CODE-SWITCHING IN GRADE 4-7 ENGLISH SECOND LANGUAGE CLASSROOMS. A STUDY OF THREE PRIMARY SCHOOLS IN NAMIBIA

By

TUNOMUKUMO ILENI NAMUTENYA

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DECLARATION

Name: **Tunomukumo. I Namutenya**

Student number: **67072453**

Degree: **Master of Arts in English Studies**

Code-switching in Grades 4-7 English Second Language classrooms. A study of three primary schools in Namibia.

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged through the medium of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.

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Signature Date

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DEDICATION

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ABSTRACT

This study explores classroom language practices of English Second Language (ESL) teachers in three primary schools in the Oshana Educational Region of Namibia; one urban school and two rural schools. This qualitative study aimed to investigate the factors that induced the practice of code-switching as well as the teachers' perceptions of code-switching in their classrooms. The study's theoretical framework was drawn from Myers-Scotton's (1993) Markedness Model to describe the role and functions of code-switching in ESL classrooms. The methods used for data collection were teachers' private interviews, non-participant classroom observations and teachers' focus group discussions.

The findings from this study indicate that the ESL teachers in the Oshana region are intentional in their code-switching practices. Furthermore, it emerged that the ESL teachers' code-switching practices were induced by factors such as linguistic factors, e.g., a lack of English vocabulary and limited language skills by both teachers and learners; for repetitive functions; for clarification; for classroom management; for building solidarity with learners; and lastly, a lack of alternative methods from the teachers to help make the learners understand. The findings also indicate a need to adjust the Namibian language policy.

Keywords: code-switching, English Second Language, language policy, Markedness Model, medium of instruction, Namibia

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LIST OF ABBREVIATIONS/ ACRONYMS

CS:	Code-switching
DNEA:	Directorate of National Examinations and Assessment
EFL:	English as a foreign language
ESL:	English Second Language
L1:	First language (Oshindonga)
L2:	Second language (English)
MBESC:	Ministry of Basic Education and Culture
MEC:	Ministry of Education and Culture's
MOEAC:	Ministry of Education, Arts and Culture
MOI:	Medium of instruction
RO:	Rights and obligations
SWAPO:	South West People's Organisation

CHAPTER 1: INTRODUCTION

1.0 Introduction

This section provides the background and context to the study. It gives an overview of Namibia's language situation before and after independence. It also provides a foundation for Namibia's language situation, including the status of English generally and in education, in particular. It further discusses the rationale of the study, conceptualises the problem within a more comprehensive background, and presents research questions of the study. The section also provides an overview of the research methodology and the chapter outline.

1.1 Background and Context

For many years, one of the most controversial issues in multilingual societies has been the role of learners' acquiring English through the use of mother-tongue as the medium of instruction. Many English Foreign Language (EFL) and English Second Language (ESL) instructors have relied on the English-only principle in classroom settings, disallowing the use of languages other than English for academic purposes. The English-only approach, often informed by a monolingual ideology, prohibited the use of mother-tongue in teaching and learning because of specific language policies that were put in place. Thus, since the 1990s, research (Cook, 2013; Kamati, 2011; Keller, 2016; Nalunga, 2013; Senyatsi, 2012; Wong, 2000) has explored this phenomenon of the use of learners' mother-tongue through code-switching (CS) in the ESL classroom to understand the role of mother tongue in acquiring English as a second language. This study examined the notion of CS in three selected Namibian primary classrooms.

Code-switching is a natural part of our daily lives irrespective of people's ethnicity or language. Everyone has a form of CS which allows us to express ourselves freely without strictly using Standard English. Conversely, it has been documented many times that it is difficult to decide when and where it is suitable to use CS. Keller (2016, p. 27) asserts that sometimes it is not about how much First Language (L1) should be used, but how CS could be best used to nurture learning of the Second Language (L2). Keller (2016) further suggested that there is often a need for adjustments within the teaching method and not the language of instruction. This is to say that researchers like Keller (2016) have found that CS is practised in classrooms and serves various functions, although teachers should use CS minimally where necessary. Zhenhui (2000) concluded that the best method is by limiting the use of the learners' native language

and only using it when the need arises. The issue of CS prevails in many countries including Namibia. Therefore, it is worth investigating the factors that induce CS, its functions and extent to which teachers and learners code-switch in the English senior primary classroom.

1.2 A Historical Overview of the Language Policy

The language issue in Namibia is complicated because of the system of apartheid which was in existence for 24 years (1966-1990). During this time of the South African apartheid rule, Namibia as a colony was politically and linguistically segregated; language was used as a means of separating Namibian people from each other and from the entire international community. Before Namibia gained its independence in 1990, its education system was based on racial divisions, following the apartheid system of South Africa. Instead of being designed to as essential basis of human resource development to promote impartial social and economic expansion. The education system was planned along racial and ethnic lines, and was called the Bantu education system. As a result, the development of other national languages, namely, Oshindonga, Oshikwanyama, Portuguese, German, Setswana, English, Silozi, Otjiherero, Ju/'hoansi, Rukwangali Rumanyo and Khoekhoegowab was neglected, and Afrikaans, the minority language, became the medium of instruction (MOI) in Namibian schools. Speakers of other national languages were required to acquire the fundamentals of this compulsory language (Amukugo 1993).

After independence in 1990, the Government of Namibia implemented a federated education administration structure combining the 11 former segregated departments. Afrikaans was replaced with English and chosen as the country's official language. English was then adopted as the medium of instruction in Namibian schools and other educational organisations. Participatory democracy was promoted in schools by the new Namibian educational system with advances in adopting English as the MOI and teaching English as a subject (Ministry of Education and Culture (MEC), 1992). Moreover, after independence, one of the major advances made by this newly established education system was the formulation of a language policy. This language policy made it official that the MOI in Namibian schools should be English in all subjects, excluding languages from Grade 4 to tertiary level (Ministry of Education and Culture, 2000). The language policy further stated that in the cases of Grades 1–3, the first language, or any other national language (Oshindonga, Oshikwanyama, Afrikaans, English, Ju/|'hoansi, German, Khoekhoegowab, Otjiherero, Rukwangali Rumanyo,

Silozi, Setswana, Thimbukushu) can be the medium of instruction, with English as a subject (MEC, 2000).

Upon implementing the language policy, the teachers and learners stumbled upon a poor language proficiency challenge in classroom practice. Researchers such as Mostert et al. (2012) noted that despite the limited exposure to English that Namibian teachers had in their daily lives, teachers were expected to teach in English. According to Wolfaardt and Schier (2011), Namibian teachers had to undergo an English language proficiency test in 2010 which was intended to establish the teachers' readiness for the communicative role and their language ability in an attempt to envisage the learners' future performance and to guide the Ministry of Education through the development of the programme that would address the language gaps. A sample size of 22 397 teachers took part in the test; this sample included teachers from both public and private schools across all thirteen regions (NSA, 2012, p. 19). The teachers' proficiencies from the test results were placed into four-level categories in terms of competency: 35.76% of the teachers were at pre-intermediate level, 42.99% of the teachers were at intermediate level, 19.59% of the teachers were at the advanced level, and 1.66% of the teachers were declared proficient (Fourie and Kemanya, 2015). From this outcome, it was clear that a large percentage of Namibian teachers (78%) had limited English proficiency as they generally performed poorly on the test.

In addition to the teachers having language problems, another language problem was within the learners due to the newly established language policy. Wolfaardt (2005) indicated that many Namibian learners failed to reach the minimum language proficiency in English in junior primary grades before the establishment of more challenging linguistically and cognitively English medium subjects in Grade 4. Because of language problems that began in primary school, learners had only obtained limited English proficiency when they entered the secondary phase of school.

Jansen (1995) asserted that the high failure rate in schools was attributed to the introduction of English as a medium of instruction in Namibian schools. This is supported by remarks made by examiners in the 2002 Circular on the Grade 10 examinations (Circular: DNEA 14/ 2000: JSC Examination 2002) which specified that numerous learners could not express themselves appropriately in the History exams because they could not comprehend what was required from them since they had difficulties understanding English (MBEC, 2002, p. 19). For these reasons, it was clear that most Namibian teachers and learners were not well-acquainted with teaching

and learning school subjects through English as an MOI. Additionally, learners' reluctance to be taught in their mother-tongue from lower grades posed a challenge in the senior primary phase. Namibian teachers were faced with a new challenge in teaching learners in a language they were not used to, and on the other hand, learners were forced to adapt to this drastic change in the language of instruction.

Even though English was supposed to be taught in the English language and not in any other language (MBESC, 2003), Levine (2011) maintained that the development of ESL should have included code-switching so that teachers and learners would have negotiated meaning in the classroom situation. The issue of code-switching in the classroom has been explored much, but mainly in other school subjects such as Physical Science and History or in teaching English to multilingual learners from different language backgrounds (Kamati, 2011, Nalunga, 2013, Simasiku, 2014). Previous research (e.g., Chowdhury, 2012, Cook, 2013, Gulzar and Qadir, 2010, Simasiku, 2014, Wong, 2000) showed that CS was a natural occurrence in the development of ESL and that it had a positive effect on second language learning because it accomplished a significant number of functions in the classroom. The need for clarification provided a learning strategy for the development and acquisition of ESL including vocabulary and concept development and emphasis of subject matter. Therefore, this study focused on CS in the three senior primary Grades (4-7) Namibian ESL classrooms.

1.3 Background of the Study

The language of education is critical for learners' academic achievement because language and education are two inseparable concepts (Owu-Ewie, 2015). Dube and Ncube (2013) reinforced this by stating that "education and language are dependent on each other. If education is to be attained, language must be used, and for language to endure, survive and be respected, it has to be taught in schools" (p. 250). During the late 1950s and early 1960s, most African nations gained their independence from colonial rule. With this came the challenge for the leaders of such states to draw up new national policies, as well as the opportunity of reviewing the language policies which would unite the entire ethno linguistic community into one collective national whole (Frydman, 2011). As a result, nations such as Botswana, Ghana, Malawi, Mozambique and South Africa, who have native languages that are not the languages of education, have formulated language policies to resolve language complications in their school systems. Such multilingual nations have implemented bilingual education systems that

recognise the child's first language and second language, which in most cases is the country's official language (Owu-Ewie, 2015).

The language issue in Namibia is complex because of the apartheid system that was in existence before Namibia's independence. According to Pütz (1995, as cited in Frydman, 2011, p. 36), during the period of German colonial rule from 1884 to 1915, the German language was officially maintained. Nevertheless, Namibia's national languages were also recognised and used in schools. Even though the Germans accepted Namibian national languages, they maintained an oppressive and brutal rule over the Namibians, resulting in the deaths of thousands of citizens (Dahlström, 2002). In 1915, during World War I, Germany was defeated by South Africa, which set the stage for South Africa to take over the Namibian territory in 1920 (Frydman, 2011).

The apartheid government was established both in South Africa and Namibia in 1948 when the Nationalist Party took power in South Africa. It gave more recognition to some languages than to others which led to unequal language development (Frydman, 2011). After South Africa defeated Germany, English and Afrikaans became the official languages of Namibia even though Afrikaans largely dominated the administration and education system at the time (Pütz 1995, as cited in Frydman 2011, p. 39). As the apartheid system became more oppressive, the prominent political party of Namibia, namely the South West People's Organisation (SWAPO), maintained that it was necessary to replace the official language Afrikaans, which they called the "language of the oppressors" and draw up a new language policy in planning for an independent Namibia (Frydman, 2011).

The events that led to the formulation of this language policy were further analysed by Frydman (2011) in which he pointed out that:

> the outcome of SWAPO's language planning for an independent Namibia was a policy of official monolingualism with English serving as the single official language. However, for a multilingual country with an English-speaking population of less than 1%, neither the choice of a monolingual language policy nor English as the only official language seems readily apparent. Thus, it would seem wise first to question SWAPO's decision to establish a monolingual policy and then select English as the single language for that policy. The aim of SWAPO was not to establish a monolingual language policy and then select a language to serve that policy. Instead, the objective of SWAPO was, by and large, to establish English as Namibia's official language, and as a result, the

> policy became a monolingual one. While the monolingual aspect of Namibia's language policy has ensued as a sort of implicit by-product of the definitive decision to establish a dominant role for English in Namibia, it is this aspect of Namibia's language policy that has had the furthest reaching implications. To discern the reasoning behind and of the impact of Namibia's official monolingualism, it is necessary to expound the reasoning behind SWAPO's decision to make English the official language of Namibia.
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> While Namibia's language policy was formally established in 1981, nine years before independence, SWAPO had begun to advocate English as the sole official language several years earlier. The establishment of English as the official language had been a major aim of SWAPO since before its inception (Maho (1998), Pütz (1995)). In a presentation of SWAPO's proposed constitution in 1975, it was stated that "Namibia should be a republic; English should be its official language." The UNIN, established in 1976 and operated in close collaboration with SWAPO, supported this mantra (Harlech-Jones 1995). Thus, in 1981, SWAPO and the UNIN published the key document, *Towards a language policy for Namibia: English as the official language*, which presented eight criteria that an official language should meet, the official language had already been selected. Rather than as a basis for selection, those criteria instead served to rationalise the already established decision that English would become the official language. This decision, which was in the making long before the document was published, was based almost exclusively on ideology and only retrospectively rationalised with functional and linguistic arguments. (pp. 182-183)

Frydman (2011) clearly stated that the choice of English as the official language in Namibia was brought about by a philosophy informed mainly by the country's socio-political situation. Since Namibia was divided due to South Africa's apartheid system in which Afrikaans was the language of oppression, they believed that English, the language of resistance, would lead them to achieve unity and liberation (Frydman, 2011).

Nine years later, after efforts made to establish this policy, Namibia gained independence on 21 March 1990. To address the country's linguistic and political isolation, the Namibian government then introduced English as the official language of Namibia since it was the language of wider communication as stated in Article 3 subsection 1 of the Constitution of the Republic of Namibia.

Soon after independence in 1990, the Namibian government deemed it necessary to formulate a new language policy for schools that would encourage the use of the first language together with English in schools and institutions of education (Namibia Ministry of Basic Education and Culture [MBESC], 2003). One of the goals of the new language policy as stipulated in *The Language Policy for Namibian Schools* (MBESC, 2003) was that "education should promote the language and cultural identity of learners through the use of the mother-tongue as the medium of instruction in Grades 1–3 and the teaching of the mother-tongue throughout formal education while English is taught as a subject. Grade 4 is a transitional year in which the mother-tongue plays a supportive role in the teaching" (p. 3). In this transition year, it was stated that certain subjects would be taught and learned through the mother-tongue and others through English. While English would be the medium of instruction from Grades 5–12, English as a subject should be exclusively taught in English, and learners' first language should also be taught as a subject.

The language policy made provision for CS in the lower Grades (Grade 1–3), but from grade 5–12, English was to be the sole medium of instruction (MBESC, 2003). Conversely, it appears as though there was a misinterpretation of the language policy as there were discussions by stakeholders and teachers in which they pointed out that it was not clearly stated how the first language should be used in the classroom (MBESC, 2003, p.2). Furthermore, this ambiguity caused discrepancies in different regions of Namibia in the implementation of the language policy. The teachers construed that the policy indicated the preferred teaching method was through English and that the first language could be used, but they did not know to what extent (MBESC, 2003, p. 2). Even though the policy indicated that the learners' first languages would continue to be taught as subjects, it failed to specify anything on the concurrent use of English with these first languages. This is to say that, although most of the Namibian learners and teachers did not speak English as the first language, the language policy did not openly address the use of CS.

Many scholars who have studied the field of CS have found that it serves a useful function while others see it as a problem. Tabaku (2014, p. 385) indicated that using L1 in the English classroom was a delaying factor in L2 acquisition because learners became dependent on teachers' CS and would not develop skills of inferring meaning from the context. Secondly, Tabaku (2014) asserted that CS might also influence the way learners communicated in the second language later. Lastly, Tabaku (2014) pointed out that CS was seen as a practice used by teachers and learners to hide their poor language proficiency. Moreover, Wolfaardt (2005)

pointed out that most Namibian teachers had an English language proficiency problem, resulting in a lack of the required basis on which learners could shape their English language skills.

However, in another study on the attitudes of teachers and learners towards CS in EFL classes in China, Yoa (2011) asserted that CS played a significant role in language learning and teaching where both the learners and teacher shared the same first language as it was easier for them to code-switch. This was vital in introducing new topics, transmitting meaning, managing classes, explaining new items like grammar, giving instructions, praising and encouraging learners as well as explaining a concept. Therefore, it is imperative to look at both sides of the benefits and challenges of CS, as these are some of the reasons that gave rise to this study.

Nalunga (2013) stated in her study of CS in an EFL/ESL teaching/learning situation in Sweden that in concept and vocabulary development, it was important for learners to maintain a positive relationship between the teacher and learners and for identity preservation. It was seen that all these functions supported ESL acquisition. Nalunga (2013) further found that the teachers' preference for CS was used for the same reasons by learners, and therefore CS between the two languages should not be removed from the learning situation as it was vital in ESL development.

A similar study by Kamati (2011) on CS in Junior Secondary Physical Science classrooms in selected schools in the Oshana Education Region (Namibia) revealed that CS was prevalent in the Oshana Education Region Junior Secondary Physical Science classrooms. Kamati (2011, p.8) asserted that the teachers did this for reasons such as making their learners understand better and overcoming the lack of learners' and teachers' English language proficiency in their classrooms. Most studies conducted on CS appear to address the issue in the Junior Secondary Phase in particular school subject classrooms. As this indicated a gap in the literature, this study investigated CS in Namibian primary schools in Grades 4–7 English classrooms.

