-plays performed by young children was examined. The study concluded that teaching does benefit from a code switching approach, and found that the use of code switching skills as a strategy is extremely valuable to both academic and social settings. The study concluded that utilising appropriate code switching according to the context increases children’s ability in the classroom.

2.3.2 Trilingual education

Research on trilingual code switching is relatively new in South Africa compared to elsewhere in the world. The present study intends to bridge this knowledge gap. It cites empirical work on trilingual code switching in the classroom and outside the classroom situation. Its review will to some extent offer knowledge on the phenomenon under investigation.

As just stated, too little is known about the effects of trilingual education. Walker (1997) and the present study examine this phenomenon. Walker (1997) conducted a study in North Frisia, in Risum *skole*/Risem *Schoij*/Risum *Schule* (name given in Danish, Frisian and German respectively), Scheleswig-Holstein in Germany. The Risum *skole* is situated in a rural community. There are six languages spoken in this area, namely Frisian, Low German, High German, Jutish, Danish and Romani. In the school, the languages used as subjects and for teaching are Frisian, Danish and High German. Multilingualism is practiced in the school with the above languages given equal status. What is very interesting about this study is that, in the school, teachers are either Frisian or Danish speakers, and all three languages are taught as subjects with High German, which is used to facilitate understanding. Frisian is minimally used as a medium of instruction. According to the requirements by the headmaster, teachers are required to be proficient in at least Danish and German.

The present study is similar to Walker's (1997) study in terms of the environment. As alluded to earlier, the present study was conducted in a multilingual classroom context. In the present study, teachers are speakers of isiXhosa and Sesotho, are proficient in English and possess linguistic skills for the benefit of the learners. In the classroom context, the teaching materials are available in three languages. In Walker's (1997) study, trilingual tuition follows these patterns: firstly, Frisian teachers teach through the Frisian medium using Danish and German as support measures; secondly, Danish teachers teach through the Danish medium using German alongside as a scaffolding device. In the present study, the teachers were expected to use English as LoLT the most, with minimal switches to learners' home languages. Walker's (1997) study and the present study are essentially similar in that both studies consider learners' home languages as support measures in the multilingual classroom. In conclusion, Walker (1997) presents communication outside the classroom, whereby Frisian and Danish teachers communicate with learners using their home languages (Frisian and Danish respectively).

2.4 Findings from the literature study

The studies reviewed above brought together various issues pertaining to the present study in terms of code switching practice and its functions. From some of these studies, it becomes evident that code switching is prevalent in ESL classrooms; Setati & Barwell, (2006). Liebscher & Dailey-O’Cain, (2005); Moodley & Kamwangamalu, (2004); Adendorff, (1993); Faleni,(1993); Kgomoewana,(1993). The present study sought to establish how teachers and learners in an ESL classroom deal with code switching. More importantly, no study had so far been done to address the practice of trilingual code switching in the classroom in this area. Some studies identify some useful functions of code switching in an educational context. Kieswetter (1995b) and Peires (1994) demonstrate social functions of code switching only, while Liebscher and Dailey-O’Cain (2005), Moodley and Kamwangamalu (2004) demonstrate both social and academic functions. Adendorff (1993) focuses only on teachers’ code switching instances.

Conversely, some studies show that use of mother languages hinders acquisition of the target language, which is often English in foreign medium instruction. Moodley (2007) and Arthur (1996), and Kgomoewana (1993) maintain that code switching practices result from lack of proficiency in the foreign language medium on the part of the teachers or learners. They state the reasons and causes as incompetence and limited exposure to the target language. According to Kgomoewana (1993), extensive use of code switching in the learning-teaching environment is due to low proficiency in English and limits learners’ acquisition to the target language.

The current study shows how excessive use of code switching affects teaching and learning. Some studies report that some teachers deny the existence of code switching and are even ashamed of it (Arthur, 1996; Canagarajah, 1995), because of the stigma this phenomenon holds in other communities. This stigma is partly due to inadequate research of code switching in educational settings such as schools (Mokgwathi, 2010:73). Teachers need extensive training on how to deal with this aspect and recognise it as a resource for teaching and learning in a bilingual environment. However, the present study showed that, while learners approach the learning situation and content with pronounced interest, the strange classroom atmosphere created by use of a foreign language causes difficulties for them.

Code switching is widely perceived as good for academic and social purposes, particularly in bilingual and multilingual communities. In the researcher’s view, code switching is widely

used in South Africa, particularly by African communities, because English is usually heard and taught in school only. The researcher believes that, while learners should be encouraged to practice English, home language alongside English instruction needs to be considered where necessary for the benefit of learners. South Africa is a democratic state with eleven official languages, and multilingualism is a defining characteristic of being a South African citizen. Hence, it becomes necessary to acknowledge multilingualism in every domain, particularly in education where learning is the core. The language in education policy of South Africa condones code switching in the classroom. Hence, some studies find that code switching in bilingual and multilingual settings has to be considered as an efficacious intervention for teaching and learning in an ESL classroom.

The findings are indeed fascinating and open doors for many more studies in future. In the literature, various profiles of schools were mentioned and it was found that schools differed in terms of location, structures and management. In light of the above description, disadvantaged schools are more likely to resort to code switching as a resource at the teachers' and learners' disposal for learning and teaching.

2.5 Conclusion

In conclusion, different studies perceive code switching differently. While some recognise the value of code switching by both teachers and learners in the classroom, others find it academically unsuitable in the classroom. The latter view suggests that the communication integrity of code switching is not yet to be considered a teaching and learning strategy and that negative views of code switching still abound. People may go to great lengths in some cases to deny it and find all sorts of reasons to discourage its use. However, as already stated by Aderndorff (1993) that more research still to be undertaken in South Africa in order to gain a better understanding of the benefits of different forms of code switching in multilingual settings like ours; this is what this study hopes to contribute towards.

Chapter Three

Research methodology

3.1 Introduction

This chapter delineates the methodology used to collect data. The researcher decided to use a qualitative method. The researcher used this method in order to obtain the data first-hand in the teaching and learning context where code switching occurs. In this chapter, the research design is dealt with, as well as the following data collecting techniques: interviews, classroom observation, informal conversation and field notes. Finally, the procedures for data analysis and interpretation are provided.

3.1.1 Research design and methodology

McMillan and Schumacher (2001:428) define qualitative research as “interactive face-to-face research, which requires relatively extensive time to systematically observe, interview and record processes as they occur naturally”. There is much to be gained from the qualitative approach. Maykut and Morehouse (1994:2) describe qualitative research as generally examining people’s words and actions in a narrative and descriptive way, more closely representing the situation as experienced by the participants. In concurring with the above statement, McMillan and Schumacher (2001:339) point out that qualitative research describes and analyses people’s individual and collective social actions, beliefs, thoughts and perceptions. The qualitative approach was appropriate to this study as it serves to provide insight into the use of code switching in the multilingual classroom context from the learners and the teachers perspective. The researcher had to collect raw data from the classroom, where teaching and learning takes place. The most distinguished characteristic of the qualitative research method is that it presents data as narration in words.

From the various types of formats of the qualitative research methods listed by Mokgwathi (2010:90), namely case study, ethnography, phenomenological study, grounded theory, content analysis and historical study, the preferred qualitative research method of this study is the case study design. A case study is described by Leedy and Ormrod (2005:135) as a method that allows for in-depth observation of a particular phenomenon that is little or poorly understood as it occurred during the utterances of participants for a defined period in obtaining the data first-hand. According to McMillan and Schumacher (2001:398), qualitative research uses a case

study design and this means that the data analysis focuses on one phenomenon which the researcher selects to understand in depth, regardless of the number of sites or participants for the study. Mouton (2001:149) concurs with this view and describes case studies as usually qualitative in nature and as aiming to provide an in-depth description of a small number of cases. In the present study, only four grades with their teachers participated. However, Mokgwathi (2010:91) points out that the case study approach has high construct validity in that the data are collected first-hand by the researcher on site. This was the case in this study when collecting raw data during field observation.

A research design is a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis (Maree, 2007:70). The qualitative research method for this study encompassed specific techniques for collecting and analysing data. According to Denzin and Lincoln (2000:5), qualitative research is inherently multimethod in focus, with an attempt to acquire an in-depth understanding of the phenomenon under investigation. This study employed multimethod strategies of data collection. Multimethod strategies for this study included the researcher's classroom observation and interactive interviews with the affected teachers and the school principal. The use of the chosen multimethod strategies by the researcher, to some extent, enhances the relevance and credibility of the study. These multimethods are discussed in detail in section 3.2. According to Maykut and Morehouse (1994:46), the data of qualitative inquiry are most often people's words and actions, and thus require methods that allow the researcher to capture language and behaviour. It is against this background that the researcher used the qualitative approach to identify how respondents utilise code switching as a learning and teaching strategy available in multilingual classroom situations.

After the researcher has completed literature review relevant to the study, much still has to be done in order to complete the study. The enormous work the researcher must do includes, among others, requesting permission to conduct the project, gathering data from various sources, and interpretation. Planning is therefore vital.

3.1.2 Planning

When planning a qualitative study, the researcher sets guidelines for purposeful data selection. The researcher has to analyse the research problem and research questions to determine the data collection strategies. The researcher also has to:

- decide on the research site and participants where the researcher might get answers to the target questions;
- decide on the best sources of information;
- write letters requesting access to the research site;
- plan dates to complete the work.

3.1.3 Qualitative research ethics

Ethical issues are very important to observe because human subjects are involved (Hofstee, 2006; Leedy & Ormrod, 2005). However, McMillan and Schumacher (2001:420) state that a research design should not only consider the selection of information-rich respondents and effective research strategies, but must also be sensitive to ethical principles and adhere to research ethics. A research design requires considering certain ethical principles throughout the process of data collection. Accordingly, this study recognised these ethical principles throughout the research process. Research ethics in the present study include informed consent, confidentiality and anonymity.

In accordance with this, the researcher adhered to the principles of informed consent. Permission from the principal was requested and granted for learners to participate in the research activities of the school and under the care of the principal on behalf of their families. The principal also reported the research activity to the SGB (School Governing Body) which includes representatives of parents of the learners. The letters requesting permission from the principal and teachers are in Appendix A and B respectively.

Pseudonyms are used to ensure anonymity. The researcher explained to the respondents their rights and assured all respondents that they would remain anonymous in this research. All original documents and names would be treated as confidential (as indicated on page 83, Appendix B). Teachers who were willing to participate in the study were given consent forms to sign.

3.1.4 Sampling

Qualitative sampling is done to increase the utility of information obtained from a small sample (McMillan & Schumacher, 2010:326). Maree (2007:79) defines sampling as the process used to select a portion of the population for the study. Sampling is the process used to determine the type and number of respondents who will be included in the study (Nkosi, 2008). It is important to consider the nature of the population to be studied before selecting the appropriate sampling technique (Mokgwathi, 2010:102). According to Nkosi (2008:29), sampling enables the researcher to study a small number of units in the target population in order to obtain data that are representative of the whole target population (Nkosi, 2008:29). In this study, the site was selected on the basis of the multilingual population existing there. Maree (2007:79) distinguishes three sampling strategies, namely stratified purposeful sampling, snowball sampling and criterion sampling. Purposeful sampling was preferred for this study.