Wolfaardt (2005) also indicated that teachers practised CS in the monolingual classroom which had learners with limited or no English skills to make sure that meaningful learning took place. Similarly, studies by Brock-Utne (2001), Holmarsdottir (2000) and Mouton (2007) also pointed out that the English proficiency of the learners and teachers in Namibian schools was poor, and they had to resort to CS. The learners and teachers' lack of English proficiency forced teachers to switch to the local language to explain concepts to their learners better. It is evident that teachers have motives to code-switch, and for that reason, this research investigated

whether the Oshana region teachers had the same motives for CS and whether there were other reasons for the alternations between languages.

According to Moore (2002), teaching and learning of EFL and ESL relies on language alternations: this is why CS is used in ESL classrooms. Moore (2002) also indicated that CS practices were at the heart of education transformation. This is reinforced by a quote from a document from the Namibian Ministry of Education (2002), which pointed out that "in these transitional conditions, while the stated language policy will not change, the use of language understood by the majority of learners in a class can be permitted temporarily. Indeed, even where resources are satisfactory, experience in other countries has shown that the use of such local languages from time to time may help with the understanding of difficult concepts" (MEC, 1992, p. 10). This extract makes it clear that using native languages filled communication gaps and barriers in other countries. It was also clear that the Namibian Ministry of Education made temporary provisions for L1 learners in ESL classrooms in order to assist learners with understanding difficult concepts and complex terms. However, this is not stated in the language policy. For this reason, the researcher found it important to investigate what factors lead to the use of CS in primary school English classrooms and how these teachers perceive CS.

1.4 Statement of the Problem

It has been observed that code-switching and code-mixing have been growing practices in English classrooms (Brock-Utne, 2002, Cook, 2001, Probyn, 2001, Simasiku, 2016). Probyn (2001) stated that both code-mixing and CS are, in one way or another, the coming together of two or more languages or codes. Shridar and Shridar (1980) and Singh and Sharma (2011) differentiated between CS and code-mixing. Code-mixing is intra-sentential mixing which occurs within a single sentence at word, phrase or clause level, while CS is inter-sentential mixing which occurs between sentences in an extended stretch of language (Shridar and Shridar, 1980; Singh and Sharma, 2011). The main difference is that CS has a distinctive, social pragmatic outcome while code-mixing does not.

Although English is the official language of instruction in Namibian schools, teachers still use their mother-tongue extensively in English classrooms. Some English lessons are taught entirely in the mother tongue, although the books that learners use are in English. This may have posed a challenge to learners in understanding the materials while preparing for the end-

of-year assessments. This practice provides learners with little knowledge of the assessment language (Probyn, 2001).

Jansen (1995) proclaimed that the learners' poor performance in examinations was blamed on the introduction of English as the MOI from Grades 4 to 12 in Namibian schools. This validated the claim that the use of English as MOI after Grade 4 led to low academic performance in school subjects by Namibian learners and high failure rates at the end of the year. Another problem worth noting is the teachers' poor English proficiency, which is likely to affect their ability to converse efficiently with their learners (Brock-Utne, 2001, Mouton, 2007, Wolfaardt, 2005). This is because the teachers' pronunciation, vocabulary, their general command of the English language and their confidence in addressing the learners are fundamental to how the language is used in the classroom (Mouton, 2007).

The researcher is a teacher by profession, and as required, she did teaching practice as a prerequisite in her teaching degree. During school observations as a pre-service teacher, the researcher noticed the use of languages other than English in teaching and learning, particularly in one Grade 5 classroom. The Grade 5 teacher switched to the mother-tongue to compare grammar concepts and to provide emphasis and clarification. However, when the teacher began to ask questions, the learners seldom answered until she translated. The learners would not respond until the question was translated into the mother tongue. At times, the learners would answer the question and stop mid-sentence, which caused the researcher to observe that the learners whispered answers inaudibly to each other in their first language. This went on until the end of the lesson. When the lesson was over, the researcher asked the teacher the following questions: why the first language was used during English lessons; why the learners did not actively participate or complete sentences; and what were the learners whispering to each other in their first language?

After this session, researcher asked the following questions: Why did the teacher have to alternate into the local language to explain and compare concepts? What induced this switch into the local language? Why did the teacher not allow the learners to finish their sentences in the first language? As the researcher attempted to answer these questions, what came to mind was that these learners had limited language skills and were experiencing language difficulties. The researcher thought of CS as a potential answer to why they alternated into another language, and this prompted this study.

This study intends to investigate whether CS is an asset or a problem in an ESL classroom. The primary goal of this study is to find out what teaching and learning situations prompt the act of CS and the impact that CS has on the development of L2 (being English). The study further aims to find the teachers' perceptions towards CS in ESL classrooms; the role of CS in language acquisition or learning classrooms; and how often CS happens in ESL classroom situations through observation.

1.5 Research Questions

The following questions are the main questions underpinning this study:

1. What learning and teaching situations induce CS in English lessons; i.e., what factors lead to CS in the classroom?

2. What is the role of CS in facilitating and/or mediating knowledge in the classroom?

3. How do the ESL teachers perceive CS practices in their classrooms?

The following subsidiary questions were also addressed:

4. What are the advantages and disadvantages of CS in teaching and learning?

5. How does CS in classrooms where English is taught and learned as a second language implicate the learners' academic achievement?

1.6 Rationale for the Study

There is no study on CS in Namibian schools which is based on the premise of the theoretical framework of Myers- Scotton's (1993) Markedness Model. Most Namibian CS studies are based on the constructivism theory. The current study aims at filling the existing knowledge gap in investigating the social motivations and functions of CS in Namibian senior primary ESL classrooms using the Markedness Model.

This study aims at finding the learning/teaching situations that prompt or induce the act of CS. The study's primary goal is to find out what impact CS into the mother tongue has on the second language (being English) development, and how and the purposes for which CS is used. It further investigates if CS is an asset or a problem in bilingual classrooms. The study further investigates teachers' perception of CS in their classrooms. This study provides an extensive discussion on the factors that influence the use of CS in English lessons which will be beneficial

to teachers to understand the reasons why CS is used. This study will improve the status of CS in the sense that it will minimise the excessive use of CS in English lessons by altering the teachers' views on it.

It is also hoped that the findings of the study will inform the policymakers on the language policy committee and those that are responsible for revising the syllabus about the benefits or disadvantages of CS and then using these findings to consider putting guidelines in place that address the concerns about CS in English classrooms. Additionally, the findings will provide a basis for curriculum developers to consider changing the language policy to having English as the medium of instruction from Grades 1–12 in most Namibian private schools.

In addition, all stakeholders in education might find it useful to understand that the use of CS in the ESL classroom contributes to the learning and teaching process, and it does not diminish the learners' exposure to English. Moreover, findings from this study will provide an overview of the literature in the field of CS to assist future researchers studying the same or related concepts to make use of the findings of this study to investigate aspects that have not yet been studied as there is limited research done on the area of CS in Namibian primary schools.

1.7 Overview of the Research Design and Methodology

This study investigated CS in the senior primary English classrooms (Grades 4–7) in the Oshana Education Region. This study also explored the reasons for the occurrence of CS in the English classrooms; the impact CS has on the teaching and learning of English as a second language; and the teachers' perceptions of CS.

The study followed a qualitative research design approach, where a sample of nine teachers in three public schools was drawn from the population of the Senior Primary English teachers in the Oshana Education Region. The three schools under study are primary schools in different locations within Oshana Education Region. Two schools were from rural areas while the third was from an urban area. This was done to compare CS practices in rural and urban schools. To get a representative sample of the population, stratified simple random sampling and purposive sampling methods were employed for this study. For triangulation purposes, the data was collected using three instruments: semi-structured interviews, observations and focus group discussions. Individual interviews were used to analyse factors that induce CS, advantages and disadvantages of CS, the role of CS and teachers' perspectives on code-switching. The non-participant observations were conducted to establish answers on why, how and when CS

happens in an ESL classroom. Furthermore, the focus groups helped the researcher understand teachers' experiences about CS, including its implications for their learners' academic achievement. The data collected from observations were analysed according to Myers-Scotton's Markedness Model, while content analysis was used to analyse data obtained from semi-structured interviews and focus group discussions.

1.8 Chapter Outline

This dissertation entails the following seven chapters:

Chapter 1: Introduction

This chapter contains the background of this study and provides an overview of Namibia's language situation before and after independence. It also provides a foundation for Namibia's language situation, including the status of English generally and in education, in particular. It further presents the statement and analysis of the problem, research questions and the study's significance.

Chapter 2: Literature Review

This chapter gives a comprehensive review of the literature on CS both generally and in education. The keywords are code-switching and translanguaging, acquisition vs. learning, first language and second language. The researcher further discusses the factors that contribute to CS and the roles of CS on the acquisition of the second language. The researcher also analyses the perceptions and views of teachers and learners on CS, and the theoretical perspectives which informed this study are also discussed.

Chapter 3: Research Methodology

This chapter discusses the research design and the data-collection methods to investigate the problems formulated in Chapter 1. These include the population, the sample, sampling procedure, the research instruments, and data collecting instruments, data analysis and ethical considerations.

Chapter 4: Theoretical Framework

This chapter provides an overview of the theories/models that helped shape this study. This chapter summarises different research paradigms and approaches adopted in various studies on CS, and the chapter further studies the main theory by Myers-Scotton and the researcher's

motivation for choosing it. The theoretical framework used is relevant to this study because it analyses the data collected through classroom observations.

Chapter 5: The Function of CS in Multilingual Primary Classrooms

This chapter analyses, presents and discusses the data or information collected through classroom observations. The data from classroom observations is analysed against the maxims of Myers-Scotton's (1993) Markedness Model in which the roles and functions of CS are discussed.

Chapter 6: Teachers perspectives about the use of CS in teaching and learning

This chapter presents the data collected through individual interviews and focus group discussions with teachers. The teachers' perceptions of CS and the factors that induce CS are discussed. Moreover, the researcher discusses the benefits and challenges of using CS and the impact of CS on learners' academic achievement. Lastly, the researcher indicates how teachers see their learners' participation in an English-only classroom.

Chapter 7: Summary, Conclusions and Recommendations of the Study

In this chapter, the study's main conclusions are summarised, discussed and interpreted. The study's limitations are also outlined, and recommendations are made for further research and practice or policy.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.0 Introduction

This study's primary goal was to investigate code-switching from English to Oshindonga in English Second Language (ESL) primary school classrooms in the Oshana region of Namibia. With the research gap in code switching (CS) within Namibian primary schools, it was necessary to investigate what local and international research reveals about the use of CS. Therefore, this chapter reviews the relevant literature for this study, specifically relating to CS during English lessons.

First, this chapter defines CS and other important concepts used in study including translanguaging, language acquisition and learning. Secondly, this chapter reviews the different factors that induce CS, as this is the main research question and will be accompanied by what the language policy argues regarding the use of the mother tongue in English classrooms. Thirdly, the researcher presents the advantages and disadvantages of CS in teaching and learning. This chapter analyses the role of CS in facilitating and mediating knowledge and how learners participate in classes where CS occurs. Lastly, teachers' perceptions of CS in their classroom are outlined in this chapter.

2.1 Code-Switching (CS)

According to Grosjean (1982), CS is defined as a communicative strategy that involves using more than one code or language in a conversation or speech. During this process, speakers use more than one language in a conversation, involving them using another language to express a word, a phrase or a few sentences. Wei (2017) similarly defines CS as:

> an ability to select a language that a person prefers which will depend on the interlocutor, the situational context, the topic of conversation, alternatives of linguistic varieties within the same conversation and to change languages within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints. (p. 337)

From Wei's definition, CS is seen as a strategy whereby a speaker selects a language that will be suitable for the rest of the speakers in a group depending on specific factors such as the situation and the topic at hand. When speakers code-switch, they do not disrupt the grammatical structures of the sentences at hand. Learners and teachers code-switch due to factors such as

learners' or teacher's poor language proficiency in the second language, learners' lack of understanding of subject content and teachers' attempts to focus the learners' attention and concentration.

Myers-Scotton (1993), whose model of CS is outlined in Chapter 4, defines CS as "the selection by bilinguals or multilinguals of forms from an embedded variety in utterances of a matrix variety during the same conversations" (p. 75). This definition is closely related to Wei's definition because selecting the alternative language depends on situational and social factors present such as the context/situation, the topic at hand, and classroom management. In her theory of the 'Markedness Model', she proposed that CS is determined by social factors within the community in any communicative situation. Code-switching is the unmarked choice and an expected form of communication in a bilingual society (Myers-Scotton, 1993). This model describes different types of CS employed in various school settings, including the purposes and functions thereof in education or English L2 classrooms.

Wei's definition is fundamental to this study because it focuses on CS, which is in line with one of the research questions inquiring into the factors that induce CS. Studies conducted by Denuga et al. (2017), Naha et al. (2018), Mouton (2007), Kamati (2011) and Simasiku (2014) show that CS is common in Namibian classrooms. However, no studies have been conducted on code-switching in Namibian ESL classrooms in primary schools. Thus, this is the gap in the research that informed this study.

The above definitions reflect the meanings of CS as provided by Grosjean (1982), Wei (2017) and Myers-Scotton (1993). However, for this study, CS is defined as the use of more than one language in a conversation which could involve just a word, a phrase, a sentence, or several sentences. CS can either be used within sentences or between sentences as defined by Grosjean (1982).

2.2 Code-switching vs. Translanguaging

These two terms, CS and translanguaging, are relatively similar in that they refer to bilingual or multilingual speakers naturally alternating between languages. The notion of translanguaging introduced by Williams in 1994, in which he described it as a planned and systematic way of using two languages in pedagogical practice to assist in teaching and learning (Williams, 1996, p. 64). Baker (2011, p. 76) further elaborated that translanguaging

involves using two languages to make meaning, shape experience, gain experience and knowledge.

According to the above scholars, translanguaging is an educational practice designed to help learners study better through two languages. From this perspective, it is clear that translanguaging enables teachers and learners to make meaning out of concepts through the planned use of two languages (L1 and L2). Translanguaging assists in the development of the child's two languages, the stronger language and the weaker language, by using the stronger language (L1) to develop the weaker language (L2) (Williams, 2006). It has been said that there is a weaker language and a stronger language depending on learner fluency. Therefore, children learn concepts better in a first language that they understand, and transfer and translate these terms into the weaker language to know that specific language. This weaker language is often English, and the stronger language is the learners' first language. Through translanguaging, children can develop concepts in the stronger language (L1) to help them understand and learn the weaker language (L2) or vice versa.

CS, on the other hand, is the use of more than one language between speakers, which can happen intentionally or unintentionally due to situational factors. William (1996) argues that CS falls under translanguaging, and Wei (2011) further adds that translanguaging is a more recent term and puts CS under its umbrella. CS is a type of translanguaging that allows one speaker to meet the other speaker halfway to reach an agreement. According to García (2011), translanguaging differs from CS in that it is not simply switching in and out of two distinct languages but involves combining two languages to achieve effective communication. Theoretically, scholars who study translanguaging, like García and Li (2014), view translanguaging as a socio-cognitive practice that involves the mind. They believe that people know what they are saying while producing words in both languages. They do not separate the languages they understand when they communicate with others, but they instead use translanguaging to assist in drawing meaning. Baker (2011) stated that CS is considered a linguistically incompetent ability. With this, CS depends on the purpose of the conversation, i.e., whether the switches in codes are due to topic change, task or the interlocutor involved.

All these observations propose that CS, like translanguaging, involves the use of two or more languages. However, translanguaging may refer to the planned use of two or more languages in classrooms or learning contexts and it was more recently used in line with CS. CS, on the other hand, is used by bilinguals and in most instances, it is not allowed in the classroom setting

as it is not planned. To sum up, CS is not a practice welcomed in the traditional classroom but is instead commonly used in social settings, while translanguaging can serve as a pedagogical practice in education. Hence, the project focuses on CS to determine whether teachers and learners in the three selected Namibian primary schools use CS in their English lessons, why they use it, the role it plays in second-language acquisition, and how teachers and learners view it.

2.3 Acquisition vs. Learning

This researcher regards it as imperative to differentiate between language acquisition and learning a language because CS occurs while learning a language in a classroom (Cook, 2001). Cook (2001) also argues that CS leads to language learning. Equally important, the learner's mother tongue is acquired informally (at home or in the environment where the person stays) while the learner's second language is acquired formally (in a classroom at school). In addition, one cannot explain acquisition and learning without including the languages at hand, the first language and second language (L1 and L2). These are the two languages in which speakers alternate during CS, which is what this study is about; therefore, there is a need to define these terms.

These two terms describe Krashen's (1982) hypothesis on acquisition and learning distinction. Krashen's definitions were chosen for this study because he is an expert in linguistics, specialised in theories of language acquisition and is well known for introducing various hypotheses related to second-language acquisition. Krashen's hypothesis states that people have two distinct and independent ways of developing competence in a second language.

According to Krashen (1982), the first way of developing a second language is through acquisition. "Language acquisition is a subconscious process as language acquirers are not usually aware of the fact that they are acquiring language but are only aware of the fact that they are using the language for communication. The result of language acquisition acquired competence, is also subconscious" (p. 14).

This means that we are not completely aware of our competency in that language, nor are we consciously aware of the rules of the languages we have acquired. Instead, we have a feeling for correctness. Grammatical sentences sound right or feel right, and errors feel wrong, even if we do not consciously know what rule was violated (Krashen, 1982). In general, Krashen

compares acquisition to picking up a language informally in conversations with people in one's environment without awareness of the grammatical rules usually learned in a classroom.

According to Krashen (1982), another way of developing competence in a second language is by language learning which he describes as "the conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. Some synonyms of language learning include formal knowledge of a language or explicit learning" (p. 14). In general terms, Krashen (1982) refers to learning as knowing about a language regarding its grammatical rules, and language learning occurs formally. It is essential to know the definitions and differences between language learning and acquisition for this study to know which language is learned and which language is acquired. Once this is established, we will be able to detect the weaker language which is studied and the stronger language which is developed at infancy. We will furthermore be able to establish which language has the most influence on learning another language in which speakers alternate or switch codes when learning a language.

Hammarberg (2009, as cited in Nalunga, 2013, p. 4) described L1 as a learner's first language. L1 is acquired as a child, which in most cases, is one's mother tongue or native language but not necessarily all the time. Brown (2006, as cited in Nalunga, 2013, p. 4) defines L2 as a learner's second language, a language spoken in addition to one's native language. L2 learned after infancy could be the first foreign language one learns. It is important to note that L1 is acquired while L2 is learned. It is crucial to know the definitions of these two languages for the purpose of this study because CS happens as an alternation between the first language and the second language, therefore one needs to know the differences between these two languages and their meanings.

2.4 Teaching and Learning Factors that Contribute to the Use of CS in ESL Classrooms

2.4.1 The language policy on the use of mother tongue as a medium of instruction

One cannot argue about factors that induce CS without mentioning the Namibian policy on the use of mother tongue as a medium of instruction at the junior primary level because this is where the learners and teachers get used to communicating or using their mother tongue in the classroom. The language policy places emphasis on the first language as the medium of instruction in the first three primary years affects learners when they move from junior primary to a grade where the medium of instruction is English. The learners alternate between two

languages (for example, English and Subiya) with English being the second language (Simasiku et al, 2015, p. 7).

After independence (21 March 1990), Namibia chose English as its official language. Shortly after independence in 1990, Namibia deemed it necessary to formulate a new language policy for schools to promote the use of the first language, together with English in schools as well as colleges of education (MBESC, 2003). The language policy stipulates that from Grades 1–3, learners should only be taught in their mother tongue, and as from Grades 4–12, learners will be taught in English, and their mother tongue will be a subject. The language policy for Namibian schools states that:

> Grades 1–3 will be taught either through the mother tongue or a predominant local language. If parents or the school wish to use English as the medium of instruction in the junior primary phase, permission must be obtained from the Minister of Basic Education, Sport and Culture with well-grounded, convincing motivation. Grade 4 will be a transitional year where the change to English as medium of instruction must take place. In Grades 4–7, English will be the medium of instruction. In the senior primary phase, the mother tongue may only be used in a supportive role and should continue to be taught as a subject. (MBESC, 2003, p. 4)

The Language Policy makes provision for the use of mother-tongue instruction at the lower Grades (Grades 1–3), but from Grades 5–12, English is the sole medium of instruction (MBESC, 2003). Despite these stipulated guidelines in the language policy, teachers and learners still experience language problems in which they need to deal with the learners' transition from mother-tongue instruction to an English-only classroom. Therefore, teachers need to use CS practices in their classrooms because of several factors such as the poor English language proficiency of learners.

Many researchers in the field of CS have pointed out that CS is done for various reasons. In a case study conducted by Sibanda (2013) on the use of English and isiXhosa in teaching and learning Physical Science in four schools in King Williams Town education district of the Eastern Cape, he interviewed and observed teachers and learners. He found that using English as the language of learning and teaching was a barrier to the learning and teaching of Physical Science to students, and teachers who were not proficient in the language. Sibanda further found that English in these Physical Science classrooms was a barrier specifically to learners from rural areas. When they were being taught in English-only, they did not learn at all. This

then forces teachers and learners to alternate between English and isiXhosa in order to explain and understand abstract terms. Therefore, students and teachers practised CS to lower the English barrier and facilitate the learning and teaching process.

Similarly, another study was conducted by Senyatsi (2012) on the analysis of CS as a learning and teaching strategy in selected multilingual schools of Limpopo province in Grade 11 Mathematics classrooms. The results showed that CS was practised due to a language barrier and the learners' low proficiency in English. Therefore, teachers practised CS to alleviate the barrier in the understanding of concepts in Mathematics and the material given to them (Senyatsi, 2012). These findings are in line with the results from the study of Sibanda (2013), in which it was found the English language barrier and poor/low language proficiency were factors contributing to CS practices in Physical Science and Mathematics classrooms.

Flyman-Mattsson and Burenhult (1999) conducted a study in which they investigated CS in Grade 5 second language teaching by using a series of video recordings, supplemented by backup audio recordings, and classroom interaction between teachers and Swedish students of ESL. Their study highlighted vital factors that induce CS: the teachers code-switch due to linguistic insecurities in which teachers experience difficulties in relating to new terms because of a lack of English proficiency. CS happens due to a change of topic, when the teacher shifts to another language because of the concepts they are discussing in class. The learners' proficiency in English is insufficiently developed, thus the teacher is forced to code-switch to the mother tongue to help them understand (Flyman-Mattsson and Burenhult, 1999). Correspondingly, Caballero and Celaya (2019) in their study on CS by primary school bilingual EFL learners in Spain, found that lack of English language proficiency is one factor that induces CS.

Flyman-Mattsson and Burenhult (1999) identified that CS has affective functions when teachers switch in their native language to express emotions such as anger or sympathy to students. These affective practical functions are similar to the findings of Caballero and Celaya (2019) who indicated that CS helps teachers express agreement, disagreement, surprise or feelings of anger or sympathy. Flyman-Mattsson and Burenhult (1999) also identified factors such as when teachers switch over to the L1 to grasp the learners' attention and concentration and show solidarity and friendship. They found that CS also occurs when teachers repeat something said in L2 in L1 for clarification to the learners. This practice is similar to what Maluleke (2019) observed in his study on how CS is used as an empowerment strategy to help

learners improve their Grade 7 Mathematics performance within classrooms in Limpopo, South Africa. Through observations in selected Grade 7 classrooms, he revealed that CS assists teachers to "emphasise important ideas that require critical understanding in the language that the learners fully understand, after which the switch back to English is made to maintain the flow of information" (p. 6). This process develops positive attitudes in learners towards the subject, and learners perform better.

In another study by Mercer (2002) how language used as a medium of instruction for classroom education in primary schools, she indicated that CS depends on several factors such as, how eloquent and confident members are of a particular class are in English. The teachers' competencies in speaking L1 and L2 and specific teaching goals of teachers and the attitudes of teachers to other languages involved. The element of lack of proficiency in L2 is also in line with what Senyatsi (2012) and Sibanda (2013) found in their studies about language barriers as previously mentioned. They argue that teachers experience these barriers due to poor English proficiency, which is in line with what Flyman-Mattsson and Burenhult (1999) found in their study about linguistic insecurities, namely, that some teachers are not proficient in English, and they experience difficulties in relating to some concepts and thus, the need to alternate to L1 arises. Poor/low language proficiency, English language barrier and language insecurities in teachers and learners are the leading factors that cause code-switching, which makes CS inevitable in classrooms where English is a second language.

Moreover, in their study conducted in Kenya, Merritt, Cleghorn, Abagi and Bunyi (1992) investigated CS in three Kenyan primary schools by interviewing and observing learners and teachers in Grade 5 ESL classrooms. They found that CS occurred when teachers wanted to reformulate information, introduce new content information and attract learners' attention which is in line with the socialising factor as identified by Flyman-Mattsson and Burenhult (1999). In a similar study conducted by Kamisah (2009) in Malaysia about CS between English and Bahasa in content-based lectures, it was found that CS served a range of functions such as indicating topic change, endorsing social relationships and giving and clarifying explanations. These reasons are also in line with the factors identified by Flyman-Mattsson and Burenhult (1999), namely, the socialising functions and repetitive functions.

It is clear that despite the policy measures in place against the use of L1 in English second language classes, teachers worldwide often find a way to use CS in their classrooms. Even though teachers conduct an ESL class in L2, they regularly resort to L1 to tackle classroom

issues. To substantiate, Clegg and Afitska (2010), in their study on teaching and learning two languages in African classrooms, showed that CS plays important pedagogic roles in the classroom. They found that CS is functional when explaining and elaborating on concepts which assists teachers in helping learners understand better and to access a higher level of the curriculum. Since L1 helps maintain classroom solidarity, which results in an effective learning environment, CS is said to increase classroom participation. It is a valuable strategy for affective and social purposes because it assists teachers in establishing good classroom relationships. Clegg and Afitska (2010) stated that CS also helps in classroom management as it ensures the smooth running of the lesson. Lastly, the first language helps teachers make connections between new concepts and the local culture of learners.

From the literature reviewed in this chapter, we can collectively identify the factors that induce CS, which is demonstrated through the studies below:

- language proficiency
- linguistic insecurities
- topic switch
- affective functions
- social functions
- classroom management
- repetitive functions.

With the study undertaken by the researcher, it is essential to note that the factors above are from studies in schools outside of Namibia. These studies are different as they mainly focused on Science and Mathematics. It is of paramount importance to note that knowledge on whether these are the same factors that induce CS in the Namibian classrooms; specifically, those involved in this study are not known. Therefore, it is imperative to note that this study focuses on CS in ESL classrooms where English is the second language, and Oshindonga is the mother tongue.

2.5 Advantages and Disadvantages of Code Switching

2.5.1 Advantages

In his study of CS in South African Grade 7 Mathematics classrooms, Maluleke (2019) with evidence from the interviews conducted with teachers, provided the following advantages: CS,

which is done timeously can help learners keep well-informed of the subject matter that is presented. Secondly, CS helps teachers bond with learners and inspire them to love the subject itself. CS provides an opportunity for teachers to interact and develop strong bonds with learners, resulting in learners showing more interest in their subjects. Thirdly, CS serves as a mediation tool that encourages class participation. This is because most learners are passive in an English-only classroom, but they become active if the teacher switches codes. Fourthly, CS helps teachers evaluate whether learners understand the content taught by engaging with learners in L1 and emphasising any points which need more clarity.

Through a series of interviews from teachers, in a study conducted by Kamati (2011) on CS in Namibian Grade 11 Physical Science classrooms, evidence revealed that CS has the following advantages. Firstly, learners choose to express their ideas in L1 rather than hiding them if they express them in English, in which they are not proficient. Secondly, CS aids students who experienced difficulties in English by understanding new concepts within the curriculum, and explanations can be made clear. Thirdly, CS increases learners' performance in Physical Science classrooms compared to English-only classrooms because learners can better express their ideas. Fourthly, when learners switch codes, they are motivated to learn with confidence, and develop positive attitudes towards subjects, making learning more accessible. Lastly, Kamati supported Maluleke's (2019) claims that learners participate actively in the classrooms where CS is permitted.

In his study on CS in English and IsiXhosa in Grade 11 Biology classes at a school in Khayelitsha, Nangu (2006) supported Kamati's claims saying that in most learners' questionnaires, they felt that it was more beneficial for them when the teachers switched to isiXhosa in the classroom because they understood more of the content of the lesson. Moreover, the teachers expressed that while using English-only when teaching, they could see on the learners' faces that some did not follow the lesson, although when asked, they would respond positively, which is when they decide to switch to the language they understand most, (isiXhosa). These benefits are similar to those stated by Maluleke (2019) and Kamati (2011) that learners understand the lessons content better when they switch codes to a language that they better understand. Clearly, CS helps with comprehending concepts better.

2.5.2 Disadvantages

Even though some studies found CS to facilitate teaching and learning, some researchers see CS as a hindrance. In Namibia, the education language policy does not support CS. Studies

such as that of Cook (2002) concerning the application of CS in multilingual classrooms found that CS may cause problems because learners do not share the same native language. Cook (2002, as cited in Benson and Çavuşoğlu, 2013, p. 71) further indicated that CS should only be applied in classes where learners share the same native language. Learners who speak a different mother tongue may feel excluded and will not benefit from the use of CS as an instructional strategy. Benson and Çavuşoğlu (2013) supported this claim when they pointed out that the competence of the teacher in speaking the learner's mother tongue makes a positive contribution to learning because all the members of that particular classroom should be able to speak the same L1 and L2.

Moreover, Naha, Nkengbeza and Liswaniso (2018), in their study of Namibian Grade 4–7 classrooms, teachers pointed out that CS has adverse effects on both learners and teachers when the two parties do not share the same L1. If the teacher speaks L1, which is different from the learners, the learners will not understand the teacher and vice versa.

In the same way, Sert (2005), in his study on the functions of CS, further argued that CS negatively affects learners because they get used to instructions translated into their native language, which results in negative academic consequences as the learners will have limited exposure to the foreign language discourse used in written books and examinations. In other words, learners in the language learning classroom expect the teacher to code-switch in every situation, and for everything taught. This may result in learners becoming dependent on the teachers' CS for explanations and therefore may prevent them from becoming autonomous learners. Supporting this argument is a study by Pillai (2013) on the perceptions and experiences of teachers' and learners' concerning English as a language of learning and teaching in bi/multilingual mathematical literacy classrooms. In his interviews with learners, he found that the learners were double-minded about using their first language excessively in their lessons seeing that they needed to do the examination in English; therefore, they should be learning more English. Van der Walt and Mabule (2012, as cited in Sibanda, 2013, p. 45) are also consistent with the above opinion as they stated that, since examinations are in English, there is no CS, and this makes it difficult for learners to communicate their answers in the target language.

However, in a case study in Namibia, Denuga (2015) explored how Grade 7 Natural Science teachers mediate learning through CS from English to Silozi in the Zambezi region, she found other challenges of using CS. She stated that interviewed teachers claimed that learners became

too reluctant and dependent on L1, which lowers their confidence, and they have less courage in speaking English, and they always expect the teacher to switch codes. Secondly, teachers indicated that CS is time-consuming because they spend most of the time explaining concepts twice and end up not covering enough topics. Thirdly, teachers showed fewer or limited resources written in local languages when learning and switching into L1 compared to when learning in English. Denuga (2015) pointed out how learners become addicted and reluctant to CS to L1. It is closely related to what Pillai (2013) stated in her study, namely, that teachers use CS extensively in their classrooms, which later brings forth feelings of guilt because teachers believe that they deny the learners an opportunity to acquire competencies in English through continuous practice in their classrooms.

Nangu (2006) argued in his study that various compatibility problems might arise when using intra-sentential CS. Intra-sentential CS is described as CS by using two languages in a single sentence; in this case, L1 and L2. However, because these two languages have different word orders, Poplack (2005, as cited in Nangu, 2006, p.45) further supported this claim that when these two languages are used concurrently, one of these languages will result in language violation. Because of an ungrammatical configuration for one of the languages. Apropos of the above, Kamati (2011) argues that CS can lead to the distortion of real meaning because there is a deficiency of terms in L1 that are directly equivalent to terminologies in English which may result in the violation of the conversion of the intended meaning of the subject content. It is clear that CS poses a challenge because although it is meant to assist the learners, it can easily distort the meaning of concepts, and teachers may not convey the intended meaning.

Different researchers have found that CS serves particular functions within the classroom. However, some researchers are against the notion of CS. This is because what is revealed in prior studies of the benefits of CS may not reflect the perceptions of the Oshana Region primary school teachers and learners. In this regard, this study also intends to find out the factors contributing to CS, who initiates CS between the learners and teachers and if CS is effective in English classrooms or whether it is a hindrance through classroom observation. Apropos of the above, the researcher infers that CS has pedagogical, social, educational and cultural effects; hence, the study explorers how ESL learners perceive CS in the classrooms.

2.6 The Role of Code-Switching in Facilitating and Mediating Knowledge in the Classroom

Another issue that is worth debating in ESL teaching and learning is whether the learners' first language should be used in the classroom and whether it plays any role in acquiring the second language.

Recent studies such as Cummins (2017), Maluleke (2019), and Naha et al. (2018) have highlighted benefits of using other languages through pedagogical strategies such as code switching and translanguaging to increase learners' metalinguistic awareness. According to Cummins (2017):

> active bi/multilingualism plays a significant role in multilingual contexts where there is linguistic diversity among the learners who can collaborate between languages and if it is well integrated in an educational practice it can deepen the learners' metalinguistic awareness, as well as raise reflections on how language and power are related. (p. 410)

This is because the dynamic aspects of individual languages are highlighted and are not seen as entirely separate systems.

Investigating language practices in South African primary classrooms, Setati and Adler (2001) demonstrated that code-switching is a useful teaching and learning resource. It enables bi/multilingual learners to develop mathematical knowledge and skills while the learners continue to develop proficiency in the language of learning and teaching (LOLT). Similarly, Arthur (1994), in a study in Botswana classrooms, found that the absence of learners' home language in multilingual English classroom resulted in a lack of exploratory talk and meaning making.

Denuga et al. (2017) investigated the prevalence of CS from English to Silozi in teaching Natural Science and Health Education in three primary schools in the Zambezi Region in Namibia. They found that if used correctly and minimally in such a way that it helps learners learn better other than straining the English language, CS can reduce the burden of cognitive processes for the concepts which otherwise not be found in the scientific language; this helps the learners learn concepts better, which in turn makes learning easier.