3.1.5 Purposeful sampling

Qualitative research is generally based on non-probability and purposive sampling (Maree, 2007:79). Purposeful sampling increases the likelihood that the variability common in any social phenomenon will be represented in the data (Maykut & Morehouse, 1994:45). In purposive sampling, the researcher selects particular elements from the population that will be representative or informative about the topic of interest (McMillan & Schumacher, 2010:138). The purpose of conducting purposeful sampling in this study was based on the participants' insight and the experience of the teachers in the educational context. Purposeful sampling is done to increase the utility of information obtained from small samples. In this study, purposeful sampling was conducted with trilingual teachers who were to code-switch wherever possible. Teachers were selected on the basis of the class they taught. The selection focused on the grade and teachers were automatically selected because of the grade and subjects they taught. Finally, Maree (2007:79) maintains that sampling decisions are made for the explicit purpose of obtaining the richest possible source of information to answer research questions. Chapter Five, which deals with findings, seeks and provides answers to the research questions of this study.

3.2 Collection of data

The methods that were employed when conducting this empirical research are methods that are mostly qualified by a qualitative research study. Data collection involved the use of

multimethod strategies. Data are the evidence that the researcher collects in order to shed light on the phenomenon under investigation. In this study, data provided insight about the sociolinguistic phenomenon of code switching. According to Sineke (2004:28), one requirement a researcher has to meet is to map out the route of investigation planned and followed in the process of data collection. Data collection begins in the field, during which the researcher establishes rapport with the affected respondents. Access to the site at this stage is essential, as is the establishment of trust and rapport with the respondents.

Prior to this period, the researcher had to establish contact with teachers of the school to build trust with as many respondents as possible. The researcher also negotiated with the principal to gain access to the institution he headed. The researcher investigated the research problem statement using multimethod strategies to obtain data from the life world of the respondents. Clear instructions were developed for the respondents. This enabled the researcher to better capture information essential to the study from the participants' point of view.

For the study to proceed smoothly in the field, there has to be good interaction between the researcher and the participants. The researcher has a role to play in the process of data collection. McMillan and Schumacher (2001:436) perceive the researcher as having multiple roles, as the field worker gets to understand the language used by the participants and interacts with them in order to obtain data and to establish a social relationship. The data collection techniques discussed below was essential in this study as they assisted the researcher to obtain relevant information for the study.

3.2.1 Data gathering techniques

There is a multitude of data collection techniques and these vary according to the manner in which the researcher responds to the research study. According to McMillan and Schumacher (2001:41), qualitative data collection is primarily in the form of words rather than numbers. Interactive qualitative researchers employ several techniques in a study, but usually select one as the central method. A researcher conducting a case study would probably collect data using a combination of documents, archival records, interviews, direct observation, participants' observation, and physical artefacts (Ausband, 2006:766). In this study, the researcher chose classroom observation as the central method. In gathering data, the researcher made use of the following techniques which are:

- in-depth interviews;
- classroom observation;
- informal conversation with the respondents;
- field notes.

The researcher found it worthwhile considering these sources; as such, they made a significant contribution to answering the research questions. These data collection methods are described in more detail below (in subsection 3.2.4, 3.2.5, 3.2.6 and 3.2.7)

3.2.2 Subjects

When conducting this interpretative research, it was important that the researcher interacts directly with the subjects over a period of time. The researcher approached respondents of the school setting where she intended to conduct the research. Maintaining rapport between the respondents and researcher is of critical importance so that the respondents feel they are making a significant contribution to the research problem. Respondents were chosen because they were in the vicinity in which the researcher intended to gather information regarding the topic under investigation. The researcher encouraged the participants to talk freely in detail about the areas pertinent to the study. The researcher endeavoured to obtain data from respondents who were willing to make contributions to the perceived research problem.

The following are the respondents that participated in the study, comprising of teachers and the principal. As per agreement with the school, the researcher was given four classrooms, Grades 4, 5, 6 and 9. The fieldwork took a period of three weeks. According to Maykut and Morehouse (1994:71), finally, the research participants are invited to review the outcomes of the study and to determine whether the researcher has captured the reality of their experience. In terms of data analysis and validation, the researcher engaged the same respondents in member checking. This further strengthened their trust in this study and the authenticity of the findings. On the researcher's arrival at the school, the principal introduced the researcher to the teachers and a brief introduction about the topic of the research was made. It was essential to do so because the field research involved, among other things, lesson observation, recordings and interviews. When the study was about to commence, the principal introduced the classes to the researcher.

3.2.3 Instruments

Qualitative research utilises a variety of means to collect data (Seliger & Shohamy, 1989:122). Having adopted a qualitative approach, the researcher accessed the information gathered and provided evidence of information found using various relevant instruments. The researcher planned ahead how the data would be gathered, including possible instruments to consider for the data collection process. The research material provided the study with a multitude of interpretations in the results analysis. The researcher recorded all potentially useful data thoroughly using field notes and audiotapes. The primary materials used in the study included video cameras and audiotape recorders. These instruments were mainly used to capture the instances of code switching during teacher-learner interactions in a multilingual ESL classroom context. A video camera was used in the classroom for observing the interaction described above. An audiotape recorder was also used for note-taking when the interview process was underway. Recorded data provide facts about the problem under investigation for data analysis and interpretation.

3.2.4 In-depth qualitative interviews

In-depth interviews constitute one of the most important and valuable sources of information. An interview is probably the best-known means of eliciting information directly from respondents. It is a dialogue between the researcher and the respondents. Interviews create opportunities for a range of questions – such as open- and closed-ended questions – to be asked. Open-ended questions often need more thought and investigation. Usually, the answers are longer and there may be no right or wrong answer. Closed-ended questions are answered by numbers or in few words. Qualitative research questions require researchers to gather information from many sources and come to their own conclusions. The researcher developed the target research questions before the field visit.

The in-depth qualitative interviews provide a better understanding of the phenomenon under study and thus enabled the researcher to develop proper analytic strategies. When conducting in-depth qualitative interviews, the researcher prepared detailed interview questions based on the study. Interviews were conducted in a suitable location in the respondents' own school, where the respondents met regularly. The interviewees were selected on the basis of their relevance to the study because they used trilingual code switching when interacting. The respondents were informed that all interviews were confidential. Interviews started with the

outlining of the purpose, aims, practical value and importance of the research. Good rapport with each individual respondent is essential to ensure validity of data. McMillan and Schumacher (2001:42) state that the in-depth interview is often characterised as a goal-directed conversation. Leedy and Ormrod (2005:146) are of the opinion that interviews can yield a great deal of useful information.

During the process, the researcher captured the interviewees' perspectives about the sociolinguistic phenomenon of code switching in the multilingual classroom context.

The purpose of the in-depth interview is to collect data that have a direct bearing on the research questions, data analysis and findings. The in-depth interview is employed with other qualitative research techniques to enhance the validity of data about the phenomenon under investigation.

This study employed a strategy consisting of open-ended questions that provided qualitative data. This form of interview was utilised to probe thinking and responses about the participants' beliefs, knowledge and feelings about the phenomenon under investigation. When interviewing, the researcher also used a tape recorder so that all the information gathered could be accessed at any time during data analysis. Immediately after the interviews, the researcher transcribed notes that were taken during fieldwork even though the transcriptions were time consuming, this turned out to be a useful exercise. Interview transcripts and written notes were analysed systematically by rereading them.

This made it possible to gain an understanding of each interviewee's perspectives, agreements and contradictions within and across interviews about the aspects of code switching in an educational context. The teachers were interviewed immediately after lesson presentations to collect data about their code switching intentions.

3.2.5 Advantages of interviews

Interviews generate data for finding knowledge and information about the aspect under investigation. Interviewing is a good method for gaining in-depth data from a small number of people (Bertram & Christiansen, 2014:88). In the present study, interviews are analysed and interpreted in the following chapter to determine how teachers and learners deal with code switching in their interactions in the classroom. Another advantage of interviews is that they usually yield the richest data, details and new insight, and permit face-to-face contact with the

respondents (Westat, 2010:93-152). McMillan and Schumacher (2010:205) concur by stating that both nonverbal and verbal behaviour can be noted in face-to-face interviews and the interviewer has the opportunity to motivate the respondent. According to McMillan and Schumacher (2010:205), the researcher can encounter many different problems and types of persons, such as those who are illiterate or too young to read or write and to respond, but need to be probed, followed up, clarified, and elaborated upon to achieve specific accurate responses.

3.2.6 Disadvantages of interviews

Interviews may distort information through recall errors, perceptions and the desire to please the interviewer (Westat, 2010:93-152). The primary disadvantages of the interview method are its potential for subjectivity and bias, higher costs, time-consuming nature and lack of anonymity (McMillan & Schumacher, 2010:205; Seliger & Shohamy, 1989:166). With regard to expense and time-consuming nature, Westat (2010:93-152) agrees by noting the same notion. He also notes that costs are very high when conducting interviews, especially when using video classroom interaction. A weighty disadvantage of the interview is that it reveals only the information that the interviewee wishes to reveal. Depending on the training and expertise of the interviewer, the respondents may be uncomfortable in the interview and unwilling to share their true feelings, the interviewer may ask questions to support a particular point of view, or the interviewer's perceptions of what was said may be inaccurate (McMillan & Schumacher, 2010:205).

3.2.7 Informal conversation interviews

Informal conversation forms an integral part of the researcher's observations. McMillan and Schumacher (2001:443) state that questions in an informal conversation interview usually emerge from the immediate context and are asked in the natural course of events. McMillan and Schumacher (2001:443) mention informal conversation interviews as one of the varied forms of qualitative interviews. The researcher gathered data through informal discussions with the affected teachers. When conducting informal discussions, there are no specific predetermined questions. This allows a free flow of details of the respondent's perception of the topic.

3.2.8 Field notes

The keen observations and important conversations one has in the field cannot be fully utilised in rigorous analysis of the data unless they are written down (Maykut & Morehouse, 1994:73).

The qualitative researcher's field notes contain what has been seen and heard by the researcher without interpretation (Maykut & Morehouse, 1994:73). In the present study, during the observation process, the researcher jotted down only the important information after leaving the site when organising actual notes. One advantage stated by Maykut and Morehouse (1994:76) is that the researcher attempts to provide the clearest and most complete narrative of what went on in the field. In conjunction with the video recording, notes were jotted down from lesson observation to give a clear picture of what occurred during the teaching and learning process. Further, the researcher investigates and captures participants' exact actions and words in the setting under investigation. According to Maykut and Morehouse (1994:73), preparing useful field notes is a challenging task, one which is facilitated by taking considerable time to write immediately after one leaves the field, while ideas are still fresh in the mind. Another disadvantage they consider is that the researcher uses own perceptions to describe what is taking place at the site.

3.2.9 The observation of lessons in the classes

According to Marungudzi (2009:56), classroom observation is a research technique that involves the collection of data without the researcher attempting to manipulate it. In the present study, the researcher conducted observations as a non-participant observer, as she was not participating in the lesson. A non-participant observer "records in detail as an outsider, all the behaviours which take place" (Seliger & Shohamy, 1989:162). Seliger and Shohamy (1989:162) state that, in second language acquisition research, observations are most often used to collect data on how learners use language in a variety of settings, to study language learning and teaching processes in the classroom, and to study teachers' and students' behaviours. In this study, the researcher's observation of lessons in the classroom enabled her to investigate the aspects of code switching in the classroom as it occurred.

The fieldwork conducted for this study provided face-to-face contact with the main respondents in order to explore the research study and probe responses. Taylor and Vinjevoid (1999, in Sineke, 2004:29) influenced the researcher's choice; classroom observation can provide an enormously rich source of data about the general conditions in schools, teaching

methods, the quality of teaching taking place, the use of equipment and material, and the relationship between the forms of learning and their outcomes. Classroom observation is a matter of researching the problem statement from sources other than books. The researcher was out in the 'real' field of information, on site with respondents. During observation, the researcher relied on careful observation, exploring areas that had a direct bearing on the study. In this unstructured observation, the researcher wrote down a description of what she saw happening in the classroom. The researcher collected data by entirely observing all instances of code switching.

The researcher commenced with the fieldwork during the pilot study. Video recordings and composed comprehensive field notes have been of some assistance. The classroom observations enabled the researcher to gather information about:

- how teachers deal with code switching in multilingual classrooms;
- trilingual tuition (teaching and learning styles);
- teacher-learner interactions.

Lessons in Grades 4, 5, 6 and 9 were observed. Observation enriches the study about the phenomenon under inquiry. Although the researcher's home is around the school and she was known by some learners and teachers, it was not easy for her to collect data as required. The principal supported and understood the importance of the study but the head of Department did not allow the researcher access when the principal was not at school. She was denied access to the school. Sharing this predicament with the supervisor, the researcher was advised to visit the school only when the principal was present. This delayed the smooth progress of data collection. As a matter of information update, each teacher would give a briefing about the lesson she was going to present, whether it was a continuation of the previous lesson or a new one. This information was significant; it assisted the researcher with a clear understanding of what was to unfold. The researcher's role was non-participation, while the teachers presented the lessons. The analysis of lessons was done by using Hymes' SPEAKING model as described by Mokgwathi (2010:109). Hymes' SPEAKING model was appropriate for this study. It assisted in identifying and categorising code switching instances, the level at which it occurred and the purpose of its occurrences. The researcher sat at the side of the class so that she was able to clearly see all the classroom activities. At the same time, she was conscious about affecting the behaviour of the teacher and learners. The researcher sat and jotted down notes while the lesson was conducted, as she was a non-participant observer.

3.2.10 Advantages of observation

According to Babbie and Mouton (2001:294), one great advantage of observation is the presence of an observing, thinking researcher at the scene of the action. McMillan and Schumacher (2001:273) concur when they state that one advantage of observation is that it relies on researchers seeing and hearing things and recording these observations rather than relying on subjects' self-responses to questions or statements. In this study, observation was the main instrument for data collection. Observation provided the study with more detail, precise evidence and a knowledge base on classroom interaction in a multilingual classroom. The primary advantages of using observational methods are that the researcher need not worry about the limitations of self-report biases, social desirability and response set, and the information is not limited to what can be recalled accurately by the subjects (McMillan & Schumacher, 2010:209).

In this study, the researcher observed what actually happens during teacher and learner classroom interactions. Another advantage of observation is that it provides face-to-face contact with respondents in order to explore information about the study. McMillan and Schumacher (2001:273) perceive that the primary advantage of using this method is that behaviour can be recorded or noted as it occurs naturally at the site. This means that the strength of using the observation method provides more detailed, process evidence knowledge based on collected data. Through observation, the researcher became confident that classroom interaction affects learner academic achievement; in other words, this study using classroom observation provides a substantial knowledge base to help understand effective teaching.

3.2.11 Disadvantages of observation

The researcher may change teacher or learner behaviour during the observation process, perhaps resulting in reactive effects (Westat, 2010:93-153). According to McMillan and Schumacher (2010:209), there is also the problem of how the observer affects the behaviour of subjects by being present in the setting. Teachers' anxiety or outstanding performance is likely to occur, depending on the character of the teacher. Usually, anxiety causes the teacher to underperform more than usual, which can interfere with valid inferences about what normally occurs in the classroom, while a teacher's outstanding performance may be due to more thorough preparations than when not observed. To some extent, this means that the study was

not provided with the relevant information of what actually takes place in the classroom context.

3.2.12 Hymes' SPEAKING model

In the analysis of data, Hymes' SPEAKING framework was adopted. Depending on the nature of the discourse, the components of the SPEAKING model can be wholly or partly applied (Mokgwathi, 2010:110). Below, brief features of the SPEAKING model are provided.

S refers to setting and scene. Setting determines the period and place of a speech act. In this study, the setting was a junior secondary school. Scene refers to the nature of the events, such as serious, formal or informal. In this study, the nature was formal because of the context where the study was conducted. The speech act was a lesson conducted in a formal education situation; hence, it was largely regarded as formal.

P refers to the participants or audience. It refers to the subjects or respondents involved in the speech event, whether they are speakers or listeners. In the present study, teachers and learners were the participants, assuming the roles of speakers and listeners. Nonetheless, the teachers' were speakers more often, while the learners mainly participated by listening and responding to questions. The researcher was a silent observer.

E refers to Ends, which entail the purposes, objectives and outcome of the speech event. In this study, it entails the functions of code switching. The goal of the teacher was to transmit the content that she had prepared for the learners. Hence, Chapter Four, which deals with data analysis, discusses the functions of code switching as shown by various code switching instances.

A refers to act sequence, which is the form and order of the speech event. This indicates what is taking place and the stage at which it takes place during the discourse. In the present study, the stage of code switching occurrences was analysed. As shown in Chapter Four, it mainly occurred during the developmental stage and at the conclusion stage.

K refers to keys; these include clues about the tone, manner, or spirit of the speech act. The manner in which the speech act is voiced gives an indication of whether it is formal or informal. In this study, the instances of both formal and informal code switching by teachers and learners are analysed in Chapter Four.

I refers to instrumentalities; this refers to the channel of communication; forms and styles of code switching and the formal register and informal register.

N implies norms, which refer to behaviour that is socially acceptable in a given context. The context of the occasion prescribes the type of expected norms. In a formal context, speakers are expected to use formal language, while informal language occurs in an informal context. As the present study was conducted in a formal context, the language used was largely formal.

G refers to genres; the form of speech used. The genre is determined by the nature of the speech act. It can be in oral or textual form depending on the specific data. In the present study, the speech act was mainly oral. The speech act is characterised by lesson presentation and probably questions and conclusions.

3.3 Analysis and interpretation of data

Maykut and Morehouse (1994:128) state that the process of data analysis is one of culling for meaning from words and actions of the participants in the study, framed by the researcher's focus of inquiry. Ultimately, all fieldwork culminates in the analysis and interpretation of some set of data, be it quantitative survey data, experimental recordings, historical and literary texts, qualitative transcripts or discursive data (Mouton, 2001:108). A researcher organises the raw data into conceptual categories and creates themes or concepts, which are then used to analyse data (Neuman, 1997:420). According to Mouton (2001:109), interpretation involves the synthesis of data into larger coherent wholes. As with all studies, the present study sought to analyse and interpret data in order to tentatively produce participants' feelings and practices about code switching in multilingual classroom interaction. McMillan and Schumacher (2001:462) state that qualitative analysis is a relatively systematic process of selecting, categorising, comparing, synthesising and interpreting to provide explanations of the phenomenon of interest.

When interpreting data, the study attempted to provide meaningful explanations about the aspects of code switching in the multilingual classroom context.

Maree (2007:101) distinguishes various modes of analysing qualitative data, such as:

- hermeneutic analysis;
- content analysis;

- discourse analysis;
- conversation analysis;
- narrative analysis.

For the present study, a discourse analysis approach was preferred. Maree (2007:102) refers to discourse analysis as expressing oneself using words and the variety and flexibility of language in the way language is actually used in ordinary interaction. Maree (2007:102) states that discourse analysis focuses on studying and analysing written and spoken text to reveal the discursive sources of power, dominance, inequality and bias, and how these sources are initiated, maintained, reproduced and transformed within specific social, economic, political and historical contexts. Wisniewski (2006:1) concurs when he claims that discourse analysis is a primarily linguistic study which examines the use of language by its native population, and that its major concern is investigating language functions along its form, produced both orally and in writing.

A set of utterances which constituted data through classroom observation was analysed. In the present study, discourse analysis revealed how teachers and learners deal with code switching in a multilingual ESL classroom context. Leech and Schiffrin (1983, 1994, in Alba-Juez, 2009:3) distinguish between two main approaches of discourse analysis in qualitative research:

- The formal approach, where discourse is defined as a unit of language beyond the sentence.
- The functional approach, which defines discourse as language use.

This study lends itself to the functional approach as it is concerned with the purpose and function of code switching in the classroom. Alba-Juez (2009:3) concurs with the above approach, as functional analysis includes uses of language, because it focuses on the way people use language to achieve certain communication goals. This study established how teachers and learners deal with code switching to facilitate teaching and learning.

Taylor-Powell and Renner (2003:5) refer to data interpretation as attaching significance to the analysis. Data interpretation and analysis provided insight about interviews and observation, aiming to develop evidence for answering critical questions of this research study. The teachers' and learners' utterances were analysed and interpreted to provide support for the theoretical position laid out.

Denzin and Lincoln (2000:780) state that, in an attempt to interpret and analyse data, the researcher transforms raw data into meaningful themes. Themes are abstract constructs that the researcher identifies before, during and after data collection. Data analysis began with careful construction of the categories found in the recorded data. The categories and themes of this study address research questions developed in Chapter One as they offer analytic insight into the matter under attention. The core theme for this study is teacher-learner classroom interactions. Careful analysis and interpretation of collected data provide insight into the problem under investigation. Research findings that emerged from data were carefully noted, analysed and interpreted so that the researcher can make proper recommendations about the study. In the data analysis, some respondents were coded according to the position they hold, e.g. principal or learner, and pseudonyms were used for teachers.

3.4 Conclusion

This chapter discusses the research design and methods that were used to collect qualitative data. The qualitative methods involved classroom observation to establish, among others, the occurrences of code switching in a multilingual ESL classroom context. The research sampling procedure and ethical principles were described.

Hymes' SPEAKING model was discussed, as well as the advantages and disadvantages of each technique used to collect data. Sampling procedures were discussed. Ethical aspects considered during field study were also provided. Finally, analysis and interpretation of collected data were discussed. The next chapter discusses the qualitative analysis and interpretation of results.

Chapter Four

Discussion, analysis and interpretation results

4.1 Introduction

This chapter is devoted to the interpretation and analysis of the qualitative data. Data are presented on lessons that were observed and interviews that were conducted. When interpreting, discussing and analysing qualitative data, the researcher pays more attention to trilingual code switching, ascribing meaning to classroom discourse. Drawing on qualitative data from multilingual classrooms, the researcher situates code switching analysis within the research questions of this study. The research questions are answered in chronological order. Four critical research questions guided this study and maintained its direction:

1. Is there an occurrence of language code switching during teaching?
2. What form does it take? That is, what are the types of code switching in the classroom?
3. Does the practice of code switching in the classroom context concerned promote the language in education policy?
4. What is the purpose and function of code switching in the ESL classroom context?

The questions stated above were the researcher's main focus, even though the data revealed more, as shown as the discussion develops. This study lent itself to qualitative data analysis. As Lewins, Taylor and Gibbs (2005:1) state, qualitative data analysis is the range of processes and procedures whereby we move from the qualitative data that have been collected into giving some form of explanation, understanding or interpreting of the data or sample we have investigated. The data collection is not an end in itself; the culminating activities of the qualitative research are analysis, interpretation and presentation of findings.