Maluleke (2019) studied how CS used as an empowerment strategy to help learners improve their performance in grade 7 Mathematics classrooms in Limpopo, South Africa. He observed

that CS provided better learning outcomes as learners understood better and teachers condoned learners who used L1 to finish their sentences when they got stuck while responding in L2. Furthermore, teachers used CS as an ice breaker when introducing new topics, to clarify curriculum content and to compensate for learners' limited vocabulary when dealing with new content (Maluleke, 2019).

Through observations, Naha et al. (2018) noticed that teachers mediated knowledge in the classroom through CS. In the first example, the teacher was teaching idioms and proverbs in English, but the learners were lost, so she switched and gave examples in Silozi; the learners then started participating and showed understanding when she diverted back to English. In another example, the teacher was conducting a storytelling lesson; some learners switched codes to express the meaning of certain traditional things like vegetables because they did not know what to call them in English (Naha et al., 2018). Later on, the teacher read a story to the learners titled "The Mine". She switched codes to explain to the learners what mine meant in Silozi; this helped the learners to understand better, they had a clear picture of what was read, and their attention was captured (Naha et al., 2018, p. 63). CS indeed plays a role in facilitating learning because, from these examples, we can see that the learners were passive during an English-only class, but after the teacher used CS, the learners seemed to understand more and were responding to questions.

Chowdhury (2012) explored English-language teachers' CS in classrooms at the tertiary level in Bangladeshi universities and highlighted that CS plays a positive role in Bangladeshi language classrooms. He observed that CS was used to maintain discipline, instruct the learners in various tasks, and guide them or draw their attention towards an important issue to gain the desired impact (Chowdhury, 2012). Cook (2013) and Wong (2000) reinforced these claims. In their studies about functions of CS, they pointed out that banning mother-tongue use or CS in language classrooms was equivalent to depriving the learners of their unique linguistic treasure.

Gulzar and Qadir (2010) also investigated issues of language choice and use in Pakistani schools in which they found that CS improved the teachers' performance and could be a valuable teaching technique. Similarly, Simasiku (2014) investigated the perceptions of Grade 10 ESL teachers about the effects of code-switching in their classrooms in the Caprivi Education Region of Namibia and found that CS as a teaching tool took into account several different aspects of the language, such as grammar, syntax, collocation and connotation in both the mother tongue and the target language and this improved the teachers' performance. Other

findings that emerged from Simasiku's (2014) study were that mother-tongue use in the classrooms played an essential role in presenting rules that governed grammar, explaining errors, discussing cross-cultural issues, giving instructions or prompts to learners, and checking for comprehension (Simasiku, 2014). The results of these studies (Cook, 2013; Wong, 2000; Chowdhury, 2012; Gulzar and Qadir, 2010; Simasiku, 2014) showed that, if used accurately and cautiously, L1 may serve important functions for the learning process and social environment of the classroom.

Other scholars such as Kovacic and Kirinic (2011) examined students' and teachers' preferences towards using Croatian in English classrooms. Mohebbi and Alavi (2014), who investigated teachers' first language use in a second-language learning classroom context in Iranian schools, both found that the first language served important roles and functions in ESL classrooms. These included functions similar to those found by Simasiku (2014), such as facilitating comprehension, explaining new vocabulary words and grammar points, explaining complex concepts, and giving instructions that could improve the second-language teaching and learning process. They are also in line with the findings from Algazo (2018) from his study on the role of L1 in L2 classrooms in Jordanian public schools in which he observed that all participants changed to L1 in their second-language classes to achieve different functions and purposes. Algazo (2018) explicitly identified the following functions: translation, metalinguistic use, overcoming certain teaching challenges, giving instructions, motivation, and avoiding some words in the second language that sounded taboo in the first language. From these findings, it is clear that first language plays an important role in mediating knowledge in classrooms worldwide.

Consistently, Storch and Aldosari (2010) and Storch and Wigglesworth (2003) stated that L1 may be considered a valuable cognitive tool that enables learners to help each other overcome L2 learning challenges or task difficulties during pair or group work. Kharma and Hajjaj (1989, as cited in Algazo, 2018, p. 13) reported that teachers frequently allowed learners to use their L1 to talk with their peers in pairs or group work. This notion is similar to Kasperczyk's (2005) study on how to implement CS in the classroom, in which he observed that CS could aid learners during activities in pair work. It is thus clear that teachers see the role of L1 in assisting the learners by encouraging them to get involved in pair work with their peers to finish the task. According to Algazo (2018), teachers appreciate the role of the L1 even though its use among the learners in these situations is often quite extensive.

Subsequently, teachers see the role of the L1 in mediating teaching and learning in classrooms, be it through facilitating knowledge and comprehension, expressing ideas, giving instructions, motivating learners, maintaining discipline, explaining new words, errors and grammar points. Whatever the case may be, the researcher, seeks to explore CS in ESL classrooms in Namibia's Oshana Region.

It is also imperative to note that the challenges forcing teachers to code-switch at primary school level in Namibia's Oshana Region are unknown. Hence, there is a need to establish the extent to which this phenomenon is practised by primary school teachers and learners and their reasons for CS. Furthermore, there are conflicting views regarding CS, which is also a point of interrogation. This study was set out to find answers to all these questions.

2.7 How Learners Participate in Lessons where CS is Practised

In a study by Yevudey (2013) on the pedagogic relevance of CS between Ewe and English in a Ghanaian primary school, evidence showed that teachers observed in Grade 4 switched from English to Ewe whenever they saw that there was no participation by the learners in the classroom. After the teachers switched to Ewe, it was observed that learners' participation increased. Likewise, in this same study, teachers were found to use CS for acknowledgement and calling on learners for them to respond to classroom discussions and to answer questions; this also increased classroom participation (Yevudey, 2013, p. 13).

Yevudey (2013) further indicated that in lessons where teachers used English-only, learners did not actively participate because they could not express themselves openly or even ask questions due to poor English proficiency. Apart from not expressing themselves in English, learners' participation was low because they could not understand what the teacher was presenting in English. However, learners were actively involved in lessons where the teacher switched codes between English and Ewe. Similarly, Maluleke (2019), explored how CS can be used as an empowerment strategy to help learners improve their performance in Grade 7 Mathematics classrooms in Limpopo, South Africa. Through interviews, teachers revealed that CS bolstered communication in the classroom because whenever a teacher attempted to use English in the classroom, the learners become very passive as very few of them had the courage to participate and contribute in an English-only classroom; however, if the teacher switched to L1, learners became more active in the classroom. Therefore, these circumstances forced teachers to breach the institution's policy of using English-only as a medium of instruction (Maluleke, 2019, p. 6).

Contrary to this are findings from a study done in Spain by Moore (2002) on CS and learning in the classroom in Spanish elementary schools. Moore (2002) observed that learners were confident to express themselves, showed understanding, and were very eager to participate and speak English, even though their English was not that well-constructed. Similarly, one of the participants from Maluleke (2019) insisted that, if learners and teachers continued with the use of L1 in an attempt to help with comprehension, it would do more damage than good, the learners would become reluctant to participate, and they would not learn the target language or cope with assessments set in English. Therefore, he strictly used English in his classroom, and the learners tried their best to interact and participate in the target language (Maluleke, 2019). The findings from these studies are conflicting, and there is a need to determine whether learners participate well in classrooms where CS is practised. This is the purpose of the current study.

In another study from Namibia by Kamati (2011) on the use of CS in Grade 11 Physical Science classrooms, through interviews, teachers indicated that, if the learners' first language was used, all learners had an opportunity to participate in tasks in discussions and group work which fostered high collaborations and created a good way of sharing ideas among individuals. Kamati (2011) observed that, in these classes, learners participated actively in the lesson due to CS because everyone was valued despite their differences in learning, as all learners were not gifted equally. Kamati's (2011) claims are related to Yevudey (2013) who stated that learners were actively involved in lessons where CS was allowed. Kamati (2011) further stated that in the focus groups that she conducted with the learners, they indicated that switching codes helped them develop a positive attitude towards that subject because they understood it. As a result, they were motivated to use the language with confidence to learn in school and daily life. She further indicated that using the L1 helped the learners develop self-confidence and develop a better understanding of the world that they lived in (Kamati, 2011).

This study intended to determine whether Namibian primary school English teachers and learners practice CS in their English classrooms. It is unknown why these CS practices are used in Namibian primary school classrooms. Besides, this study was set out to conduct observations on learners' participation in lessons when L1 is used in L2 classrooms. Although the indicated studies found that some learners participated, in contrast, others did not participate due to CS; it was unknown whether this is the case in Grade 4-7 ESL classrooms of Oshana Education Region.

2.8 How Code-Switching Enhances Learning English Second Language

The introduction of CS in the classroom might enhance learners' understanding of the content of their subjects and hence create grounds on which they can build their learning of English and other languages (Simasiku, 2014). The switching of codes from learners' mother tongue to English (the language of learning and teaching) in any subject provides the support needed while learners continue to develop proficiency in learning and teaching.

In their study carried out in Namibia in which they investigated the effects of code-switching on English language teaching and learning in Grades 4-7, Naha, Nkengbeza and Liswaniso (2018) found, through interviews, that teachers perceived that CS was an effective tool which helped learners understand what was taught and consequently learned the English language. Naha et al. (2018) further indicated, through observations, that learners showed awareness, interest and participation after the teachers explained certain aspects from English in Silozi compared to when the teacher focused on English-only where the learners were unsure. However, after CS, they started following the lesson. It is clear from these findings that CS helps learners in learning the target language.

In agreement, in his study about CS in a Turkish secondary school, Eldridge (1996) maintained that CS is a strategy that has benefits for second-language learners, as it provides a natural shortcut to subject content and knowledge acquisition. He added that CS was a resource for exploratory talk by attaching the learners' mother tongue or local language. Eldridge's argument was supported by Kasanda, Smit and Simasiku (2015) who found that CS was used to fill linguistic and conceptual gaps, aid multiple communication purposes, and complete sentences when the speaker lacked the vocabulary in the second language. When learners can compare sentence structures in their L1 to those of the English language, learners understand similarities and differences.

Most of the ESL teachers argued that the mother tongue aided learners to attach meaning to the newly acquired English vocabulary (Kasanda et al., 2015). Teachers should understand that CS improves learners' performance both in content and language learning. The use of the mother tongue in English medium instruction classrooms also helps learners compare their mother-tongue structures to those of the English language.

2.9 Perceptions that ESL Teachers have towards Code-Switching in their Classrooms

Although teachers in these classrooms use CS to achieve specific pedagogic goals, they "are ambivalent in their views of CS and reluctant or even ashamed to admit to its part in their classroom practice" (Arthur, 1996, p. 60). These differences between what is done, i.e., using CS in the classroom context to achieve certain teaching and learning goals, and what is said to be done, i.e., on the perceptions of learners and teachers towards CS, show a contradiction.

Language professionals across the globe have studied perceptions and practices of teachers towards CS and found that teachers had different views on the subject (Abad, 2010; Arthur, 1996; Brock-Utne, 2002; Mouton, 2007; Naha et al., 2018; Sert, 2005). In his ethnographic study the interaction between teachers and pupils in Grade 6 classes in two primary schools in north-eastern Botswana, Arthur (1996) observed that the teachers experienced tension between the school's pressure to adhere to the language policy which did not allow the use of code-switching in English classrooms; and the teacher's instinct to CS to meet the communication needs they see in their learners. According to Lawrence (1999), in her study about CS in Afrikaans classrooms, teachers viewed CS as a sign of insufficiency on the part of the speaker due to lack of education, idleness, inappropriate control of languages and bad manners. This study aims to bridge the gap that the other researchers have left, which is the teachers' perceptions of the use of CS at the primary level in Namibia.

In a study by Naha et al. (2018) on CS in a primary school, the teachers had other distinct views. One teacher indicated that she was against CS and suggested that the government should implement a curriculum for junior primary learners with English as the medium of instruction for the learners to have a strong foundation (Naha et al, p. 62, 2018). According to her, "learners being taught in Silozi at junior primary level increase the use of CS at the upper level in schools, because they are being taught in their mother tongue" (Naha et al., 2018, p. 9). Another teacher felt that if CS were to be used for the greater good; it must be used minimally in some contexts; he further advised that teachers should not code-switch by teaching the whole lesson in L1, but instead pick only the problematic parts to be explained.

Yevudey (2013), who explored CS in Ghanaian primary schools, found that 73% of the interviewed teachers had positive attitudes towards CS while 23% of the teachers had negative attitudes towards CS. The teachers who encouraged CS indicated that the use of CS would allow for all levels of learners to understand what was being taught in the classroom (Yevudey, 2013).

In a study by Mouton (2007) on the simultaneous use of two or more media of instruction in senior primary classes in the Khomas Education Region of Namibia, she noted that there were discrepancies between the responses the teachers gave in the questionnaires on their views regarding the prevalence of CS and the observations conducted. She noted that the respondents mainly used English during observations, while they indicated in the questionnaires that CS was prevalent and was an everyday occurrence. She attributed this behaviour to the possibility of the respondents not acting as they usually did due to the researcher's presence in their classrooms.

Additionally, in his study on using the first language in Canadian primary classrooms, Cook (2001) stated that teachers should be clear in their minds that they were usually teaching people how to use two languages, not how to use one in isolation. Instead, the aim was to stand between two viewpoints and between two cultures, which required a multi-competent speaker who could do more than any monolingual. Teachers viewed CS as serving some basic functions which could be beneficial in language learning environments. The teachers used CS in language classrooms believing that it would provide learners with sufficient input in the two languages to derive grammatical and lexical information. They also thought that it helped learners of different language levels to understand the explanations, provided a way of establishing equal prestige for both languages within the classroom setting, and was likely to encourage a balanced distribution of the two languages and to keep the learners on task (Cook, 2001). Another study conducted in Namibia by Brock-Utne (2002) on the choice of English as a medium of instruction and the effects on African languages in Grade 4 learners pointed out similar behaviours in teachers whose Grade 4 lessons were observed. Teachers indicated that CS helped learners with different language abilities understand concepts and derive meaning between two languages.

Different scholars have found that teachers have positive perceptions towards CS (Abad, 2010; Brock-Utne, 2002; Cook, 2001; Mouton, 2007; Sert, 2005; Yevudey, 2013). Contrary to this, some teachers had negative perceptions towards CS. For instance, Yevudey (2013) found that 23% of teachers, who had negative attitudes towards CS, pointed out that CS made learners too complacent and reluctant to use L1 in English lessons, and they would not make the effort to earn English. Yevudey (2013) further stated that teachers felt that for the senior primary phase (Grades 4–7), learners should strictly adhere to an English-only classroom as the L1 medium of instruction was only limited to the junior primary grades. Abad (2010) analysed the perceptions of teachers and students on CS in teaching Science and Mathematics in a Philippine

private high school and found that teachers had both positive and negative perceptions on CS. He explained that humour articulated in a normal mode such as in the learners' second language could awaken learners who were often sluggish at certain times. One of the respondents said that concepts were explained better in the L1 because of its naturalness and connectedness to the level of competence and experience. Abad (2010) further stated that learners connected better to concepts explained in the L1 because they could relate it to background knowledge, and it aided comprehension.

Nevertheless, it needs to be highlighted in the study conducted by Abad (2010) about the perceptions on CS, that the negative perceptions outweighed the positive perceptions. He found that teachers could teach in any language that they deemed necessary in teaching learners and that learners would still learn irrespective of what language was used in that classroom. Supporting these claims is a study by Denuga (2015) on CS in Natural Science primary schools, in which teachers indicated that they did not support the use of code-switching in their classrooms since learners must get used to English as a second language as this was the language used in the examination and the teacher would not be there to explain the terminologies in their L1. Conversely, Denuga (2015) pointed out that some teachers felt that educators should use CS all the time because students would learn English better through expressing themselves. Moreover, teachers indicated that it was impossible to switch codes when they had learners who spoke different first languages as this would confuse them (Denuga, 2015). However, it is not known whether this is the case in classrooms where learners share the same L1.

Sibanda (2013) indicated that teachers felt compelled to teach in English-only. Even though some teachers could see that their learners were struggling with using the medium of English, they still would not switch to L1 because teachers were not sure if CS was formally permitted in the classroom or not. Similarly, in a study by Simasiku (2014) on the perceptions of Namibian Grade 10 English teachers, they indicated that they were not well-informed on what the language policy stated about CS, and they had to maintain an English-only classroom.

2.10 Conclusion

In conclusion, the discussions above on the teachers' perceptions on CS have highlighted that CS seems to be a common language practice in Namibian classrooms and elsewhere. However, teachers do not openly acknowledge that they code-switch since they know that they are supposed to teach through the English medium. Additionally, it seems that teachers have

different views on CS in classrooms; some view it negatively, whereas some see it as a positive strategy. Although some researchers recommend that CS should be discouraged in the classroom, most studies suggest that it can play an essential role in the teaching and learning processes as pupils' participation and understanding may increase when they are free to use the language(s) that are most familiar to them. This study was set to discover the perceptions of Oshana regional teachers on code switching in primary English classrooms. The next chapter details the research methodology that was used in conducting this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research design and the data collection methods that were used to collect and analyse the data in this study. The researcher describes the qualitative research design and approach. Secondly, the researcher delves into the population which was used for this study. Thirdly, the researcher considers the sampling methods employed in selecting the research participants. Fourthly, the data-collection procedure is described. Lastly, the researcher explicates the research ethics and data analysis model.