4.1.1 Presentation of data from lesson observation

Schools function as dynamic elements within their surrounding communities. Each school exists in a unique social context with complex language and learning related needs. Most data were collected through lesson observation. In addition to lesson observation, the researcher included a description of all that took place in the classroom. The observation took place in a large combined school in a deep rural area with Grades R-9, where there were 13 teachers, 2 Grade R practitioners and 420 learners. There were eight permanent structures of classrooms, some of which were used as offices and a staffroom. From the various classroom observations,

it was evident that the teachers' choice of code was bound by the linguistic background of the learners; hence, isiXhosa and Sesotho switches were preferred in all classrooms. Research was conducted in one school. The researcher requested for permission to observe lessons in the school. Observations were conducted in Grades 4, 5, 6 and 9. The researcher focused on teaching of content subjects. Her focus was oral lessons and not written content material. Letters were written to the principal and the three teachers that were involved in the study. One of the teachers taught both Grade 5 and Grade 6. Lessons were observed over a period of three weeks and two lessons were observed in each class every week and the estimated number of lessons came to about 24. The learners involved were about 153. In addition to recording the lessons the researcher took notes. Interviews also took place with the teachers and the principal.

The following analysed lessons were each observed over two periods lasting 60 minutes. Not all parts of the lesson were recorded; some were omitted as they were less important to the study. The transcription consisted of 90 sentences with 1000 words. The majority of words used were Sesotho, followed by isiXhosa and English words. Although most lessons were conducted by isiXhosa speakers, Sesotho speakers' code switching was excessive, as shown by the majority of Sesotho words. The transcribed lessons comprised of the following aspects:

- (i) An Economic and Management Sciences lesson presented by a female Sesotho teacher to a Grade 6 class. The lesson topic was Managerial Tasks.
- (ii) A Social Science lesson presented by a female Sesotho teacher to a Grade 9 class. The lesson topic was the Soweto Uprising.
- (iii) A Technology lesson presented by a female isiXhosa teacher to a Grade 6 class. The lesson topic was Systems and Controls.
- (iv) An Economic and Management Sciences lesson presented by a female isiXhosa teacher to a Grade 5 class. The lesson topic was Marketing Mix.
- (v) An Economic and Management Sciences lesson presented by a female isiXhosa teacher to a Grade 4 class. The lesson topic was Types of Taxes.

In the following extracts, each utterance is numbered and a gloss is provided just below the utterance. In other words the English translation of each utterance is provided below all the mother tongue, code switching utterances. Code switching utterances in isiXhosa are shown in italics and the Sesotho code switching utterances are written in bold. The examples of extracts given in the study are numbered from Line 1 to Line 89. The teachers are coded as TZ, TK and

TA whilst the learners are coded as L1 up to L22 and where the learners responded in chorus the code is “All learners”). The researcher sat on the side of the class so that the whole class should be visible to her, that way she could see every movement that happened in class. In all classes, the learners were seated in rows. Teachers stood in front of the class and occasionally moved in between class rows. In all lessons transcribed, the observations revealed that greetings were mainly exchanged in English, which is the LoLT.

4.2 Occurrence of code switching during tuition

The evident occurrence of code switching during teaching and learning was shown by collected data. The data from the classroom observation revealed that teachers would code switch to isiXhosa and Sesotho whenever the need arose. The data revealed that English (the LoLT) was used alongside mother tongue languages. Code switching utterances were mainly from English and followed by Sesotho/isiXhosa depending on which language came to the teacher’s mind first.

The collected data showed teachers’ code switching discourse, which exhibited certain specific linguistic features. Linguistic features of the code switching indicated that code switching occurred as both inter-sentential and intra-sentential. According to Akindele and Letsoela (2001), Moyo (1996) and Myers-Scotton (1993, in Mokgwathi, 2010), inter-sentential code switching occurs when the speaker completes the sentence in one language and switches to another language in the next sentence, while intra-sentential code switching involves using a single morpheme, phrase or clause from another language within a sentence.

The analysed data also revealed that trilingual instruction occurred during classroom interaction. Trilingual instruction means that learners access their tuition through three languages, including their own mother tongue languages. The following extracts demonstrate the occurrence of code switching in content subjects. The subsection below demonstrates this phenomenon.

4.2.1 Inter-sentential code switching

The following extract illustrates the use of inter-sentential code switching. In this study, inter-sentential code switching occurred in two forms; between mother tongue speakers or between English and mother tongue, isiXhosa or Sesotho. The alternate patterns of code switching below seem appropriate since learners are the product of a bilingual environment.

Extract 1: Technology

Line 1 (TK) Miss Kay (Grades 4-6, Xhosa speaking): *Silapha namhlanje sawuthetha ngombane. sithetha ngantoni?*

“We are here today talking about electricity, what are we talking about?”

Line 2 (TK): **Re bua ka eng? Ufumaneka phi? O tswa kae?**

[What are we speaking about?] [Where do we get it?] [Where does it come from?]

Line 3 (L1): **Mashaleng**

[From coal ashes]

Line 4 (TK) Miss Kay: **O shwa hona jwale. Ufa ngoku.**

[You die there and then.] [You die there and then.]

Line 5 (TK): *Lo walapha esikolweni umbane uearthiwe, ndizakunibonisa ningadlaleli khona*

[The electricity here at school is earthed] [I will show you, you must not play around it]

Line 6 (TK): **Ke tla le bontsha.**

[I will show you.]

In the above extract, the teacher used inter-sentential code switching by switching between sentences. Inter-sentential code switching occurs between mother tongue languages isiXhosa and Sesotho in the same discourse. The instances of code switching above were topic-related and person-related. According to Mokgwathi (2010), person-related switching refers to issues related to classroom management which is referred to as the micro function of code switching by Canagarajah (1995), while topic-related switching refers to the subjects of discussion, in other words the topics under discussion (this is called macro function by Canagarajah (1995). The discourses consisted of person-related alternate switches between isiXhosa and Sesotho whereby the teacher prepared the class for the lesson to be presented: In Line 2 (TZ), the teacher says ‘*sithetha ngantoni?*’ ‘**Re bua ka eng?**’ [What are we talking about?]. As the lesson progressed the teacher emphasised the danger imposed by negligence when dealing with electricity, she resorted to topic-related switches in Line 4 (TK): ‘**o shwa hona jwale**’, ‘*ufa ngoku*’ [you die now!]. These sentences uttered in home languages mean the same thing. The

switches conveyed information about the lesson under discussion. Also, the teacher wanted to make sure learners did not miss the emphasis and the caution.

The example in *Line 5 (TK)* shows borrowing from English. The isiXhosa suffix *-iwe* has been affixed to the English verb ‘earthed’ so that this English verb assumes the isiXhosa morphological structure. Under certain circumstances, borrowing cannot be avoided because there are no original isiXhosa/Sesotho words; hence, it becomes necessary for the speakers to borrow directly from English or Afrikaans as in the case above. From the above data analysis, it is evident that the teacher switched into both isiXhosa and Sesotho languages, although she was an isiXhosa speaker. Throughout the lesson, the teacher maintained that approach. In *Line 4 (TK)*, the teacher resorted to an isiXhosa equivalent to maintain language balance ‘**o shwa hona jwale**’ ‘*ufa ngoku*’. The teacher uses both indigenous languages. The learners were free to respond in any language they preferred.

4.2.2 Intra-sentential code switching

Extract 2 below illustrates the use of intra-sentential code switching during classroom interaction. The teacher and the learner used intra-sentential switches within the same sentence. Intra-sentential code switching occurs when the speaker starts off in one language and then switches to another language or languages. In this study, intra-sentential code switching was influenced by the multilingual classrooms in which the teachers and learners were.

Extract 2: Economic and Management Sciences

Lesson: Types of taxes

Line 7 (TK) Miss Kay: (Grade 9, Sesotho-speaking): Import tax *ibhatalwa ngosomashishini, batho ba nang le dikgwebo tse kgolo njenge zinto ezenziwa eChina.*

[Import tax is paid by businessmen, people with big businesses... like things made in China.]

Line 8 (TK) :*Zintoni?*

[What are they?]

Line 9 (L2): Shirts, *amacephe nemesi*

[spoons and knives]

Line 10 (TK) Miss Kay: *Ezonto xa ziphuma zisiya kwamanye amazwe bayazibhatala le ha a tshela ho ngengabantu base Lesotho xa besuka le eQhacha beyothenga bayabhatala kwiboundari ho ya patalwa.*

[Tax is paid when goods are exported to other countries, even when crossing boundaries, like people in Lesotho from Qhacha they pay at the border.]

Using the above transcribed lesson, what is evident is that the teacher and the learner used intra-sentential code switching during their interactions as demonstrated in extract 2 above. In Line 7(TK), the sentence was initially constructed in English, followed by isiXhosa, then Sesotho and concluded in isiXhosa. The use of code switching in Line 7(TK) was mainly to emphasise in other words to make the meaning clearer. The teacher made use of all the available languages in order to explain those who pay ‘import tax’. Trilingual code switching serves to facilitate interaction in the classroom because the lesson required English as LoLT, while isiXhosa and Sesotho played a supporting and clarifying role.

In Line 10 (TK) the teacher uses a borrowed word from English (*‘kwiborder’*) in order to express the concept ‘border’, although there is an isiXhosa word (*umda*) or Sesotho form (**moedi**). The teacher made use of the prefix *kwi-* with the English noun ‘border’. Similarly, the learner used the same strategy when responding. The learner initiated discourse in English then concluded in isiXhosa. Line 9 (L2) the learner seemed unable to recall the English word and then resorted to his home language (*amacephe, nemesi*) which helped to make sure that the discourse continues and does not terminate abruptly. During oral activities, learners tended to use their home languages whenever an English word was forgotten. This, however, may be due to their inability to express themselves well in English and may have been worsened by the fear of being heard by others uttering something incorrect.

4.3 Trilingual code switching instruction

In this study, two forms of code switching instruction occurred, namely bilingual instruction and trilingual tuition. The former entails alternating between two languages, while the latter entails code switching wherein three languages remain active throughout the lesson presentation. This study refers to trilingual education as education where three languages are involved in the classroom discourse. Trilingual instruction caters for the diversity of the classroom population. Learners possess varying first language backgrounds, isiXhosa and Sesotho, and access their education in three languages, English and their home languages.

Teachers endeavour to offer a balance of languages better known by learners through trilingual instruction. The use of each of the three languages constitutes what this study refers to as trilingual education. Trilingual code switching occurs as inter-sentential and intra-sentential.

Extract 3: Social Science

Line 11 (TA): Miss Andy (Grade 9, Sesotho-speaking): We should ask ourselves three questions, why Soweto? Second, why 1976? Third what date?

Ha o ntse o dutse o ipotse dipotso hore hobaneng? Hobane di ngata dintho tse etsahetseng dibakeng tse ding.

[When reflecting on the past ask yourself questions? Because many things happened in various places.]

Line 12(TA): *Zininzi izinto ezenzekileyo abantu besilwa ne apartheid nemithetho ye apartheid. Kutheni wonyulwa u June 16?* [Many things happened, people were fighting apartheid and its laws. But why choose June 16?]

But why choosing.....

Line 13 (TA): *Babethi kuqala ooTata'uMandela xa babesilwa in the struggle against apartheid babesithi urhulumente ubakhele ibhokisi zometshisi but zange kufane when under Johannesburg municipality.*

[Firstly, Mandela and others when fighting in the struggle against apartheid they referred to these as houses as box of matches, but was better when compared when under Johannesburg municipality.]

Line 14 (TA) Miss Andy: Administration board **Township ditsela di ntle ha ho tshwane le mona mahaeng re tsamaya mangopeng.**

[In township unlike in the locations there are better roads in the location, we travel in dongas.]

Line 15 (TA) Miss Andy: *Ithoyilethi zakhona ngamabhakethe ufumane hore ha a sa ntshuwa.* This board **e ne e sa kgathale ha a sa ntshuwe.**

[They used bucket system of toilets and were sometimes not emptied.] [This board was irresponsible buckets were not emptied.]

Line 16 (TA) Miss Andy: **A tlale...Amabhakethe akakhutshwa... A tlale tswete!**

[Buckets full and not emptied.] [Buckets were filled to the brim.]

Line 17 (TA: *Yonyuswa i rent.* Rent increased when eighteen years you pay lodger's fee.

[Rent increased.]

Line 18 (TA): *Xa uhlala kowenu ungaphezu ko eighteen o le ka hodimo ho eighteen nawe ke ngoku ithi iboard ugugile umdala ufanele uphume, ufanele ukuba uyoziphandela awuxhomekekanga ebazalini. Ha o na tokelo ya ho dula le batswadi.*

[When over eighteen you are old enough to stay home according to this board; you need to look after yourself elsewhere. You have no right to stay with parents.]

In extract 3 above (Lines 11 to 18) the teacher used a combination of languages, English and two home languages, to enhance teaching and learning. Throughout the lesson, the same style of using home languages and English was maintained as illustrated in other Social Science extracts. In the first three lines, the teacher initiated discourse in English, then emphasised the point by saying 'Why June 16?' in Sotho and she further switched to isiXhosa, still emphasising the same point. In this situation, home languages played the role of supporting English LoLT. In Line 13(TA), the teacher sought to convey feelings and express emotions about the apartheid government. When emphasising, the teacher intentionally mentioned a well-known global icon Tata uMandela to increase the learners' knowledge and stimulate their interest. Line 13 (TA) we have a form of intra-sentential code switching, initiated in isiXhosa, then continued in English and finally concluded in isiXhosa: '*babesithi kuqala Tata uMandela ... in their struggle ... babesithi ...*' The teacher was mindful that Xhosa played a supporting role while English was the LoLT.

In Lines 16 to 18 (TA) the teacher alternated between isiXhosa and Sesotho to impart knowledge to the class. In her switches, the teacher wanted learners to visualise the situation that prevailed in townships when using the bucket system toilets. The teacher portrayed the previous township situation through code switching. The failure of the administration board was shown when the teacher alternated between English and Sesotho '**a tlale tswete**' [the buckets were not emptied]. The ideophone '**tswete**' was purposely used to explain more about the situation.

In Line 17 (TA) the teacher switched to isiXhosa, '*yonyuswa irente*', followed by an English sentence, 'rent increased', to support her teaching. The noun *irente* is borrowed from the English noun 'rent'. It is made up of isiXhosa prefix 'i', which denotes a singular, and the suffix 'e'. The word *irente* is widely used in isiXhosa as an English borrowed word which has come to be accepted as part of isiXhosa due to the lack of an original isiXhosa word.

4.4 What purposes do code switching serve in the classroom?

Teachers code switch in their classes because they want to convey meaning and to control their classes. Code switching serves some basic functions which may be beneficial to multilingual instruction. Observation revealed that, during the lesson presentation, code switching was used to impart knowledge and also to elaborate on matters pertaining to classroom management. Below are some of the functions of code switching during lessons of content subjects:

4.4.1 Academic functions of code switching

a. Code switching as reiterative

Extract 4: Social Science

Line 19 (TA) Miss Andy: Why June 16? Why 1976?

Line 20 (TA): *Kuthiwani kanene ngesiXhosa, kutheni samonyula u 16 June? Kutheni samonyula u 1976?*

[How to call it in Xhosa, why choose 16 June? Why choose 1976?]

Line 21 (TA): **Hobaneng** June 16? **Hobaneng** 1976?

[Why June 16?] [Why 1976?]

In the extract above in Line 21 (TA), the teacher deliberately used language device repetition '*kutheni*' '**hobaneng**' [why], in order to convey the information overtly and clearly by repeating what had already been said in English. It can be inferred from the data that, by the reiteration of the phrase '**hobaneng June 16?**' '*Kutheni samonyula u 16 June*', the teacher also sought to convey feelings about the importance of 16 June to the youth and at the same time to express emotions about the apartheid government system. In Line 20(TA) there is evidence that the lesson was conducted by a Sesotho speaker. The teacher forgot the isiXhosa vocabulary, but quickly remembered it again. The teacher was mindful of diversity; she wanted to be

reminded of how to put it in Xhosa (*'kuthiwani kanene ngesiXhosa'*). Code switching was of benefit to the class as it facilitated understanding and promoted learning.

b. Code switching for explanation

Extract 5: Social Science

Line 22 (TA) Miss Andy: Black consciousness, they resisted the pass system **Ha ke re ho jwalo? Le sa hopola?**

[Is that so? Do you still remember?]

Line 23 (All Learners): Yes miss.

Line 24 (TA) Miss Andy: Young people took, followed ideas which they called Black Consciousness *Uziqhayise ngobumnyama bakho.* **O ikgantshe ka botsho ba hao.**

[Be proud of being a black person.] [Be proud of being a black person.]

Initially, there were relatively few instances of code switching; however, the teacher resorted to code switching to explain a vocabulary item, Black Consciousness, '*Uziqhayise ngobumnyama bakho*', '**O ikgantshe ka botsho ba hao**'. The teacher repeated the phrase for more clarification of 'Black Consciousness', as shown in Line 24 (TA), 'be proud of being a black person'. The teacher was aware that English was the expected language to use when delivering the lesson. The content of the lesson was delivered in learners' home languages and English.

c. Code switching to encourage learners' participation

Extract 6: Economic and Management Sciences

Line 25 (TK) Miss Kay: Who can tell me about factors affecting business?

Line 26 (L3): Drought

Line 27 (L4): Competitors

Line 28 (TK) Miss Kay: Those are the factors affecting business. Now what is marketing activity?

Marketing is an activity that helps to sell products to the market (the teacher writes the definition on the chalkboard)

What is marketing class?

Line 29 (L6): Marketing is an activity that helps to sell products to the market (learners reading from the board).

Line 30 (TK) Miss Kay: Market is an activity *njani? Umntu ufuna ukuthengisa say iimbotyi, uthengisa ntoni?*

[how?] [A person wants to sell beans, what is sold?]

Line 31 (TK): *Phi? Kubani? Kanjani?* There are 4 elements of marketing (4ps) *afanele azijonge.*

[Where?] [To whom?] [How?] before starting business [to be considered.]

Line 32 (TK): Product; is it good quality before *asithengisele. Hore nao tsa hao* in good quality.

[selling to us] [That your beans]

Line 33 (TK): Place; **sheba pleke o tla rekisa ho yona.**

[Check the marketing place.]

Line 34 (TK) 3: Price; *nazi iimbotyi uyazithengisa.*

[Here are the beans you are selling them.]

2kg at R100, other one for sale 2kg at R30 obvious **ke tla nka tsa R30.**

4. Promotion; when advertising you promotes your business.

Line 35 (TK) Miss Kay: *Ufuna ukuvula ibusiness, nikhe niye edolophini*

[You want to open your own business, do you sometimes go to town?]

Line36 (All Learners): Yes Miss.

Line 37 (TK) Miss Kay: *Phakama Sthembiso uthengise eyakho business, nahana ka ya hao* business

[Stand up and promote your own business; think about your own business?]

Line 38 (L5): *Thenga ikawusi ten rand, umqwazi ten rand.*

[Buy socks ten rand, hat ten rand.]

Line 39 (TK) Miss Kay: *Sithi sijonga ntoni?*

[What are we looking at?]

Line 40 (L6): Product is the gaining or running business at a loss.

Line 41 (TK) Miss Kay: **O rekile di switi, o di rekile ka bo one rand o rekise ka twenty cents, e teng ntho eo o e fumanang?**

[You bought sweets at one rand and you sell each at twenty cents, any gain?]

Line 42 (L7): No miss, she is running at a loss.

Line 43 (TK) Miss Kay: **Nahana ka business ya hao ha o se o le moholo o tla bula shop ka toropong, o tla re kisa eng? hokae? O ibetsa bokae?**

[Think about the business, when you are old you will open your own shop in town, what will you, for how much?]

Line 44 (TK) Miss Kay: What business do you think of?

Line 45 (L8): **Ke nahana ka business ya dikgomo.**

[I am thinking about selling cows business.]

In extract 6 above, both teacher and the learners took part in speech events and taking turns as either speaker or listener (Hymes, 1974, in Mokgwathi, 2010). The teacher engaged learners through questions and activities. The teacher's question in line 41 (TK) aimed to get learners to actively participate in the learning process, '**e teng ntho eo o e fumanang?**' From the observation, it was noted that thinking was stimulated and learners participated in all classroom activities. The teacher engaged learners in the classroom activities by asking questions and also by simulation of a selling business. Indeed, learners actively participated and sold their own products. Their responses indicated that they understood the lesson. Learners showed interest and actively participated in classroom activities. Further, the use of English by learners when responding to teacher's questions signifies the acquisition of English.

d. Code switching to facilitate teaching and learning

Extract 7: Social Science

Line 46 (TA) Miss: Andy: *Ithi lento ke karhulumente* half of those subjects must be taught in Afrikaans.

[The Government Issue states that]

Line 47 (TA): **Dikolong tsa batho ba batsho.**

[In Black schools.]

Line 48 (TA): What date **ho etsahala** Soweto Uprising?

[When was Soweto Uprising?]

Line 49 (L9): It was 16 June.

Line 50 (TA) Miss Andy: *Uyiqaphele ke lento ndiyitshoyo* they planned secretly *yayingeyonto ekhwazwayo*.

[Now, listen carefully to what I am going to tell you, they planned secretly, they were not talking openly about it.]

Line 51 (TA): The fact of the matter, **karabo o e fumane hobaneng 16 June?** Why June 16?

[You got the answer why 16 June?]

Extract 7 above provides an example of code switching used for the purpose of facilitating learning and teaching in the multilingual classroom. Having examined various code switching instances, the study notes how the learners comprehended teachers' inputs through code switching: In Line 46 (TA): '**Ithi lento karhulumente** half of those subjects must be taught in Afrikaans **dikolong tsa batho ba batsho.**' The teacher's creativity in linking languages helps to facilitate learning and teaching. The teacher switches to isiXhosa (*uyiqaphele*) to alert the learners about how the Soweto uprising event was planned, then she relates to them the secrecy of the whole plan. Further, the teacher switched to Xhosa (*yayingeyonto ekhwazwayo*) to make 'secretly' clearly understood. Code switching was used to repeat in isiXhosa material already presented in the LoLT to facilitate teaching and learning. The teacher initiated the discourse in isiXhosa to make the learners listen attentively, then switched to English and to Sesotho in order to facilitate teaching and learning. Through the use of code switching, the teacher transferred knowledge to learners in an efficient manner (Mokgwathi, 2010). Line 51 (TA)

represents the comments made by the teacher at the end of the lesson. After the bell rang, the teacher wrapped up the lesson by assuring the learners that they got the answer to why 16 June is commemorated in the calendar of South Africa. More than anything, code switching serves as a valuable asset when properly used in educational settings.

Similarly, the extract below demonstrates the use of code switching to facilitate teaching and learning.

Extract 8: Technology lesson

Line 52 (TK) Miss Kay: *Unyanisile, ha le duma before ho qala eng ba bang ha ba tsebe hore ho qala efeng.*

[He is right, when there is thunder which one comes first others do not know.]