3.1 Research design

Prabhat and Meenu (2015) defined research design as the framework for a research study that guides the researcher in collecting and analysing data. In other words, it is the methodological framework that outlines what the researcher plans to do in the study, what duties the participants in the study will carry out, the methods of gathering data, how the researcher will sample the population, as well as the data analysis model (Creswell, 2014). In this case, the researcher approached the current study through a qualitative research design lens using a case study of the three selected primary schools found in the Namibian Oshana Region.

CS in ESL classrooms is a social phenomenon that requires the researcher to gather the varied perceptions of the teachers and learners. The researcher must collect the views from different participants because everyone has their opinion on why they switch codes. In defining the qualitative approach, Trochim (2013) postulated that a qualitative approach attempts to conceptualise deeper problems underlying societies and human lives. By using a qualitative research approach, the researcher intended to understand a concept that exists within a community, in this case, CS within the three primary schools. This approach further allowed for a critical introspection of people's experiences and lives (Trochim, 2013). The researcher chose to follow the qualitative research design because it allowed her to conduct the study in a natural setting (Creswell, 2009), a school, where she observed teachers' CS practices.

In this case, the researcher reflected on the CS practices in the three primary schools to discover how, when and why it was done. The researcher approached the current study through the lens of a qualitative approach because it allowed her to obtain a complex and detailed understanding of the participants' views and opinions on the topic of CS. Data was collected from the participants through semi-structured interviews to discover the teacher's perceptions on CS and

focus groups to determine what learners and teachers thought about the benefits and challenges of CS and whether it assisted with learning L2.The researcher also used non-participant observations to observe ways in which CS is being practised in these ESL classrooms, how often it was practised and the participation of learners in these classrooms. Observations also allowed the researcher to get concrete first-hand evidence from the teachers and learners. It was best to observe and interact directly with participants in the setting or context where the problem arose rather than depending only on code-switching literature from other scholars.

3.1.1 Case study

According to Stake (1995), a case study is a method by which the researcher explores an event, an activity, a process, or one or more individuals in depth. Stake (1995) further stated that the case(s) explored are time- and activity-restricted; therefore, in this approach, researchers use different data-collection methods over a defined period to collect detailed information. Similarly, Blatter (2008) defined a case study as a research approach in which phenomena are studied in-depth, but they are not restricted to one observation. The researcher chose a case study because it provides a range of methods for data gathering, such as observations, focus groups and interviews. A case study can also produce and combine data from different sources to provide a balanced view; this is called triangulation (Cohen et al., 2011). By using various data-collection methods, the researcher will be able to get results that are more reliable. Case studies allow for researchers to consider a real-time situation and in which the incident(s) are happening and gives insight into why the incident is occurring (Creswell, 2014); it will help the researcher via observations to see CS practices and why they are happening. Moreover, case studies allow the researcher to study phenomena in the everyday context in which they occur (Creswell, 2014), i.e., CS practised in classrooms will be investigated as a phenomenon. It is for these reasons that the researcher found a case study to be an appropriate tool for gaining insights into why teachers and learners switch codes from English to Oshindonga in ESL classrooms, particularly at the three schools in Oshana region where the researcher lives and teaches.

The three primary schools that were used in the case study were chosen from Oshana Education Region in Namibia. The study targeted classes from Grades 4–7 within these three primary schools. They all used English as the medium of instruction and Oshindonga as the second language. The researcher chose the schools from different areas, one school from the urban

area and two schools from the rural areas. This was done to compare CS practices between schools from the rural areas and urban areas.

3.2 Population

Creswell (2015) defined the term population as a sum of people in whom the researcher is interested. Similarly, Prabhat and Meenu (2015) posited that population is the parent group from which a sample is extracted. On that account, the research's population is the main group observed from which actual research participants are selected using a sampling method to get answers to the research questions. It is apparent that the population is limited to those members of the wider population who are either directly or indirectly affected by the phenomenon under study (Alvi, 2016). The target population in this regard is ESL students and teachers from the three selected primary schools in Oshana Region. This population consists of Oshindonga FL and ESL speakers; this was because it would be the mother tongue they would switch to in the event of CS. The population consisted of 18 teachers who were between the ages of 20 and 60 years with at least two years' teaching experience, while the population of learners consisted of about 25-40 learners per grade who were between the ages of 9 and 13 in Grades 4-7. The researcher chose three classes per grade.

3.3 Sample and Sampling Techniques

The purpose of sampling in research is to arrive at an appropriate group of individuals who are affected by the phenomenon and are willing to take part in the study (Haralambos and Holborn, 2006). Creswell (2013) stated that "In any research, a sample is a subset drawn from the entire population in which the phenomenon is found and must be representative and bias-free" (p. 16). Therefore, a sample represents a small proportion of a population selected for observation and analysis (Prabhat and Meenu, 2015). In this case, the phenomenon is CS, with a sample which was extracted from the population of the three schools in the Oshana region, respectively. Considering the above definitions; sampling is a guided, informed and systematic process through which the ideal participants are identified and selected to participate in the study (Alvi, 2016). Therefore, the researcher used stratified simple random sampling to extract a sample for the focus group discussion of three ESL learners from each school. For the interviews, through purposeful sampling, three language teachers were selected from each school, using the criteria of teachers who had Oshindonga as a first language and English as a second language, were between the ages of 20 and 60 years and had a minimum of two years' teaching experience.

Additionally, three ESL teachers were sampled from the three schools using the convenience sampling method. These nine teachers (3 men and six women) were selected because they taught English as a second language to Grades 4–7 learners and they spoke Oshindonga as their first language, which was the language teacher's code-switching language in English lessons. These nine teachers provided necessary information on CS from different viewpoints as they were from various locations: an urban school and two rural schools. It was anticipated that the variation of participants would bring diverse experiences and views on CS.

For this study, the researcher used the stratified simple random sampling method as well as the purposive sampling method. The researcher chose these sampling methods because of their characteristics of reliability, well-advised responses and saving time (Creswell, 2013). These two methods are well explained below.

3.3.1 Stratified simple random sampling

This study investigated CS in ESL in three selected primary schools in the Oshana Region. To adequately answer the questions and gather the perceptions held by learners and teachers as well as observe their classroom habits in this regard, the researcher employed probability sampling procedures to select the participants. According to Morgan (2008), probability sampling is a sampling technique where every subject has the same chance of being selected. In support of the above, Kumar (2011) stated that "the key purpose of stratified random sampling is to minimise room for inconsistencies and biases as these have the effect of compromising the reliability and validity of the study" (p. 16). Cognisant of the above, the stratified random sampling technique was selected as a suitable sampling procedure for the ESL teachers in the selected primary schools in the Oshana Region, where the population is comprised of male and female teachers in different numbers. Gender differences could impact the data. In an endeavour to guarantee equal representation along gender lines, each member of the study population was categorised as either a male or female; these teachers were placed into sections and asked to choose a card from a hat placed above their heads. The cards were labelled "YES" and "NO"; the teachers who chose the "YES" cards qualified and were eligible to participate in the study, while those teachers that chose the "NO" cards were excused. Initially, 9 teachers were to be selected but due to COVID-19 regulations, only 7 teachers could participate.

3.3.2. Purposive sampling

It is very possible for research to deliberately handpick participants, though the researcher must do so without bias and with caution to protect the validity and reliability of the study (Cohen and Manion, 2011). Hence to further acquire a detailed and comprehensive picture of CS in ESL classrooms, in the selected schools in Oshana Region, English Language teachers automatically qualified for inclusion in the study. This is largely because they were language experts who attended Universities and Colleges and had explored the concept thoroughly. Furthermore, they were curriculum implementers, language specialists and had adequate exposure to CS, within and outside of the school environment (De Vos, 2011). Similarly, by deliberately selecting ESL teachers to participate in the study, the researcher was assured of reliable and well-advised responses, time-saving, and unlimited access to participants. Since the researcher and participants lived in the Ondangwa-Oshana Region, it was convenient for the researcher to commute to these schools, thus alleviating transport costs.

The above was supported by Creswell (2013), who theorised that "In research, particular individuals automatically qualify for inclusion in the study on grounds of the expertise and skills which they possess, their official capacities and their years of experience" (p. 16) Therefore, it is in the expressed interest of clarity, reliability, trustworthiness, relevance and validity, which ESL teachers from the three selected Oshana Region primary schools, were chosen.

3.4 Data-Collection Instruments

The primary purpose of the research was to gather data that would answer why Grades 4–7 ESL teachers code-switch during their lessons. The researcher used the following instruments to collect data: semi-structured interviews, observations and focus groups. Semi-structured interviews were used to understand factors that induce CS, advantages and disadvantages of CS, the role of CS and teachers' perspectives on code-switching. The process of non-participant observations was used to establish answers on why, how and when CS happens in an ESL classroom. Furthermore, the focus groups assisted the researcher with understanding the teachers' experiences about CS, including the implications thereof for their learners' academic achievement.

It is also important to note that this study was conducted during the COVID-19 pandemic which affected the process of data collection because of the stringent restrictions and protocols put in

place. The pandemic also caused panic amongst teachers, learners and parents which affected the initial number of study participants as well as classroom observations.

3.4.1 Semi-structured interviews

According to Ayres (2008, p. 810), "Semi-structured interviews are a qualitative data-collection strategy in which the researcher asks informants a series of predetermined but open-ended questions". During semi-structured interviews, the researcher has the freedom to ask any follow-up questions in addition to the questions prepared. The objective is to understand the respondents' point of view rather than make generalisations about behaviour. Additionally, semi-structured interviews are fast, practical, enjoyable, easy to administer and reliable if the right kind of questions are asked (Kane and Brun, 2001). They are less intimidating, fascinating and informative as the interviewee has sufficient time to respond to questions and seek clarity in case of misunderstanding or ambiguity (Chiromo, 2006). They further allow the interviewer to paraphrase the questions and rephrase questions to check for consistency, honesty and truth in the responses (Creswell, 2013). The study's objective is to understand the respondents' points of view rather than make generalisations about behaviour.

The researcher chooses the focus of the interview, although there might be other areas the researcher is interested in exploring (Bertram and Christiansen, 2014). Therefore, for this study, the participants were asked pre-determined questions, which the researcher later expanded on and requested further crucial information related to CS in line with the interviewee's response as the interview progressed. Furthermore, the ESL teachers were used to communicating daily, and could have a lot to say about the phenomenon under consideration. Each interview session lasted for fifteen (15) minutes. Each interviewee had a turn at clarifying questions, pondering and deliberating on the essence, effects and remedies to CS in ESL classrooms. Hence, the researcher paid close attention to the objective of the phenomenon, which is the use of CS in ESL. With their consent, the semi-structured interviews were audio-recorded as the respondents talked (in addition to taking notes) and later transcribed. Firmin (2008, p. 190) noted that:

> Tape-recording the interviews allows researchers to conduct later in-depth analysis of participants' statements – comparing them with previous or future statements as well as with the interviews given by others; recording participants' words ensures integrity of the data; By audio recording participants' interviews, researchers are more assured that they are capturing the true essence of interviewees' intents". (p. 190)

Procedurally, the respondents would talk freely about the topic. The reason for choosing interviews as the primary data source was to get concrete, subjective and personal opinions from multiple teachers (Bertram and Christiansen, 2014). Participants were given information letters to read and acquaint themselves with the study. Participants were given a consent letter which they were required to sign if they agreed to participate in the interviews. They were further briefed that participation was voluntary, and they had the right to withdraw from the process at any time. Semi-structured interviews were used because they provided the researcher with chunks of relevant data on teachers' perceptions of CS on which data discussion and analysis was based. They are typified by openness and cordiality hence understanding between the interviewer and interviewee. This is because the researcher is not overly focused on the predetermined questions, but can include other questions depending on what the interviewee responds to and can provide the interviewee with an opportunity to ask questions as well which provides good rapport.

Moreover, semi-structured interviews are a form of two-way communication making them less intrusive to the interviewee. This is because an interviewee can ask the interviewer questions rather than in a structured interview where there is only one person asking question after question. It is also a straightforward, efficient and practical way of acquiring data. Semi-structured interviews have high validity because people can give in-depth details on issues. The information obtained through semi-structured interviews provides the researcher with answers and the reasons behind those answers because, when the interviewee answers a specific question, the interviewer can ask for a more comprehensive explanation and reason as to why the interviewee gave that answer, and it provided the researcher with more clarification.

3.4.2 Non-participant observation

Non-participant observations were used to experience and record how and when teachers used CS in ESL lessons. McKechnie (2008) asserted that "observation is one of the oldest and most fundamental research method approaches which involves gathering impressions of the world using all of your senses, especially looking and listening, in a systematic and purposeful way to learn about a phenomenon of interest" (p. 575). The researcher observed participants without directly interacting with them. The researcher was sitting in during the English lessons when teachers were lecturing, but the researcher did not participate in the classroom activities. The researcher asked to be introduced to the learners at the beginning of the lesson and informed the learners that the researcher was not there to record marks or to observe who was not

participating so that they did not perceive the researcher as a stranger whose presence made them uncomfortable.

Observations are used to obtain first-hand information that you can see and hear, rather than depending on hearsay. In this study, an observation schedule was used to record any behaviour that the researcher found crucial for the research. For example, the markedness of the switches, situations where the teacher switched to the mother tongue when teaching English, and the learners' reactions to such utterances by the teacher, the learner-to-learner verbal interactions, and how the teacher responded to learners' CS as well as the learner-to-teacher verbal exchanges. In other words, the observations answered why, how and when CS is practically carried out in the bilingual English classroom. The researcher developed the observation schedule.

The researcher observed the three sampled schools, particularly in Grades 4-7 English classrooms during English lessons to observe the practice of CS by these teachers and learners. These observations included learners between 10 and 13 years of age who were minors; parents granted permission through signing consent papers; in addition, the researcher gave the learners assent papers to sign. The researcher used an observation schedule as she observed. The reason for choosing non-participant observation as an instrument is that it is good for gaining insight into situations, and the researcher did not have to rely on the opinions or perceptions of others that she obtained from the interviews as she saw what was happening in the classroom. Moreover, non-participant observations helped the participants be calmer without fear of the researcher who could otherwise be interfering with the process, and this made them more accurate because the researcher could directly see what people were doing rather than relying on what people said they did.

3.4.3 Focus group and discussion

The researcher sought to investigate the factors that contribute to CS in ESL classrooms to discover the teacher's perceptions on CS as well as whether CS enhanced learning; hence, a focus group comprising of selected teachers was useful. In support of the above, Creswell (2013) remarked that "A focus group denotes an organised setup in which the researcher coordinates the participants to come together to one place in an attempt to hear their perceptions, views and world outlooks pertaining to a phenomenon under consideration" (p. 17). For this study, the researcher initially organised a group of teachers who would sit and exchange opinions and ideas between themselves. However, due to the COVID-19 pandemic,

the researcher had to improvise and have the discussion online on Google Meet with the teachers while reminding them of the study's aims and objectives. The researcher noted down the important ideas that were used as references in the data discussion and analysis process. In CS, varied experiences, perceptions and opinions can be shared by the teachers in an engaging and conducive atmosphere; hence, focus groups afforded the researcher a chance to examine the phenomenon under investigation in greater depth. Focus groups are quick, beneficial, free-flowing, fascinating, informative and easy to conduct (Creswell, 2012), because the participants can openly share their views and ideas in a free space, while the researcher jots down what they feel is important.

3.5 The Issue of Reliability and Validity

3.5.1. Reliability

According to Miller (2008, p. 753), "Reliability in the research field, is broadly described as the dependability, consistency, or repeatability of a project's data collection, interpretation, and analysis." In qualitative design, researchers describe the reliability of research using credibility, dependability, confirmability, and transferability as appropriate qualitative correlates to reliability (Miller, 2008). For this study, the researcher described reliability by using these four concepts.

3.5.2 Credibility

"Credibility can be defined as the methodological procedures and sources used to establish a high level of harmony between the participants' expressions and the researcher's interpretations of them" (Jensen, 2008, p. 138). To ensure credibility, the researcher made sure that she used various reliable data-collection tools. The researcher also chose suitable participants by determining one of the criteria for the sample as Oshindonga first language and ESL speakers; this was because it would be the mother tongue to which they would switch if they needed to code-switch. The teachers selected were between the ages of 20 and 60 with a minimum of two years' teaching experience, while students were aged 9–13 in Grades 4–7. The three schools under study were primary schools in different locations within Oshana Education Region. Two schools were from rural areas while the third school was from an urban area. Moreover, the researcher strove to get reliable responses from participants by encouraging them to give honest, complete, and truthful answers.

3.5.3 Validity

In simple terms, validity refers to the honest representation of data collected and the true reflection of the data analysis of a study. Miller (2008) further supported this definition by broadly describing validity as "being dependent on the degree to which a study actually measures what it purports to measure – whether 'the truth' is accurately identified and described" (p. 909). From this definition, we can conclude that validity is the degree to which a study and its basic components are considered valid; it measures whether what was investigated is based on reality and whether these results are effective according to the evidence in the data. The researcher ensured the validity of the study through triangulation.

3.5.4. Triangulation

Rothbauer (2008) asserted that "The idea behind the notion of triangulation is that the issue that is being investigated can best be understood if researchers use various or combined research methods" (p. 892). For this study, the researcher used a variety of data-collection methods to gather and interpret data to gain different perspectives of CS from various sources, namely; interviews, questionnaires and non-participant observations. Each of the three types of data-collection instruments provided insights into CS. For this study, the researcher used triangulation to strengthen the validity of the results.

3.6 Data Analysis

Data analysis is the next step towards finalising research findings; it involves the reduction of collected data into themes and drawing conclusions from the findings while comparing and contrasting them with existing literature.