Line 53 (TK) **Ho etsahala eng ha le duma? ho tingwa diradiyo hobane di a tjha**

[What happens when there is thunder, switch off radio because it will be destroyed.]

Line 54 (TK) Miss Kay: *Usuka phi umbane?*

[Where does electricity come from?]

Line 55 (L10): From power station Matatiele.

Line 56 (TK) Miss Kay: **Re tshwanetse hore re o hlomphe ngoba uyabulala. Kufuneka sizazi izintoni ezisafe emawunzenze embanini, matsoho a omme. Hobaneng ho batleha a omme?**

[We need to respect electricity because it kills we need to learn about safety measures in electricity, keep hands dry. Why we have to keep them dry?]

Line 57 (L11) Learner: *Umbane uyatshoka*

[The electricity is choking.]

Line 58 (TK) Miss Kay: *So ke izinto ezinombane always yazi okokuba uyazicima izinto ezisebenzisa umbane.*

[Ensure that all electrical appliances are switched off when are not in use.]

In some instances, teacher-learner code switching interactions do not always imply inability to express themselves in English; instead, they possess linguistic skills. In the extract above, code

switching demonstrates the multilingual teaching and learning situation. The teacher posed the question in isiXhosa, but the learner responded in English, 'Usuka phi umbane?' 'From power station Matatiele'. The learners' bilingual status can be regarded as the input which manifests itself in the bi- or multilingual classroom as shown by this study. When the teacher switched to one mother language, it was not necessary to repeat in another language; instead, the lesson progressed (for example, '**hobaneng ho batleha a omme**').

The learners responded to the question using borrowed words from English (**uyatshoka**). The verb in English form is 'choke' and is written in isiXhosa as **uyatshoka**, **uya** (prefix) **choke**, **tshoka** (verb). However, the pronunciation of the borrowed form is similar to English and has been integrated into isiXhosa, since there is no original isiXhosa word to refer to the same thing. Borrowing is a normal occurrence, especially with the advancement of technology.

4.4.2 Classroom management functions

One of the duties of the teachers in the classroom, besides teaching, is to manage the classes in their control. Without classroom management, there could be no order which validates proper teaching and learning. Teachers develop different classroom management approaches that fit well in their classrooms for smooth running of classroom activities. Learners comply with the rules and adapt to the prevailing situation. The other important aspect that we note below, is that Miss Kay uses trilingual code switching a lot. She has native competence in both isiXhosa and Sesotho. As a result she uses these languages also as a way of motivating and improving learner participation. The added advantage as stated by Marungudzi (2009), learners get to express themselves in their own language and enjoy a fundamental human right.

The following classroom management functions were administered for the purpose of encouraging learners to be actively involved in the lesson.

a. Code switching to support classroom interaction

Extract 9: Economic and Management Sciences

Line 59 (TK) Miss Kay: Where does the government get money?

Line 60 (L 12): From people living in that country Miss.

Line 61 (TK) Miss Kay: **Ke mang a ka thusang?** *Ngubani ongancedisa?*

[Who can help?] [Who can help?]

Where does the government get money from?

Line 62 (L 13): *Urhulumente uyifumana kubantu abahlala apho sihlala khona.*

[The government gets money from the people staying with us.]

Line 63 (TK) Miss Kay: Where do you live?

Line 64 (L 14): South Africa.

Line 65 (TK) Miss Kay: From taxes, what type of taxes *zeziphi?* *Itype of tax; yokuqala ibhatalwa sithi, oogqirha, amapolisa, nesocial workers, nabanye. I-income tax iphuma kwi-direct tax. Hothwe ke eng e lefuwang?*

[The first type of tax is paid by us, doctors, police and others. Income tax comes from direct tax. What do we call it?]

Line 66 (L 15) Learner: Direct tax.

In extract 9, the teacher initiated her discourse in English during lesson introduction. The introduction tuned the learners into the mood or tone of what was to follow as shown above ('what is the system?'). Dialogue between the teacher and the learner is enhanced by the question and answer approach. Hence, the teacher started off with questions to find an appropriate starting point for the new topic to be dealt with. The formulated question also prepared the class for the day's activity and linked the previous lesson with the current one. Although the lesson at the introduction stage was initially presented in English, the teacher switched to isiXhosa and Sesotho as the lesson progressed. Thereafter, the teacher practised that approach throughout the lesson. The teacher used the participative approach, which actively involves learners in the lesson through the question and answer method. Learners were briefed about types of systems. The prevalent use of code switching in the multilingual classroom implies that code switching is primarily used as a teaching and learning strategy.

b. Code switching used for organising the classroom

Extract 10: Economic and Management Sciences

Line 67 (TZ) Miss Zicwe: *Niyabona?*

[Can you see?]

Line 68 (All Learners): Yes miss.

Line 69 (TZ) Miss Zicwe: *Ongaboni asondele.*

[Come forward if you are unable to see.]

Line 70 (L 16): *Andiboni.*

[I am unable to see.]

Line 71 (TZ) Miss Zicwe: Come closer.

In the above extract, the classroom interaction involved the use of the home language. The use of English phrases and words together with the home language facilitated communication. The teacher tended to ask closed-ended questions which were answered in brief. The teacher used the home language to maintain classroom management (*'Niyabona ongaboni asondele'*) and devised an arrangement wherein learners were organised to be seated in order that the small chart pasted on the chalkboard would be visible to everyone. The teacher even apologised to the class for using that type of teaching aid.

c. To check learners' participation in the lesson

Extract 11: Social Sciences

LINE 72 (TA) Miss Andy: **Ha ke re ho jwalo?**

[Is that so?]

Line 73 (All learners): Yes miss.

LINE 74 (TA) Miss Andy: **Le ntse le hopola?**

[Do you still remember?]

Line 75 (All learners): Yes miss.

The teacher used code switching to enhance learners' participation in the lesson. The teacher's utterances of classroom routine ('do you understand' **'ha ke re ho jwalo'**) encouraged full participation. The brief response was usually in the positive, as in 'yes miss' in a chorus denoting agreement.

4.5 Borrowing from other languages

In this section, borrowing from other languages assimilated morphologically into isiXhosa and Sesotho is analysed. Borrowed words have been accepted as isiXhosa/Sesotho words for some reasons, such as due to lack of original words or due to alternatives which are usually in phrasal form and longer. Borrowed words were derived from English and Afrikaans and have now been adapted. The following words were analysed in lesson transcription.

Table 4.1: Examples of borrowed words in isiXhosa from English

Borrowed word	Original word
Earthhiwe	Earthed
Uyatshoka	Electrocute
Irente	Rent

Table 4.2: Examples of borrowed words in Sotho from English

Borrowed word	Original word
Radiyo	Radio
Traine	Train

Table 4.3: Example of a borrowed word in Sotho from Afrikaans

Borrowed word	Original word
Pleke	Plek (place)

Qualitative analysis of the data showed that borrowing from English was prevalent in the classrooms. In some instances, borrowing was preferred because English words were deemed to be more common than isiXhosa or Sesotho alternatives, which are usually longer. In extract 4, line 20 (TA), the teacher used ‘June 16’ instead of the isiXhosa version ‘*inyanga yesilimela umhla weshumi elinesithandathu*’. Similarly, in extract 4, line 21 (TA), the teacher used the English version ‘June 16’ instead of the Sesotho version ‘**leshome metso etseletseng Phupumjane**’. The English version is short and commonly used in oral communication. In extract 3, line 16 (TA), the word ‘*ithoyilethi*’ was used instead of long Xhosa version ‘*indlu yangasese*’. Further, the analysis revealed that borrowing fulfilled educational functions. The learners raised their hands in numbers when the teacher in extract 7, line 48 (TA) asked the last question, ‘what date **ho etsahala** Soweto uprising?’ Unlike isiXhosa, Sesotho has a tendency of borrowing from Afrikaans. Table 4.3 shows Sesotho loanword ‘**pleke**’ from Afrikaans.

Borrowing is acceptable, and its use is accepted in both oral and written communication. From the examples in the table above, it is evident that borrowed English and Afrikaans words were used in various lessons. Borrowing is a normal occurrence in situations of language contact (Mokgwathi, 2010).

Extract 12: Economic and Management Sciences

Line 76 (TZ) Miss Zicwe: **O tla jala ditapole.**

[You will plough potatoes.]

You have to be responsible.

O tswanetse o ba traine in order to be responsible.

[You have to train them]

The verb ‘**traine**’ is made up of Sesotho suffix -e and the English verb ‘train’. The verb ‘**traine**’ is commonly used in Sesotho by Sesotho speakers.

4.6 The excessive use of code switching in an ESL classroom

The classroom discourse analysis which focuses on the excessive practice of mother tongue in ESL classroom settings follows below. Excessive use of mother tongues might not provide a good quality of learning and teaching. Hence, the study attempts to analyse those instances of affected discourse. The researcher is of the view that heavy use of code switching, especially by the teacher, may jeopardise the learning process, and the learners will tend to use their mother tongue whenever they find it difficult to interact in the English medium.

Extract 13: Economic and Management Sciences

Line 77 (L17): *Uyathengisa.*

[She is selling.]

Line 78 (L18): *Umbona.*

[Maize]

Line 79 (TZ) Miss Zicwe: *Sathi zintoni xa sibabiza?*

[What do we called them?]

Line 80 (L19): Producers.

Line 81 (TZ) Miss Zicwe: *Bawazi umsebenzi, ha ba tsebe hore ditapole di lengwa jwang amazambane sekhona.*

[They have to know the work they do not know how to plough potatoes, potatoes are there.]

Line 82 (TZ) Miss Zicwe: **Ho batleha re entse jwang?**

[What are we supposed to do?]

Line 83 (L20): **Re di tshelle.**

[Watering]

Line 84 (TZ) Miss Zicwe: We have planned our work for everything. *Yonke into ihamba kakuhle.*

[Everything goes well.]

Line 85 (TZ): **Tsohle dintho di tsamaile ha ntle.**

[Everything goes well]

Line 86 (TZ): **Re ka bona jwang hore mosebetsi o motle? Siza kubona kanjani?**

[What will show us that everything is well?] [What will show us?]

Line 87 (21): *Athengiswe.*

[To be sold.]

Line 88 (TZ): Miss Zicwe: **Ho etsahalang ka planning?**

[What is happening with planning?]

Line 89(L22): *Uzawulima amazambane.*

[You will plough potatoes.]

In extract 13, the teacher switched back and forth between isiXhosa and Sesotho. Code switching was initiated by the teacher, and the learners followed suit. However, its use was without merit in this lesson. The teacher's code switching signalled a lack of lesson preparation. At the end of the lesson, it could not be predicted whether the anticipated learning outcomes had been achieved. The researcher is of the view that code switching instances are

more a facilitator to learning than a barrier. In addition, the teacher asked all her questions in the home languages; however, a learner responded in English.

Excessive use of code switching is likely to impose negative results on short- and long-term learning. Some of the negative effects implicated by excessive use of code switching are:

- Lack of confidence: learners become unable to express themselves in English. Also, it stifles learners' participation in the classroom activities. Irrational fear reflects lack of self-confidence.
- Low performance: affected learners will become underachievers in the long run.

Although the teacher used excessive code switching, she catered for diversity in the classroom when switching, as shown in the instance of intra-sentential code switching in extract 13, line 7. Learners were not restricted to English when responding to questions – they used any language of their choice.

4.6.1 Teachers' views about the code switching practices in the classroom

The teachers shared their views with the researcher during the interview stage of data collection. Teachers' perceptions about using home languages in the classroom were mostly positive. The majority supported the use of code switching in teaching and learning. Those who supported code switching in the classroom argued that it is a scaffolding device in an English LoLT classroom.

Although teachers supported code switching usage, there was one teacher who did not support its use in the classroom. She stated that home languages hinder the acquisition of the target language. Despite her negative perception of code switching, she used code switching in her class. Therefore, code switching cannot be easily avoided in ESL classrooms. The same observation was made by Ncoko (1998), who states that code switching seems unavoidable in multilingual and bilingual contexts. The researcher observed that even though the teachers were code switching, they did it without realizing it. They did it out of habit. Therefore, given the merits of code switching as recorded in the literature, the teachers need to be assisted to understand the value of code switching so that they could use it consciously, in an organized fashion, in order to achieve the desired outcomes. It may also assist these teachers if they were more familiar with the language in education policy in order for them to value and appreciate their democracy.

4.6.2 Principal's view about code switching in multilingual classrooms

A positive attitude was noted from brief interviews with the principal concerning code switching in the multilingual classroom. The principal himself employs code switching when interacting with learners and parents to convey messages across language diversity. The principal perceives code switching as a useful means of facilitating communication in a multilingual population. He also mentioned that he employed code switching in gatherings such as at assembly, school governing body meetings and parents meetings. He further stated that he was among those teachers that used code switch during lesson transmission. In summary, he said that he regarded code switching as a means of conveying information more clearly to the different groups of people he interacted with.

4.7 Conclusion

In multilingual interactional classroom contexts, code switching has been shown to serve both participant- and discourse-related functions. Teachers' code switching utterances were identified in participant-related and discourse-related functions, such as academic and social functions. The study demonstrates that the primary aim of employing code switching is to enhance teaching and learning in ESL classrooms. From the above discourse analysis and interpretation, it becomes evident that code switching serves as a valuable asset, as it mainly supports the target language. When effectively employed, code switching serves as a scaffolding device which facilitates learners' ability to build on prior knowledge and internalise new information.

If code switching is prohibited in multilingual classroom contexts, some learners will not understand meaning or express what they think due to being limited to the target language. The researcher's opinion is that the second language learner can learn more effectively if the home language can be used by teachers to some extent. From the analysis above, we can deduce that code switching affords learners an opportunity to develop thinking and understanding, and to answer questions in the classroom. Lastly, it encourages the desired free flow of communication. Trilingual education prepares the learner to actively speak and understand three languages, promotes language maintenance and supports foreign language learning. The above classroom interactions demonstrate that code switching is indeed prevalent in multilingual ESL classrooms. The use of code switching implies adherence to the language policy. Though English is legally prescribed as medium of instruction, it is legally permitted to

use African languages in addition. According to Nwoye (1993:365), “codeswitching is a prevalent manifestation of speech of bilinguals”.

Teachers used both discourse-related and participant-related code switching (Liebscher & Dailey-O’Cain, 2005; Mokgwathi, 2010). Discourse-related code switching helps to organise interaction by providing meaning to enhance discourse. Participant-related code switching allows switches corresponding to the preference of the speaker in one or more languages in the conversation (Liebscher & Dailey-O’Cain, 2005:235). The study observed that utterances of code switching by teachers were frequently participant-related. The teachers’ reason for the use was primarily to facilitate comprehension.

The teachers more or less employed code switching when learners were participating less in the lesson or to facilitate teaching and learning activities. When teachers used code switching, they indirectly encouraged its usage by the learners in most instances.

In the extracts above, greetings were exchanged in English at introduction stage, indicating recognition of the LoLT, which is English. The learners communicated in English in particular when greeting their teacher, although they may have memorised the greeting from earlier grades.

Chapter Five

Findings, recommendations, limitations and conclusions

5.1 Introduction

In Chapter Four, the study sought and provided answers to the basic research questions. A summary of the findings is presented in this chapter. Based on the findings of the study, the researcher provides recommendations and draws conclusions about the educational implications of code switching in educational contexts. In conclusion, the study articulates limitations and also suggests implications for future research. For instance, learners become more articulate and less inhibited when they express themselves and can code switch when they are stuck. This way they become more confident.

5.2 Findings

The themes that were analysed in Chapter Four are considered below as they help to complete the research study. The findings presented are necessarily tentative and based on the research questions. The data collected provided the study with an insight into code switching occurring in the multilingual classroom context. The formulated research questions guided this study throughout. In the present study, findings pertain to the occurrence of code switching, its use in relation to the language in education policy and finally, the functions served by code switching. The present language policy prescribes that foundation phase learners have to learn and be taught in their home language.

The study demonstrates that code switching in the multilingual classroom facilitates teaching and learning, while excessive use of code switching adversely affects learners in proficiency and their progression. The evidence is further shown by Annual National Assessment (ANA) results, which show poor performance, largely due to the lack of proficiency in languages other than the home language. Learners experience difficulties in EFAL and content subjects.

5.2.1 Occurrence of code switching in the classroom

The presented data confirmed code switching in a multilingual classroom context where three languages are utilised. The study demonstrates that code switching usage was informed by the learners' bilingual background; hence, it occurred in all observed classes. The prevalent use of code switching was mainly to support teaching and learning; hence, the teachers manipulated it

as a tool at their disposal to facilitating teaching and learning. Both teachers and learners used code switching in their interaction, although there were a few instances of code switching by learners. Findings show that the occurrences of code switching allow effective learning. The learners followed the instructions given and were actively involved in classroom activities.

5.2.2 Does the practice of code switching in the classroom context concerned promote the language in education policy?

The present data confirmed that code switching occurrences by the teachers were informed by the learners' bilingual background. The prevalent use of code switching is mainly to enhance teaching and learning. The study also shows a few instances of code switching by learners.

5.2.3 Effects of code switching

The data revealed that code switching has positive and negative effects in the teaching and learning process depending on how it is utilised.

a. Positive effects of code switching during instruction

The most significant finding concerning effective teaching and learning in the multilingual ESL classroom is that the mother tongue, when appropriately used, provides support in all activities in which teachers and learners are engaged. Code switching increases the vocabulary, as shown by words created through borrowing. Borrowed words are used to promote understanding while teaching is underway. The study demonstrates that code switching is a scaffolding device for supporting ESL learners. Code switching facilitates teaching and learning because learners respond to questions and this enhances maximum participation in the classroom activities. In addition to the above functions, the present study also observed the following:

- code switching engages learners in doing activities;
- code switching supports teaching and learning;
- code switching facilitates communication between the teacher and the learners.

b. Negative effects of code switching during instruction

It is worth considering the negative effects of code switching as well. The study established that some switches by teachers had a negative impact on learning. Teachers who tend to switch

more frequently and with undue repetition will cause teaching and learning to decline. Extensive uses of code switching impacts negatively on learners and adversely affects learners in the short and long term. Constant code switching limits learners' exposure to the target language; hence, learners will have limited vocabulary. 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. The study found that poor planning by teachers may be the cause of inappropriate use of code switching. Inefficient code switching leads to undesirable goals and poor results.

5.2.4 Purposes of code switching for academic reasons from the present study and others

In the present study, home language use had a significant effect on learners' performance in enhancing learning. Code switching promotes participation by learners in the learning process, for instance when responding to the teachers' questions or when engaged in activities. Code switching is used by teachers as a communicative technique to ensure that the knowledge that the teacher imparts is received and comprehended by learners.

5.2.4.1 Explaining and clarifying lesson content (Faleni, 1993; Sert, 2005)

5.2.4.2 Enhancing learning (Setati & Barwell, 2006)

5.2.4.3 Encouraging learners' participation (Adendorff, 1993)

5.2.4.4 Assisting learners to interpret and comprehend lesson content (Adendorff, 1993)

5.2.4.5 Facilitating learning (Canagarajah, 1995; Kgomoewana, 1993)

5.2.5 Trilingual code switching

In multilingual contexts like Matatiele, trilingualism affords learners with meaningful learning. Trilingual instruction promotes participation in class and affords learners the opportunity to use and to listen to their own language in class which is in any case their own human right. There is potential for trilingualism if further researched. Adendorff (1993) argues that trilingualism has great potential as a communicative resource for newly trained teachers. There is therefore a need for consciousness training in educational settings.

5.2.6 Code switching for classroom management

Teachers devise various means to maintain discipline and order in the classroom. In the present study, teachers communicate instructions for effective classroom management in an appropriate manner through code switching and they employ code switching in order to keep and gain the learners' attention throughout the lesson activities. Sometimes, teachers code switch when they want to share a joke with learners. The study shows how learners are managed; they follow orders and do as instructed. They participate actively in learning activities.

5.2.6 Educational implications of code switching

Having mentioned findings of the study, however, it remains of critical importance to cite some educational implications of code switching in the multilingual classroom context. Code scaffolding enables the teacher to actively construct communicative learning activities by sustaining and enhancing learner understanding and participation through the use of trilingual instruction. In code scaffolding, language is used as a strategic tool in the development and instructional content (Fennema-Bloom, 2010:34).

Underestimating learners' mother tongues undermines not only the school community but also the language in education policy in South Africa. Resistance to the use of African languages in the educational context casts a shadow over the government policy effort to confer full official language status on eleven languages. Amid the high hopes in the near future, the Schooling 2025 curriculum paves a way for full consideration of the language in education policy. The researcher's concern is about the implementation of the language policy in accordance to its plans.

However, its successes will not only recognise the country's policy, but also a long-awaited ideal for an education system based on the principles of language rights characterising a democratic state. Schooling 2025 stipulates that, for the first three years, mother tongue education will be administered in South African schools. The actual academic content transmission will be based on the class needs. Teachers need to understand the linguistic repertoires of their learners very well. This will enable teachers to be conscious about the use of mother tongues with English. Consequently, good academic performance will be a product of the environment which considers learners' backgrounds when dealing with education.

Teachers need to understand how bilingual learners use languages and learn through languages. Although English assumes the role of medium of instruction, most learners, especially in lower grades where English as LoLT is implemented, have an inadequate command of English.

5.3 Recommendations

The study revealed that the use of code switching is prevalent in the classroom, as shown by the data. In South Africa, language rights are entrenched in the interim constitution. The recommendations below are based on the research findings. In the present study, recommendations aim at ensuring that teachers recognise the importance of code switching in their teaching.

The language in education policy and Curriculum Assessment Policy Statements (CAPS) have to be monitored closely in order to ensure that code switching does not stifle learning. Evidence of recognition of the language in education policy will be shown through development of and adherence to the school language policy in South African schools. This is of critical importance because it will provide direction. The school language policy sets guidelines about how the particular school will deal with languages as prescribed by the language in education policy.

Another challenge for policymakers is to empower teachers on how to use code switching. The ANA results, as reported nationally, show that there is an urgent need for intervention by the department, particularly in the GET band. Learners' performance is far below the expected standard. However, the present study was limited to oral communication; therefore, it was not possible to establish the extent of the effect of code switching on learners' written tasks. Most of the time, departmental officials do not pay full attention to the GET band. They tend to focus on the Further Education and Training (FET) band, while some learners indeed lack a solid foundation. Frequent instances of code switching from the study are the evidence that teachers' code switching practices are not properly monitored. Therefore, policymakers need to consider an intervention because teachers are important agents in carrying out policies in order for teaching and learning to succeed.

Future research is necessary to further establish how teachers deal with code switching in multilingual settings. Too little is known about trilingualism, particularly in South African schools. Therefore, further research in this aspect is highly desired to empower language planners and teachers.