3.6.1 Content analysis

In this study, the researcher used content analysis to simplify data, break it into themes and elaborate and interpret it. The process of analysing data using content analysis involved placing data collected into themes and categories, to find similarities and differences and comparing them to existing literature. Data analysis for qualitative research entailed editing, coding, classification and tabulation of collected data to align it with the research aims and objectives (Kothari, 2014).

Since we know that the content analysis model calls for data coding (reduction), presentation in tables, (organising), thematic and conceptual establishment (patterns) and the relationship

between themes drawn (Miles and Huberman, 1994), qualitative data analysis calls for several steps to be followed. It started with data reduction means selecting, focusing, simplifying, coding, abstracting, and transforming. Subsequently, data is displayed by means of organisation and compression and conclusions are reached by using deduction and verification, which means noting irregularities, establishing patterns, trends, propositions and possible configurations (Miles and Huberman, 1994). This process enabled the researcher to interact with raw data and derive meaning from the story told by the insiders.

Through content analysis, the researcher made sense of the data that was collected and arranged to collect the various perceptions surrounding the concept of CS, its challenges, myths, opportunities and strategies to enhance its application. Content analysis is undertaken under the five step-by-step guide as described by Lewins and Silver (2014) and Woolf and Silver (2018).

Step 1: The initial step involved, as stated by Woolf and Silver (2018) was jotting down notes to share the perspectives of the ESL teachers and learners with regards to CS in the ESL classroom in selected primary schools in Oshana Region. In this familiarisation process, the researcher wrote down on a hard copy recurring and common ideas or thematic concerns from the transcribed interview and focus discussion data. This was done to use them for future reference during data discussion and analysis.

Step 2: Secondly, the researcher developed the data reduction and summary tables where the identified topical and thematic concerns were recorded. The data for the study was narrative, and was presented in a descriptive and text-based summary. This was done to provide an in-depth review of the data.

Step 3: Thirdly, the codes were organised into categories derived from the research questions to crystallise data, making it easier to identify trends and interpret that data more holistically. These categories/themes were extracted from the research questions as well as sub-topics from Chapter 2. Myers-Scotton's maxims of CS were also included to explain CS observed in classroom observations.

Step 4: At this point, the researcher merged the related literature with the data collected from the respondents. The findings were compared with existing literature from the literature review, identifying the gaps in the literature on CS and seeing what new information emerged from the present study and what else needed to be researched. Where there are similarities or differences between the findings from previous studies and this study, the researcher provided possible

explanations. The comparison between the analysed literature and the responses from the participants paved the way for a nuanced discussion.

Stage 5: Having reconciled the data and the text excerpts where relevant, the researcher carefully discussed the study findings and summarised the perceptions of ESL learners and teachers from selected primary schools in the Oshana Region concerning CS during ESL classrooms (Lewins and Silver, 2014, Woolf and Silver, 2018).

3.7 Ethical Considerations

There are ethical ideologies proposed by Klenke (2008). These ethical ideologies direct researchers in their endeavours. They are: (1) informed consent; (2) voluntary participation; (3) confidentiality and privacy; and (4) the maintenance of well-being of the participants (Klenke, 2008). For this study, participants were informed about the purpose of the study and the procedures to be followed.

Taylor and Bogdan (1998) suggested that access to organisations must be obtained by participant observers by way of requesting permission from those in charge. Therefore, the researcher sought permission to conduct this study from the Namibian Regional Education Director through the office of the Executive Director in the Ministry of Education; this is the governing body responsible for all educational concerns and decision-making in Namibia. One cannot do any research without consulting this office.

Details and purpose of the study were communicated to the Executive Director, the Director of Oshana Education Region and later, to school principals of the schools under study. The researcher set up preliminary meetings with the participants to explain the study's purpose and to establish rapport with the participants.

The principals of the schools under study and the researcher informed the participants before interviews about the objectives of the study. Permission letters from the authorities were also readily available for the participating schools. The researcher also provided a brief explanation of the study on paper.

Teachers were provided with consent forms that they signed if they agreed to participate, but if they did not want to participate, they had the right and freedom to withdraw. This study also involved children aged between 10 and 13 who were in the classes under observation. These children were minors; therefore, they were given consent letters to be signed by their parents. The learners' parents/guardians were sent letters stating that there would be an observation

session in their classrooms. Parents were informed that observations would not hamper the academic programme, and learners would not be disadvantaged in any way because learners whose parents/guardians refused to give permission would receive compensatory lessons for classes lost.

The researcher ensured the well-being of participants and took care that no harm befell them during collecting data by letting them know that they could withdraw at any time if they felt any discomfort.

The researcher assured the participants that participation in the study was voluntary, and that they could withdraw anytime without the fear of punishment. Participants' confidentiality was preserved as their names/identity would remain anonymous and the names of the schools would not be used. To achieve privacy and anonymity, the researcher referred to schools as urban school, rural A, and rural B while teachers were given pseudo names. Information collected is confidential and only used for this study.

3.8 Conclusion

This chapter described the research design and methodology that was used in this research. A qualitative approach was chosen for the purpose of the research, and the nature of the data that was collected, where a sample was drawn of nine teachers from the population of the senior primary English teachers from three primary schools in Oshana Education Region. To get a representative sample of the population, purposive and stratified simple random sampling methods were employed for this study because of their reliability characteristics, well-advised responses and time-saving. Content analysis was used to analyse data obtained from lesson observations, focus group discussions, and semi-structured interviews. The reliability and validity of the study, and the ethical consideration, were also outlined. The next chapter presents the theoretical framework.

CHAPTER 4: THEORETICAL FRAMEWORK

4.0 Introduction

As stated in previous chapters, one of the focuses of this study was to examine the factors that influence CS and the functions of CS, which was observed in three primary schools in Namibia. This chapter gives an overview of the theories/models which helped to shape this study. This chapter provides a summary of different research paradigms and approaches adopted in various studies on CS. Following that, the researcher examined the leading theory by Myers-Scotton and the motivation for choosing it. The theoretical framework applied is relevant to this study as the researcher used it to analyse the data collected because the markedness model has the merit of explaining why speakers switch codes. Additionally, this model has provided a distinguished theoretical framework that has stimulated the formulation of refined research questions for this study.

4.1 Early Studies and Theoretical Approaches: CS in ESL classrooms

Second-language acquisition and CS have been studied from many theoretical perspectives that have been developed over the years by various researchers from different parts of the world. Lin (2013) proposed a summary of diverse research paradigms and approaches adopted in various studies on CS. It is critical for this study to review these approaches to know how CS was studied in previous years by different researchers and recognise the gaps that require completion in this area and the future direction or research in this field. Lin (2013) stated that early studies focused on the use of the first language (L1) and second language (L2) in different settings, as well as the functional distribution of L1 and L2. However, early studies such as those by Wong-Fillmore (1980) and Frohlich et al. (1985) did not use the "participant structure", which is an idea of interactive sociolinguistics with planned interactions that support learners. Instead, they relied more on the concept of activity-setting, e.g., individual seatwork, group work, and whole-class instruction, which were contributing factors that affected the level of L1 used in those classrooms. These studies involved calculating the relative quantities of the use of L1 and L2 in the classroom. Wong-Fillmore (1980) and Frohlich et al. (1985) used these calculations and findings in relation to the number of utterances in each code or the time spent on it to investigate whether bilingual children's L1 (e.g., Chinese, Spanish) and English were given equal emphasis.

Other studies such as those of Legarreta (1977) and Flanders (1970) suggested other means of coding classroom expressions by using functional coding systems in their analysis to develop categories of functions of L1 use in their studies. For example, Lin (2013) reported that Flanders (1970) produced a Multiple Coding System to analyse his study data, which produced frequency counts of distribution of L1 and L2 across different functional categories. This same coding system was later adapted by Legarreta (1977) who afterwards developed two other programme models which focused on the functional distribution of L1 (Spanish) and L2 (English) (Lin, 2013). These two programmes are concurrent translation (CT) and alternative days (AD). The former was found not to have generated equivalent distributions of L1 and L2 use in the classroom because teachers primarily used English for expressing solidarity instead of using the L1 which was understood by most of the learners. The latter generated equal distributions of how L1 and L2 were used in the classroom, with the teacher using L1 mostly for warning and directing functions while L2 was used in disciplining learners (Lin, 2013).

The functional coding approach dominated many of these early studies because the researchers assumed that they could rely on them due to their stability and validity. However, the functional coding approach involved more sociolinguistic interpretative work for the analyst, which was not clearly established, but instead taken for granted and only reflected in the final frequency counts of the two languages in different functional categories (Lin, 2013). In later studies, ethnographic communications and interactional sociolinguistic methods were integrated and adapted, and later work was drawn from these research approaches. These interactional sociolinguistics (IS) and ethnography of communication (EC) provided the most useful tools in analysing CS in different classroom situations (Lin, 2013).

The most commonly used work in IS whose concepts have been drawn upon in studies of CS in different classrooms settings are those by Gumperz (1984) on CS as contextualisation cues to signal a shift in the frame or footing (Goffman, 1974). The frame or footing describes what is happening in the interaction and what is being constantly negotiated, signalled and re-defined by speakers in a conversation in which different frames or footings include the ongoing negotiation of different role-relationships and the associated sets of rights/obligations (Lin, 2013). Some studies, such as those of Simon (2001) and Lin (1990), drew their analysis from these IS and EC analytic concepts and their findings looked similar across a variety of sociolinguistic settings. Researchers found that teachers switch codes for different reasons and negotiate for different frames such as the formal, institutional learning frame vs. informal, friendly frame, role-relationships and identities, e.g., teacher vs. friend (Simon, 2001). The IS

approaches are used to justify the relationship between social contexts and linguistic forms used in CS practices. However, these approaches fall short when they omit the idea of choice and emphasise controlling the view of language and society. These approaches also view the speaker as a "prisoner of the social sets" (Myers-Scotton, 1993b, p.92) and a passive participant in a conversation.

Researchers such as Lin (2013) have outlined significant problems and difficulties from these early studies on IS, which could constrain advancement in the work and research on CS. Lin (2013) also gave suggestions for future research in this area of study.

Lin (2013) suggested that future research should consider design-interventionist studies to integrate the sociolinguistic interpretive and conversation analytic strategies for the teacher to find better bilingual classroom practices. Lin (2013) proclaimed that most studies tended to be descriptive rather than design-interventionist, meaning these studies describe the existing practices within the ESL classroom rather than offering creative experiments in which CS may be used to help improve the transformation of learners' identities or ideology reproduction. These studies also described how specific learning aspects could be better understood if L1 was used with a better positive impact.

Secondly, Lin (2013) asserted that theory-driven research questions are very scarce in most studies. For instance, most research questions in the field of CS tend to arise from practical classroom concerns, which makes the studies repetitive and descriptive instead of providing an expanded and differentiated theoretical framework which can stimulate the formulation of refined research questions. Lin (2013) suggested that research should also focus on the role of L1 in the classroom other than just looking at CS practices alone.

Thirdly, Lin (2013) indicated a lack of variety in the research questions and research designs. This meant that there was a lack of longitudinal studies in which teachers or learners themselves (as researchers) investigated the CS practices in their classrooms. Most studies have been conducted by external sociolinguists, who visits schools and study participants, which results in limitations. Lin (2013) suggested that future research in CS should encourage teacher-researchers to embark on studies in order for them to evaluate their classroom practices, and gain a deeper understanding of their pedagogy so that they could modify their methods and come up with action plans and study the consequences. He also suggested that studies should analyse the classroom for a more extended period rather than having one- or two-day observations.

The above discussion outlined the problems as well as future directions for research on CS. For this study, the researcher adopted Lin (2013) suggestions on being a teacher-researcher and studying the role of L1 in classroom practices and using a theoretical framework that formulates theory-driven research questions.

In the following section, the theoretical framework that informed this study is presented.

4.2 The Markedness Model

From the brief overview given in the literature review chapter, it is clear that different researchers have found that CS plays a role in academic and social interactions among school learners and teachers. Moreover, there seemed to be a need for teachers to be educated on the functions that CS serves in a classroom because it appeared that most of the teachers were not aware of their practices in the ESL classroom. Therefore, more information is required in the field of CS across various languages in education settings. The present study focused on CS between English and Oshindonga in ESL classrooms within a Namibian primary school. This study aimed to identify functions of CS as well as the factors that induce CS. To do this, the data was analysed within the framework of Myers-Scotton's markedness model because of its ability to justify CS in terms of the degree of 'markedness' of various code choices during a conversation.

Myers-Scotton's markedness model is a sociolinguistic theory that explains the social motivation of CS. This model was adopted as it is the most suitable in explaining why ESL teachers switch codes during their lessons to Oshindonga (the first language) and how they do so. The markedness model accounts for different types of CS such as (i) CS as an unmarked choice; (ii) CS as a marked choice; and finally, (iii) CS as an exploratory choice. This model helps to explain how these types of CS occur and why speakers use them in conversations. This is of great importance to this study because we are interested in knowing why teachers use CS and how they do so in their ESL classrooms. The three categories stipulated by Myers-Scotton help us to understand that. Results from this study will also be compared to determine whether teachers' CS practices are the same as what Myer-Scotton states in her model.

To explain the code or linguistic choice in a social discourse, the markedness model suggests that human conversations are rational and that language users choose to speak a language that marks their rights and obligations so that their linguistic choices are recognised by other speakers in the conversation and its setting to convey messages of intentionality (Myers-

Scotton, 1993). The code choices are intentional in that a speaker makes this choice to maximise rewards accruing from that choice and expects the listener to realise the intention of that code. One of the most central grounds of this model is that all speakers have an inborn "markedness evaluator" or "markedness metric" (Myers-Scotton, 1993, p. 22), which forms part of their cognitive capacity as humans and allows them to follow or reject the normative model in any specific interaction.

This linguistic competence assists speakers in recognising if a language choice is marked or unmarked (Myers-Scotton, 1993). Myers-Scotton emphasises that in almost every speech community, there is more than one way of speaking, and nearly every community has at least two different speech styles which depend on social groups or the context of the conversation. Language users choose codes during conversations based on their relationship with the person with whom they wish to communicate. A language choice is unmarked when the conversation between speakers is the usual way of speaking, and indexes are a set of expected rights and obligations (RO). The rights and obligations give speakers a choice of the language they want to use other than the expected one; for example, using Oshindonga instead of the required MOI of English.

A marked choice is a deliberate choice of a code (for example, when a teacher deliberately chooses to explain something in the L2 in the learner's L1), and it shows that the speakers have particular intentions to negotiate for a change of the RO set. When this concept is accommodated in the classroom setting, teachers communicating with their learners in the required MOI language (English) maintain an unmarked choice whereas when they switch between codes (from English to Oshindonga) to emphasise a point or clarify a change of the RO set, they use a marked choice. Myers-Scotton (1993, as cited in Pascalyne, 2014, p. 20) asserted that the 'unmarked' choice is safer as it bears no surprises because its indexes are expected in an interpersonal relationship; speakers generally make this choice but not always.

Several researchers who explored CS have used this model in their studies: Marawu (1997) studied CS as a communicative and learning resource in an ESL classroom; Moodley (2001), studied CS as a technique in teaching literature in a secondary school ESL classroom; Rose and Van Dulm (2006) investigated the functions of CS in multilingual classrooms; Uys (2010) studied functions of teachers' CS in multilingual and multicultural high school classrooms; Radzilani (2014) investigated the function and frequency of teachers' CS in two bilingual primary schools. Their findings are discussed in the subsections below. The markedness model

recognises three classifications of CS, with each accomplishing different social functions. These categories are: (i) CS as an unmarked choice; (ii) CS as a marked choice; and finally (iii) CS as an exploratory choice. In the next section, the researcher presents and discusses the categories of CS set out in Myers-Scotton's markedness model and how some researchers have applied it in their studies.

Through Myers-Scotton's markedness model, CS can be perceived as a means of explaining both power and solidarity, which is seen as a way of negotiating the social distance within interlocutors in a conversation. This is of great significance to this study for several reasons, as indicated in the literature review. According to Myers-Scotton's model, speakers switch codes because of certain situational factors such as topic switch and setting; in this case, the topic switch could be any aspect of the English lesson with the setting being the classroom, and the teachers and learners in this study share standards for these features. Regarding the markedness model, the researcher hypothesised that teachers and learners' use of CS might be both marked and unmarked choices because they switch codes to negotiate meaning to achieve specific shared academic goals. It is also important to note that, in classroom situations, the purpose of the teacher is to ensure that all learners are included in learning, and no learner is left out; therefore, the results of this study will confirm which type of CS is applicable from the four types within this model.

Although this model has been critiqued by scholars (Finlayson and Slabbert, 1997; Kamwangamalu, 2010; Li Wei, 1998; Meeuwis and Blommaert, 1994) in which they criticise it as being too static to account for the social motivations and its functions which are dependent on general patterns and communicative behaviour in multilingual communities. However, these criticisms do not overshadow the benefits in the explanatory power this model has on the functions and roles of CS.

This model was adopted because it is the most suitable in explaining why ESL teachers switch codes in their lessons to Oshindonga (the L1) and how they do so. It was used to answer the first two research questions of this study:

a) What learning/teaching situations induce the use of CS in English lessons and what factors lead to CS in the classroom?
b) What is the role of CS in facilitating and/or mediating knowledge in the classroom?

The different code choices described by Myers-Scotton provide functions that CS serves in different situations. The researcher briefly discusses some of these functions as some scholars

in the succeeding subsections observed them. As much as this model offers these functions that provide a basis for the analysis of results from the research questions, this model does not provide answers on the implications of CS in English classrooms and the perceptions that the teachers have towards code-switching. With that said, the remaining research questions will be contextualised against the literature reviewed in Chapter 2. Furthermore, the applicability or non-applicability of the markedness model to this study was examined alongside the results obtained from this study.

4.2.1 Code-switching as an unmarked choice

According to Myers-Scotton (1993), the unmarked code choice directs the speakers so that they make their code choice which is in the unmarked index of the unmarked RO set in conversational exchanges if they wish to establish or affirm the RO set in an interaction. When speakers follow this maxim, it results in two variants. The first variant is CS as a sequence of unmarked choices, while the second variant is CS itself as an unmarked choice. Marawu (1997) stated that CS in a sequence as an unmarked choice occurs when the speaker changes from one unmarked code to another unmarked code triggered by a change in the situational factors within the conversation. In this instance, the unmarked RO set changes because of a shift in the setting; the speakers negotiate a new unmarked RO set to benefit more from the other code.

Rose and Van Dulm (2006, p. 7) illustrate this maxim with an example from their ESL classroom in which the teacher switched from English to Afrikaans to reprimand learners. In this example, the change from one unmarked code choice to another unmarked code matches the difference in the content and focus of the teacher's utterances.

Excerpt 1

Teacher: Okay *graad nege nou gaan ons 'n klein stukkie werk.*

Grade nines, now we have a little bit of work

Student: No, please. No, Miss, please.

Teacher: *Kom ons het nog werk om te merk.*

Come, we still have work to mark

Teacher: Bianca, why are you walking around?

Student: Miss, I'm just busy with something.

Teacher: Okay *nommer twee-en-veertig, en drie-en-veertig.* Open up the books, please, number forty-two and forty-three

	Maak gou oop. Ons het nie tyd gehad om te merk nie. Okay, *julle,* I am sure we may quickly open, we don't have time to mark, are you on this page, forty-two and forty-three, yes.

In CS itself as an unmarked choice, speakers reflect on the complete pattern of CS, and not the individual switches (Myers-Scotton, 1993). Speakers also look at the social meaning it carries, and there is no need for a change in the situation before CS begins. Several researchers, such as Rose and Van Dulm (2006), have observed unmarked code-switching practices in English classrooms. They found them to accomplish some pedagogical functions such as fulfilling a humorous and social function between the teachers and learners outside the actual lesson context. This usually happens when the learners or teachers want to elicit a positive response from each other.

Moreover, the unmarked choice functioned to alleviate a word-finding difficulty when a word in English was inaccessible at that moment and was substituted for a word in Afrikaans (Rose and Van Dulm, 2006, p. 5-6). Another function was that of explaining and clarification (Rose and Van Dulm, 2006). All these switches were done in cases where both the teachers and the learners understood the Afrikaans language. Uys (2010) found several instances where teachers used CS itself as a sequential unmarked choice but mostly code-switching itself was the unmarked choice in order to fulfil some functions, such as to explain and to clarify the subject matter; to build up learners' understanding of subject matter and to assist them in interpreting subject matter; to confirm whether learners had understood explanations and to encourage them to participate in classroom discussions or answer questions; to maintain social relationships between the teacher and the learners; as well as to give general instructions to them (Uys, 2010).

4.2.2 Code-switching as a marked choice

In CS as a marked choice, speakers code-switch as an unexpected choice when they wish to establish a new RO set in an interaction. Myers-Scotton (1993) suggested that speakers switch to the marked choice to negotiate a change in the expected social distance between participants in an exchange that can either be positive or negative by establishing a new RO set. Switching to a marked choice may result in these interactional effects such as the expression of emotions such as anger or affection, aggravation or mitigation or for speakers to call attention to themselves (Myers-Scotton, 1993). Myers-Scotton (1993) suggested that a speaker may switch

to the marked choice, which encodes marked RO sets for various reasons such as to demonstrate authority and educational status, to show solidarity and for emphasis where content is repeated by switching to another language.

There are different ways of switching codes as a marked choice; many of them consist only of a word or two, making them momentary in duration. One type of momentary marked switching, which is very common, is where the one speaker changes a code for emphasis. It involves the speaker's repetition in the marked choice with the same meaning of the matter expressed in the unmarked choice (Myers-Scotton, 1993). This repetition explicitly shows the speaker wants to emphasise the information to his/her addressee in the conversation, thus the need for repetition and the code change.

One suitable example is illustrated by Rose and Van Dulm (2006, p. 9), which illustrates the switch from English to Afrikaans when the teacher displayed anger in reprimanding the learners. As indicated below, the teacher used the marked choice to emphasise her wish to be taken seriously by the students.

Excerpt 2

Teacher: Okay, have you all got one now? Right, if we read from the top, it says a very important part of choosing a career is working out what would suit your interests and abilities. The average person works forty years before retiring. Okay, so the average person goes to school for how many years?

[No answer comes from the learners]

Teacher: *Kom nou julle.*

Come now you all.

Student: Um, twelve.

Teacher: Twelve years. Just think, if you hate every minute of twelve years, think how nice it's going to be to hate forty years, not nice, hey? Okay, so that's why we need to be very careful in choosing what we want to do one day.

Furthermore, Rose and Van Dulm (2006) observed that marked CS served a range of pedagogical functions in the classroom, such as clarifying the subject content where the teacher code-switched longer phrases in expanding explanations to ensure that the learners understood. Later, the teacher also used marked CS for confirmation purposes and she code-switched to Afrikaans to confirm that the learner had understood the subject content. It is evident that

Myers-Scotton's model and maxims are accurate, and CS indeed happens in ESL classrooms. These observations are similar to those of Uys (2010), who also found teachers to CS as a marked choice to show affection to the learners, to increase the social distance between teacher and learners and where code-switching itself was used as a medium to cover the intended message to assert authority. This shows that CS indeed takes place in the ESL classroom, and teachers use it for different functions and to affirm the RO set. Moreover, these findings and functions were compared to this study's findings to know whether they are the same and if any new concepts arise.

4.2.3 Code-switching as an exploratory choice

Myers-Scotton (1993) proclaims that CS as an exploratory choice directs speakers to switch between different languages to show the language they prefer when there is no unmarked choice. Speakers use this maxim when they are not sure of the expected or ideal communication intent, which will assist them in attaining their social goals (Myers-Scotton, 1993, p.142). According to Myers-Scotton (1993), when speakers practise exploratory CS, they try one code as a basis of the interaction and they assess the addressee's reaction. If the speaker is not satisfied with the response, they then must try another code and decide which receives the most favourable response in terms of optimising costs and rewards. This means that this maxim occurs momentarily for strangers to explore language choices if an uncertain situation arises. Marawu (1997), Moodley (2001), Uys (2010) and Radzilani (2014) did not observe any code-switching as an exploratory choice in their classrooms because the teachers did not engage in an exchange of codes to choose a code with which the learners were comfortable and no new, uncertain situations occurred (Rose and Van Dulm, 2006). Instead, an unmarked RO balance indexed by unmarked codes was set for those particular situations.

In an example by Myers-Scotton (1993), an exploratory CS was used in which she illustrated a young man asking a young woman to dance at a Nairobi hotel. The young man was unsure which language would help him succeed, so he initiated the conversation by speaking with the most neutral choice and dominant language, Swahili. With little success, the young man proceeded in English, the exploratory language, which turned out to please the young woman's anticipations.

4.3 Motivation for the Selection of the Markedness Model

The application of the markedness model will fill a gap in CS research in Namibia. Studies on CS in Namibia (Kamati, 2010; Simasiku, 2013) based their analysis on the constructivism theory, emphasising the importance of learning through active participation in which learners are in charge of their learning. However, the constructivism theory which is used in these studies does not indicate the social motivations of CS and its functions, which the Markedness model used in the present study exhibits. This study indeed contributes significantly to filling the research gaps in the field of CS in Namibia.

Secondly, this model provides an expanded and differentiated theoretical framework that has stimulated the formulation of refined research questions as proposed by Lin (2013), who indicated the need for theory-driven research questions that will bolster the research on CS. Furthermore, this model corresponds with a socio-pragmatic approach to CS as it provides a better framework than other theories addressing societal questions of who is involved and when, why, where and how interactions take place (Gimode, 2015). Lastly, the markedness model has the merit of explaining why speakers switch codes the way they do due to its practical social-oriented notions, which allowed for the analysis of data regarding the functions of CS in Namibian primary schools.

4.4 Conclusion

This chapter presented a theoretical framework from the basis of Myers-Scotton's markedness model. Myers-Scotton suggests this model as a framework for explaining how speakers choose codes in a specific setting depending on the goal or intention they want to achieve. It is a model within which CS could be seen as a means of clarifying concepts, encoding both power and solidarity, and expressing emotions, and therefore it is of relevance to this study for several reasons, as the researcher has noted in the preceding discussion. A reasonable assumption is that the reason why teachers and learners in an ESL classroom use CS may also be in line with this model. The model was consequently used in the present study for data analysis as it justifies different roles and functions of CS in a bilingual setting. The next chapter presents a discussion on the observations conducted during this study.

CHAPTER 5: THE FUNCTION OF CODE-SWITCHING IN MULTILINGUAL PRIMARY CLASSROOMS

5.0 Introduction

This chapter presents the analysis of data gathered from classroom observations. This chapter also provides excerpts from different lessons to demonstrate the use of language, show the possible function that the code-switching practices have and gather the various factors surrounding the concept of CS. The data from classroom observations were analysed against the maxims of Myers-Scotton's (1993) markedness model in which the functions of CS are discussed.

5.1 Code-switching in Urban and Rural English Second Language Classrooms

This section focuses on CS by teachers and learners in Grade 4-7 classrooms in three primary schools in Namibia. The first school was situated in an urban area, while the other two schools were in a rural setting. For this research, the researcher refers to the former as urban A and the latter as rural A and rural B. The researcher observed two teachers from each of the three schools. These teachers were given fictitious surnames for this study. Each teacher was observed twice for each of the English classes, i.e., English Grade 4, English Grade 5, English Grade 6 and English Grade 7. However, the researcher only presented data that illustrates how the teacher applied CS in facilitating the lesson. The urban school classrooms had class sizes with learners varying from 35 to 40 learners, while the rural schools had learners varying from 25 to 35. It is vital to know that the urban school in this study uses English as its official language of teaching and learning from Grade 1 through Grade 7, while the rural schools use English as the official language of teaching and learning only from Grades 4–7 excluding the early Grades (1–3). These schools have learners who share English as a second language and Oshindonga as a first language taught as subjects. The researcher has shown how the different language infrastructures played a role in the language practices like CS in ESL classrooms.

5.1.1 Urban A

In the urban schools, the researcher observed 12 English lessons from Grades 4–7 over one week and evidence of CS was noticed only in two classes. Mrs Nahum and Mr Hans taught the lessons. They are both proficient in English and Oshindonga, which is a home language to most of the children at the school. The duration of each lesson was 40 minutes, and double lessons were 1 hour 20 minutes. The intention here is to identify and describe instances where both the

teachers who used CS during the lesson to facilitate the English classroom and how learners responded to these switches.

Ms Nahum

Ms Nahum's three English classes were observed twice. Grade 4A had 35 learners, Grade 5B had 38 learners, and Grade 7A had 40 learners. During the two Grade 4A class observations, no CS practices were observed at all. Throughout this 40-minute lesson, which focused on parts of speech, the learners were seated in groups of four, and the class had 10 groups of tables. The teacher used a textbook and handouts as teaching resources, gave the learners handout notes as resources, and explained the terms well while the learners followed on their papers. The teacher gave learners examples of parts of the speech, and a mnemonic device that helped them remember the parts of speech better. The learners showed understanding of the lesson because they participated in classroom discussions by answering questions correctly when the teacher asked them. Some learners assisted other learners in their groups who did not understand.

The following observation took place in a Grade 5B classroom and in both lessons, no CS was practised. The lesson's focus was on friendly letter writing. The teacher had a poster as a visual aid with an example of a friendly letter. She also had flashcards that showed the different parts of a letter. The teacher explained to the learners how a letter is written and described it using a visual aid. The lesson was 1 hour 20 minutes long and the teacher used this time to move around the classroom to guide and monitor how the learners were writing their letters. The teacher assisted the learners by showing them what to do based on the poster example. The learners did well in their letter-writing exercise.

The last class the researcher observed was Grade 7A. No CS was observed in any lesson. The second lesson was a 40-minute lesson on impromptu speaking. The teacher explained to the learners and demonstrated that they would come to the front of class, pick a paper from the box on the table, read it aloud and then compose a presentation on that topic, speaking loudly. The teacher presented a topic she picked about "Black Friday" and demonstrated to the learners how she expected them to present. The learners showed understanding, and they came to the front of the class when they were called to present their topics. Some learners experienced difficulty in presenting because they did not understand the topics. The teacher explained by defining the terms with simple English words and giving examples that made the learners understand better. The learners fared better in their presentations after the descriptions were provided, and they exhibited good English proficiency.

Mr Hans

The researcher had the opportunity to observe three of Mr Hans's ESL classrooms: Grade 5A with 39 learners, 6B with 37 learners and 7B with 39 learners. No CS was noticed in the first and second cycles of observing the Grade 5A class. During the lessons, the learners sat in rows with single tables; the classrooms were crowded, but the researcher sat at the teacher's desk, facing the learners. The teacher started with a greeting; he then asked the learners to recap the previous day's lesson before they sat down. Learners were allowed to sit down after they gave the correct answers. The lesson's emphasis was on how to write dictation. The teacher read out a paragraph to the learners while they penned it. The teacher's interaction was in English during this lesson with no switches to the mother tongue.

This extract is taken from Mr Hans's Grade 7 English lesson, wherein Mr Hans was teaching learners to read aloud during a double class which lasted for 1 hour 20 minutes. Mr Hans used Grade 7 English for all reader books as teaching resources. He called the learners individually so they could read aloud to the class; he corrected them when they struggled with fluency. The researcher observed CS expressions from the teacher. During the lesson, while a learner was reading aloud, some male learners were causing havoc at the back of the class, and Mr Hans code switched to Oshindonga to reprimand them.

Extract 1

Noise and chaos started at the back of the class.

Line1: Mr Hans: Whoever is distracting the class by making noise, please keep quiet.

Line 2: Mr Hans: Hey, listen here, *uumentu nee, inamu dhana nangaye. Shampa tuu nda thikama po mpano e tandi ya ko hono.* (You little boys, don't play with me. Don't make me walk up all the way to the back of the class).

Line 3: One male learner: Sorry sir.

Line 4: Mr Hans: This is my lesson; let's respect each other.

In this extract, we notice that Mr Hans used CS to warn the boys at the back of the classroom in the vernacular tongue, which was more insistent, and we notice that the boys reacted positively and stopped the chaos. Mr Hans, therefore, used CS to help manage the classroom and maintain discipline. In terms of markedness, Mr Hans used CS as a marked choice because he switched from English to Oshindonga to assert authority, and CS conveyed his message. As suggested by Myers-Scotton (1993), speakers switch to the marked choice to negotiate a

change in the expected social distance between participants in an interaction that can either be positive or negative by establishing a new RO set that results in the expression of emotions such as anger. In Mr Han's case, he expressed his anger which resulted in a positive change in the newly established RO set because the learners calmed down and apologised. This is similar to the findings of Rose and Van Dulm (2006), which illustrated the switch from English to Afrikaans when the teacher displayed anger to emphasise her request to be taken seriously while reprimanding the learners.

The extract below shows the interaction between the teacher and the learners in Grade 6B, which was Mr Hans's class. This class had 37 learners; some learners were seated in pairs with double desks organised in rows, while some had single tables. The lesson's focus was on the active voice and the passive voice, and the lesson was 40 minutes long. The researcher decided to sit at the back of the class at the empty desk of a learner who was absent that day. When Mr Hans entered the classroom, he greeted the learners in English, but the learners responded in a low tone. Mr Hans decided to add some remarks in their first language (Oshindonga). The learners replied in Oshindonga in a high pitch.

Extract 2

Line 1: Mr Hans: Good morning class!

Line 2: Learners: Good morning sir.

Line 3: Mr Hans: *Omwa lala po nawa uunona wandje uuholike*? (How are you, my lovely children?)

Line 4: Learners: Eeno tate gwetu otwa lala po. (Yes, our father, we're fine)

Line 5: Mr Hans: Good. Ok, we can all sit down. Today's lesson is on the active voice and passive voice.

The learners were so cheerful that they even greeted him loudly and energetically. No expressions were made in L1 after that. The learners sat down, and Mr Hans introduced the day's topic as active and passive voice. The learners listened attentively, and they participated well by answering questions when they were asked. The learners also asked the teacher questions when they did not understand.

In this extract, Mr Hans used CS to maintain the social relationship between him and his learners, which strengthened the bond and solidarity between the teacher and learners as they share Oshindonga as their first language. The learners looked happier than the first time the

researcher observed them: they were free and more expressive. It must be because Mr Hans greeted them in a pleasant way in their language. In terms of markedness, the teacher used CS as a marked choice because he switched from English to Oshindonga to negotiate a positive change in the expected social distance between the teacher and learners in this interaction. These observations are similar to the findings by Uys (2010), who also found teachers to code-switch as a marked choice to show affection to the learners and decrease the social distance between teacher and learners.