5.4 Limitations of the study

When the study was conducted, it encountered a number of limitations, especially during the data collection period. Initially, the focus of the research study was to investigate code switching by both teachers and learners, but learners' code switching was very scarce. Teaching mostly used narrative methods and was more teacher-centred, while learners were passive.

Another limitation of the present study is that it was conducted in one multilingual school out of many in Matatiele. Initially, the researcher requested to conduct research from Grade 4 to Grade 9, but some teachers were reluctant to avail themselves as participants. From formal conversations with them, it was discovered that this was due to a fear of the unknown. It was only when the research was underway that all requested participants became keen to participate.

5.5 Conclusion

In conclusion, the present study attempted to describe the importance of trilingual instruction in a multilingual classroom context. This study demonstrates that there is still a need to promote the embracing of diversity in the classroom context in order to reflect the wide range of people living in South Africa. Acknowledgement and appreciation of language and cultural diversity should be reflected in all domains, such as education, politics and religion.

Based on the analysis of data, this study concludes that code switching into mother tongues is prevalent in multilingual classrooms as seen in Chapter 4 and that it is supportive in the process of English-medium teaching and learning. In light of the possible new improved curriculum, Schooling 2025, doubts about the code switching legacy in ESL classrooms can be overcome without a great deal of trouble if the government monitors its implementation appropriately. Skilful use of code switching can enhance teaching and performance in the multilingual classroom context. When teachers and learners deal with code switching in an appropriate manner, effective teaching and learning becomes possible.

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Appendix A: Application for permission to conduct study

Govalele J.S.S

P.O Box 1794

Kokstad

4700

17 March 2007

THE PRINCIPAL

Sketlane J.S.S

P.O.Box 243

Matatiele

4720

Dear Sir/ Madam

APPLICATION FOR PERMISSION TO CONDUCT A PROJECT

I am Miss Nomathamsanqa Mrawushe a junior secondary school teacher who is currently enrolled at the University of South Africa for the degree of Masters of Arts in Sociolinguistics. I am conducting a research study and therefore humbly request permission to collect data at your school.

The title of my dissertation is: An investigation into the educational implication of code-switching in multilingual classroom context and it aims at investigating how teachers and learners deal with code-switching as a teaching and learning strategy in multilingual context.

Therefore participation in this study should be beneficial to the school at the same time increase teachers' understanding of how to deal with code-switching in their classroom and appreciate its benefits and functions.

I will be collecting data from content language lessons from Grades 4 to Grade 9. Data will be collected by audio and video recording. Data will be treated with strict confidentiality. The school and teachers will be referred to by pseudonyms when the research data is reported.

The research will be explained to be relevant teachers and their learners and their consent will be requested. Participation as data source is voluntary and participants may withdraw from the study at any stage and for any reason.

You have the assurance that the research will not infringe on your normal school programme.

Contact information

Miss Nomathamsanqa Mrawushe

Cell number: 083 5160 481

Email address: nmrawushe@gmail.com

Hoping that my request will meet your approval.

Yours faithfully

Nomathamsanqa Mrawushe

A handwritten signature in black ink, appearing to read 'Nomathamsanqa Mrawushe', written over a horizontal line.

Appendix B: Teacher ethical consent forms

Date: _____

Dear __Miss _____

I (Nomathamsanqa Mrawushe) am a junior secondary school teacher studying at the University of South Africa. In the part of fulfilment of my degree I am required to conduct research. An investigation into the educational implication of codeswitching in a multilingual classroom context.

This research aims to answer the following questions:

Trilingualism, as important findings may also suggest guidelines to teachers regarding how practicing teachers may develop their own understanding.

Research expectation of respondents

- (1) The teacher participation will be for the duration of 2 weeks.
- (2) Each teacher will be expected to participate in interviews and lesson observation.

Research ethics.

- (1) There will be no risks to the participants (harm).
- (2) The participants will volunteer to questions asked during interviews.
- (3) Each respondent will be given a pseudonym. The respondents will not be aware of the pseudonyms for various respondents.
- (4) The respondents will receive feedback on the research process. They will also be asked to respond to transcripts of the interviewer to verify and confirm the responses given during the interview.
- (5) The research data will be used for the purpose of this research only.

Thank you for your assistance. You will be provided with copies of the transcripts of data and research findings. For the purpose of transparency you may share these with your principal. If you have any questions you may contact me – Nomathamsanqa Mrawushe 083 5160481.

Yours sincerely

Nomathamsanqa Mrawushe

Appendix C: Interviews

Interviews with the principal of Mvala Junior Secondary School

Interviewer: I am Mrawushe, a student at the University of South Africa. I am studying Masters specialising in Sociolinguists. I have with me Mr Zongwana, principal of Mvala Junior Secondary School, a school in the area of Matatiele. Mr Zongwana, good morning.

Respondent: Good morning.

Interviewer: Thank you for agreeing to have this interview with me. I assure you that I am not going to take too much of your time. The first question revolves around your interaction with the community. What language do you prefer when communicating with parents, say, in a parents' meeting or school governing body meeting?

Respondent: First of all I want to thank you for including or using our school to conducting your research. Coming to your question, to me it is easy to communicate with the surrounding community because they are bilingual speakers. In this community it is normal to use both isiXhosa and Sesotho and I have not encountered any problems so far because of code switching

Interviewer: Well right now, let us come to interaction with learners hopefully you happen to address learners during assembly. How do you address your learners if you happen to have assembly announcements?

Respondent: Well in the case of interaction with learners again I use code switching. Actually when code switching I use English, isiXhosa and Sesotho. Learners of this school have bilingual background. Whenever I want to emphasise something I use isiXhosa and Sesotho because I happen to understand both languages. Communication flows easily in that way hence I am convinced that my messages are conveyed across.

Interviewer: Do you have a language policy in place?

Respondent: To be honest we don't have one, we rely only on the Language in Education Policy. Now I realise it is very important to have one I will request my SGB to formulate it and I will also monitor its implementation.

Interviewer: My last question, tell me how do you perceive codeswitching in educational context?

Respondent: Well, I can say we live in a democratic country, and the language happens to be one of the critical issues concerning democracy. South Africa is a multilingual nation hence the expectations are multilingual speakers throughout the country. English is not the mother tongue of a majority citizen of South Africa therefore codeswitching is the appropriate choice to be made. Code switching accommodates all speakers with different languages. In acknowledging diversity in the classroom learners' home languages has to be considered. In the classroom code switching promotes meaningful interaction between the teacher and learners. Teachers need to know and respect their learners' home language. When code switching learners feel both relaxed and get involved. Code switching creates an amplified learning environment and opportunities for effective learning and teaching.

Interviewer: Thank you principal for sharing your ideas with me and your time.

Respondent: I thank you also.

Interviews with teachers

First interview: Economic and Management Sciences

Interviewer: I am Mrawushe Nomathamsanqa, a student at the University of South Africa doing my MA here sitting with me is my first respondent the teacher for Economic and Management Sciences. Good morning Miss.

Respondent: Good morning.

Interviewer: Please will you tell me the class population and the language of instruction in Grade 4?

Respondent: My class population comprises of isiXhosa and Southern Sotho speakers. Some Sesotho speakers learn isiXhosa as their home language. According to the departmental policy the language for instruction in Grade 4 is English.

Interviewer: Do you use code switching in your class? If yes how?

Respondent: Yes, I happen to use code switching in my class whenever the need arises. I normally conduct lessons in English alongside home languages which are isiXhosa and Sesotho. I do encourage learners to use English in my class but I also permit them to code switch when they experience difficulties in expressing in English.

Interviewer: What is your view about code switching in multilingual classroom?

Respondent: To me code switching has to be avoided by all means. Code switching prevents learners' exposure to the target language and also hinders its acquisition. In fact the use of code switching lowers English proficiency among the learners. Learners even lack confidence to express themselves in English. Also here in rural area we want to produce learners who are competent in English.

Interviewer: Thank you for participating in this research.

Respondent: Thank you.

Second interview: Social Science

Interviewer: Good morning, I believe that you are an S.S. teacher. I am Mrawushe a student at the University of South Africa doing my MA specialising in Sociolinguistics. Please will you tell me your class population and the language of instruction?

Respondent: The medium of instruction in Grade 9 is English. Learners in my class have bilingual background some are isiXhosa speakers while others are Sesotho speakers.

Interviewer: Do you use code switching in your class? If yes how?

Respondent: Yes, I use code switching but very minimal to emphasise a point, because the terms in the subject forces them to learn them and their meanings in English. I

also use code switching to express concepts and learners grasp easily. Sometimes I explain a term in English and let the learners to provide the same meaning in their home languages. Relating the term to home languages makes it clear.

Interviewer: How do you view code switching in the classroom?

Respondent: I recommend code switching practice as a teaching and learning strategy be practiced when necessary. Code switching to me is a way to scaffold medium instruction to make meaningful learning. Learners benefit from learning in their home language/s.

Interviewer: Thank you for participating in this research.

Respondent: Thank you.

Third interview: Technology

Interviewer: I am Mrawushe, a student at the University of South Africa. I am doing an MA specialising in Sociolinguistics and here sitting with me is my third respondent. The technology teacher. Please will you tell me your classroom population and the language of instruction?

Respondent: My class population comprises of isiXhosa and Sesotho speakers. Both speakers have bilingual background. English is in principal the language that is legally prescribed as medium of instruction In Grade 5.

Interviewer: Do you use code switching in your class? If yes how?

Respondent: In multilingual classroom it is normal to code switching. I happen to be proficient in both learners home language. I conduct a lesson in English and thereafter code switch to isiXhosa or Sesotho or even to both. In that way communication flows easily. I also allow my learners to code switch when speaking so that they can express themselves easily.

Interviewer: How do you view code switching in the classroom?

Respondent: Well, multilingual classroom context necessitate the use code switching. In rural areas like here learners are only exposed to English in school only hence, in my view code switching is obligatory to enhance teaching and learning.

Interviewer: Thank you for taking part in this study.

Respondent: I thank you as well.

Harry Els “the final draft of the national language policy aims to set out a coherent language policy and implementation plan for a multilingual dispensation within the parameters of the Constitution and in concert with broad social planning and transformation in South Africa”.

Appendix D: Letter acknowledging receipt of ethics forms



**DEPARTMENT OF LINGUISTICS AND MODERN LANGUAGES:
RESEARCH ETHICS REVIEW COMMITTEE**

26 February 2016

Ref #: SL_NNM014_2016

Mrs NN Mrawushe

Student #: 3017 0931

Dear Mrs Mrawushe

Name: Mrs NN Mrawushe
54 Flamingo Crescent
Extension 7, Kokstad
4700

Supervisor: Mrs DT Nkwe

Proposal: *An investigation into the educational implications of code switching in a multilingual school in Matatiele*

Qualification: MA – Sociolinguistics

The Ethics subcommittee of the Department of Linguistics and Modern Languages hereby declares that it took note of the ethics application of MA student Mrs NN Mrawushe (3017 0931), submitted on 22/02/2016.

For review: The application was reviewed in compliance with the Unisa Policy on Research Ethics by members of the Department of Linguistics and Modern Languages Research Ethics Review Committee on 26 February 2016.

Mrs Mrawushe's research entailed classroom observations of code switching and interviews with one principal and three teachers about code switching in their classrooms at a school in Matatiele. She obtained permission from the principal to conduct research at the school, and no-one was hurt or disadvantaged by her research.

Kind regards

Prof EJ Pretorius

Chair: Department of Linguistics and Modern Languages RERC

Tel: (012) 429 6028

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