Of the two teachers the researcher observed in this school, only one teacher used CS in two different instances. The first instance was to maintain discipline in class, and the other instance was as a social function where he greeted his learners in L1 when they seemed unresponsive and passive. The other teacher had cases in which learners did not understand, but she used alternatives to help them understand better, such as using visual aids of posters and handouts with clear examples and mnemonic devices to help learners remember content better. The teacher also monitored and guided learners closely as they wrote more extended pieces of writing. The teacher further explained words to learners in the simplest way by giving simple definitions and examples to help them understand topics better. The learners at this school understood concepts very well, and they grasped the lessons' content well. The researcher noticed this because they did well in their activities and were active participants during the lessons. It is also important to note that this school was in town and the learners' English proficiency was very good; this could be the case because learners have access to different resources like televisions, English-speaking people and libraries, where they can read books to increase their vocabulary. Another contributing factor is that the school teaches English as the language of teaching and learning from as early as Grade 1, and the learners are outstanding in English.

5.1.2 Rural A

In this rural school, the researcher observed 12 English lessons from Grade 4–7 over a period of one week and evidence of CS was noticed in four lessons. The lessons were taught by Mr Salom and Mrs Peterson, who are both proficient in English and Oshindonga, the home language of all the children at the school. The duration of each lesson was 40 minutes and double lessons were 1 hour 20 minutes.

Mr Salom

In the first class, which was the focus, the researcher, observed Mr Salom in a Grade 4 English class in which he was teaching nouns. This class had 29 learners. The learners sat in groups in where some learners shared a double desk. The lesson was 40 minutes long. The teacher used one textbook as a teaching aid, and he wrote notes on the chalkboard for the learners to read and copy later. He introduced the topic by describing nouns and giving types of nouns; he later asked the learners to provide examples of nouns, but the class went silent and he was forced to code-switch to L1. The interaction went like this:

Extract 3

Line 1: Mr Salom: Can anyone give examples of nouns?

Line 2: Learners: …

Line 3: Mr Salom: *Oh, uunona nee, inamu longwa iityadhina mOshindonga? Omadhina giinima ayihe ya lukwa, lengalenga e to tumbula shi wu wete* (This is very easy, guys. You kids, were you not taught nouns in Oshindonga? They are names of everything around you, just look around and pick.)

Line 4: Leaners: *Ooo*…

In that instant, the learners had a breakthrough and started to raise their hands, giving different names of objects around them in English.

Line 5: Learner 1: chair

Line 6: Learner 2: bag

Line 6: Mr Salom: Yes, very good

As the lesson progressed, Mr Salom kept asking and ensuring that the learners were following and if they understood what he was saying. Here is an example of an interaction;

Line 7: Mr Salom: We also have abstract nouns; these are names of ideas and feelings which you cannot see or touch. Ok, *Otuli ngaa pamwe*? Are we following? (Are we together?)

Line 8: Learners: *Ee* (Yes)

Line 9: Mr Salom: Iyaloo, let's continue with examples of abstract nouns.

In this extract, we notice that Mr Salom used CS to explain and clarify a concept better by translating it into L1, in which they responded positively and immediately understood what nouns were and gave examples in L2. He further used CS to see if learners were following and if they understood. Concerning markedness, the first instance was code-switching as a sequence of unmarked choice. According to Marawu (1997), this type of CS occurs when the speaker shifts from one unmarked code to another unmarked code which is triggered by a difference in the situational factors within the conversation. Mr Salom's use of CS was caused by a change in the situational factors within the classroom – the silence of the learners – which showed that learners lacked understanding. Therefore, Mr Salom switched from L2, the unmarked code, to another unmarked code which is L1, to make the learners understand. These findings were consistent with those of Uys (2010) and Rose and Van Dulm (2006) who found CS as a sequence of unmarked choices to serve functions of explaining and clarifying the subject matter, to build up learners' understanding of subject matter and to assist them in interpreting subject matter. These switches were done in cases where both the teachers and the learners understood and shared the first language, which was the case for Mr Salom.

In the second instance, code-switching itself was an unmarked choice in which, according to Myers-Scotton (1993), speakers examine the social meaning that CS carries, and there is no need for a change in the situation before code-switching begins. In the case of Mr Salom, he did not wait for any changes in the situational factors; he had to ask to find out if the learners understood which they said that they did, and so he switched back to English, the unmarked code.

The next lesson was a Grade 5 classroom, which the researcher observed with Mr Salom. This class had 32 learners seated in pairs with double desks which were in rows. The classroom was quite spacious; therefore, the researcher took the teacher's chair and went to sit at the back of the classroom. The lesson's focus was on direct and indirect speech. The lesson was 40 minutes long. Mr Salom started the lesson by asking one learner to recap the previous day's lesson. After the learner was done, Mr Salom introduced the lesson by making one learner say a random sentence and having another learner report what the first learner said. He gave learners hand-outs with notes on direct and indirect speech. He explained the notes to the learners as they followed in their hand-outs. After Mr Salom finished explaining, he asked the learners whether they understood; he further asked for confirmation in L1.

Extract 4

Line 1: Mr Salom: Do you all understand?

Line 2: Learners: Yes, sir

Line 3: Mr Salom: Are you sure? *Yee, Osho ngaa, nenge otamu ka ningila ndje iipolopolo medhewo?* (Is it so, or are you just going to give me zeros in the exercise?)

Line 4: Learners: *Aaye* sir. (No, sir)

Line 5: Mr Salom: Ok, it is time for the exercise.

Mr Salom gave the learners the exercise, he went through the instructions with them, and the learners asked questions they did not understand. For easier comprehension, Mr Salom did the first sentence together with the learners. He did not answer; instead, he prompted the answer from the learners.

In this extract, we notice that Mr Salom practised CS for confirmation. He wanted to confirm whether the learners understood or were just going to perform poorly in the task; the learners replied that they understood, and he continued in L2 and gave them an exercise. In terms of markedness, Mr Salom used CS as a marked choice where he did not notice any changes in the classroom situation, but he wanted to make sure and confirm that his learners understood. This is also similar to what Uys (2010) observed in his classroom, that the teacher used CS to confirm whether learners had understood his explanations and encouraged them to participate in classroom discussions or answer his questions.

Mrs Peterson

The researcher had the opportunity to observe three of Mrs Peterson's classrooms. From the six sessions observed, CS was evident in two classes only. This is mainly because the other four lessons focused on reading aloud. Mrs Peterson taught English in Grade 6 classes only. The first lesson the researcher focused on was a Grade 6 English lesson. The class had 28 learners seated in rows with single tables. The lesson's topic was figurative language in literature. The lesson was 40 minutes long. Mrs Peterson greeted the learners in English, and the learners responded. She started to CS at the beginning of introducing the lesson, and she practised CS while explaining concepts to the learners. This happened through a lack of proficiency of some words in English. Mrs Peterson would wander off in Oshindonga during the lesson. Most of the time, she was speaking Oshindonga in English lessons "knowingly". The interaction went like this:

Extract 5

Line 1: Mrs Peterson: Iyaa, today we talk about the literature, oliterature, *uunamambo, otuna nee omipopyofano ndho hatu ti* oFigurative language *mOshiingilisa. Nandi tameke nIiipopiwamayele ano* Idioms (she then reads aloud from the handout paper what idioms are and reads the examples and their meanings). In English Literature, we have different kinds of figurative language. Let me start with idioms.

Line 2: Mrs Peterson: *Onomola ontiyali otuna mo Simile ano eyelekanitho ndyoka lya faathana wo nomufethelamo kashona ano* Metaphor (she then reads aloud from the handout paper what similes and metaphors are and reads their examples). In number two, we have Similes which are called *Eyelekanitho* in Oshindonga; it is similar to Metaphors.

Line 3: Mrs Peterson: number three, we have Personification, which is when we give human qualities away to non-human objects (reading from the handout). We say *entuupeko* in Oshindonga.

Line 4: Mrs Peterson: *Ngele onda ti* The trees are dancing to the wind, *entuupeko mono olya holoka mo ngiini?* (What is being personified?)

Line 5: Learner: Entuupeko olyili… (Personification is there…)

Line 6: Mrs Peterson: *Aaye* (No), English, please.

Line 7: Learner: Sorry ma'am, Personification is there because the trees cannot dance.

Line 8: Mrs Peterson: Good.

Line 9: Mrs Peterson: Now is activity, Naftal, taamba wu pe yakweni oombapila. (Naftal, come give these papers to the others)

As we can see, it was clear that Mrs Peterson turned to Oshindonga to explain concepts better in her lessons. Even though she code-switched, she did not allow learners to code-switch. The learners showed understanding of this lesson because Mrs Peterson used the language that they were most proficient in, and she also made comparisons from what they were taught in the Oshindonga lesson. The learners also participated well in the classroom by answering questions, and they succeeded in the activity. In terms of markedness, Mrs Peterson used CS as a sequence of unmarked choices due to her lack of English vocabulary and low proficiency

(situational circumstance) and therefore, she had to switch from English to Oshindonga, the language in which she was proficient enough to teach her lessons effectively.

CS practices were evident in another lesson of Mrs Peterson that the researcher observed. This was another Grade 6 class that had 30 learners seated in rows. The lesson's focus was on reading comprehension. The lesson was 40 minutes long. The teacher entered the classroom and greeted the learners. The learners greeted the teacher back and took their seats. The teacher told one learner, Naftal, to get the English Solid Foundations textbooks from the cupboard and give them to the other learners. The teacher wrote both the page and exercise number on the chalkboard. Mrs Peterson instructed the learners to perform the activity on the page that she wrote on the chalkboard. She instructed the learners that they should just write the answers and not the questions. The learners started to execute the activities from the textbook into their exercise books. However, there was a learner who needed clarification on the activity:

Extract 6

Line 1: Learner: Mrs Peterson, at number three, are we copying the table in our books or should we write the answers?

Line 2: Mrs Peterson: You're asking stupid questions, I tell you *kutya nyoleni omayamukulo ageke, inamu nyola omapulo*. (…that you should only write answers, do not write questions) Understand?

Line 3: Learner: Yes, Mrs Peterson.

As seen from the above extract, Mrs Peterson practised CS to clarify how the learner should answer a particular question. The learner showed understanding after Mrs Peterson explained that they should only write answers. In terms of markedness, Mrs Peterson practised CS as a sequence of unmarked choices when she switched from one unmarked code to another unmarked code because a learner lacked understanding. She then switched back to English and asked the learner if she understood, which she did.

From this rural school, two teachers were observed twice in their three English classrooms. CS was observed in four classes out of the twelve observation sessions. Compared to the urban school, this school situated in the rural areas of the Oshana region, lacked English proficiency. Additionally, a further factor was evident, namely, the teachers' low English proficiency. As seen from the examples above, Mr Salom's learners lacked English proficiency, and he was forced to code-switch into Oshindonga to make and help them understand better as well as for

clarification and to check for understanding and comprehension. While Mrs Peterson's case was the opposite, she lacked English proficiency, and had to code-switch to deliver the lesson's content. In both cases, the learners showed understanding after codes were switched. During the lessons in which there were no occurrences of CS, the teachers were either having reading lessons or listening lessons in which they gave clear instructions in English at the beginning of the class. We can then conclude that two factors that induced CS were found, and four functions of CS were also found in these two classroom situations. The first factor was language proficiency, and the second factor was language insecurities of the teacher. The four functions of CS presented here are those of checking understanding/comprehension, clarification, confirmation and, lastly, giving explanations.

5.1.3 Rural B

In the second rural school, the researcher observed 12 English lessons from Grade 4–7 over one week, and CS was evident in four lessons. The lessons were taught by Ms Carlos, who was proficient in English but did not share the same first language as the learners. Ms Carlos's first language was Otjiherero, while the learners at this school shared Oshindonga as a first language. Ms Lamek, on the other hand, was proficient in English and Oshindonga. The duration of each lesson was 40 minutes and double lessons were 1 hour 20 minutes.

Ms Carlos

Mrs Carlos taught English Grades 5, 6 and 7 and three of her English classes were observed twice. No code-switching practices were detected in any of her Grade 6 and 7 English lessons. However, there were some CS utterances noted in her Grade 5 lesson. The lesson's focus was on prepared speaking; the class had 30 learners seated in groups of five. Ms Carlos entered the classroom five minutes late; she told the learners that they would present the topics that she had given them the previous day. Ms Carlos told the learners that she was recording marks for assessment on that task. She started to call the learners individually. The learners stood in front of the class and recited their presentations. In this instance, CS was a sequence of unmarked choices because one learner switched from one unmarked code (English) to another unmarked code (Oshindonga) due to a lack of English proficiency and a change in the situational factors (when she could not understand and had to divert by asking her teacher how a particular word was uttered in English).

There was an instance where a female learner presented her topic about "The day she attended a wedding". While she was presenting, she had difficulties in articulating a particular word in English, and code-switched in Oshindonga to try and compensate for her limited language skills in English. The teacher found it challenging to help the learner to understand because she did not share the same first language as the learners. The interaction was as follows.

Extract 7

Line 1: Learner: … and then the man and woman saw how wonderful it was to *tyapula* their wedding… umm miss, what is to *tyapula* in English?

Line 2: Ms Carlos: What is that word? Can someone simplify it?

Line 3: Learner 2: Miss, it's when people are having a party to have fun for something.

Line 4: Ms Carlos: To celebrate?

Line 5: Learner 1: I think so, miss, thank you miss. …the man and woman had fun celebrating their wedding day…

In this lesson, it was evident that there that CS was not possible because the teacher and the learners did not share the same first language, and therefore they could not communicate efficiently. However, in the instance in which the learner code-switched, the teacher had to ask others to assist. The learner found the word that she needed and continued communicating in English. The main factor that induced CS here was because the learner lacked proficiency in the L2. The occurrence of CS observed is CS as a sequence of unmarked choices (presenting in English but then switching to Oshindonga when the situation changed because she could not find a word to express herself in English). Equally, Rose and Van Dulm's (2006) study in South Africa found that the unmarked choice functioned to alleviate a word-finding difficulty when a word in English was inaccessible and was substituted for a word in Afrikaans.

Ms Lamek

The researcher had the opportunity to observe Ms Lamek teach English in two Grade 4 classes, as well as Grade 5 and Grade 6. Several instances of CS were evident in her classrooms. The first occurrence was during a Grade 6 English lesson. That had 28 learners seated in pairs. The researcher sat at the teacher's desk during the 1 hour 20 minute-lesson. The lesson's focus was on dialogue. Ms Lamek greeted the learners and informed them that they would be role-playing a dialogue between a nurse and a patient who came to inquire about COVID-19. The teacher

told the learners that they would do this with their pair mates and come and present in front of the class. The teacher gave the learners 10 minutes to prepare. The learners started to practise their dialogues in class. There was murmuring in the class as the learners were preparing. Suddenly, one learner stood up and walked up to the teacher's desk to report another learner who hurled insults at her. The teacher reacted to the matter by expressing sympathy towards the learner who reported it and anger towards the bully. This is how the interaction went.

Extract 8

Line 1: Learner: Ms Lamek, Sammy called me stupid.

Line 2: Ms Lamek: Sammy, it was very rude of you to call Mary stupid. Who do you think you are? *Okaana hano ongweye we ka tuma kosikola huno*? Apologise to her right now! *Endelela!* (Were you the one who sent that child to school? Hurry up in this instant!) I don't want to hear you doing that again!

Line 3: Sammy: I am sorry, Ester, I won't do it again.

As can be seen from this extract, the teacher switched to Oshindonga to express her anger towards the bully. This is done because she put more emphasis in Oshindonga. She then told the bully to apologise and switched back to English. In terms of markedness, CS was marked because the teacher used it to express her anger towards the bully and CS was used as a medium to convey the teacher's message. Uys (2010) also noted from his classroom observations that teachers used CS to express anger and where CS itself was used as a medium to cover the intended message to assert authority.

In another Grade 4 classroom, during the second cycle of observations, CS was noticed in Ms Lamek's classroom. This class had 32 learners seated in groups of four with eight groups. The lesson's focus was on essay writing which was 1 hour 40 minutes. The teacher entered the class with a pile of books for the learners. She told them that they would be writing another essay because she was not satisfied with their previous one. She set out to give the learners' books back. The previous essay was titled "My holiday". She went through the books and commented on each essay, basing her comments on how satisfied and unsatisfied she was with the learners' work. One book she paid attention to was for a learner named Jacob, who wrote an essay about his holiday to Dubai with his father. The teacher repeated what Jacob wrote in the composition and jokingly asked if he was there and who would take him there.

Extract 9

Line 1: Ms Lamek: I loved Jacob's essay; he wrote about his trip to Dubai. "We went to Dubai during June break with my father." Ah Jacob, *oho fundju nee, koDubai mwali mwa yako uunake akwetu, tse otuli moLockdown*? But I'm impressed with your imagination. (But Jacob, you also ne, when did you go to Dubai during this pandemic.)

Line 2: Whole class: chuckles

Line 3: Jacob: (smiling and laughing) We were there, Miss.

The teacher used CS for social purposes, specifically for humour. In terms of markedness, CS itself was an unmarked choice in which the teacher switched from English to Oshindonga for affection purposes, humour and to stimulate a positive response from the learners. In their research, Rose and Van Dulm (2006) found that CS fulfilled humorous functions and social functions between the teachers and learners.

Another class of Ms Lamek which the researcher observed was her Grade 5 class. This class had 32 learners seated in rows with their double desks placed in pairs. The lesson's focus was on parts of a sentence and was 40 minutes long. Ms Lamek walked into the class a few minutes late because there was morning devotion that day. She greeted the learners and asked them to give the different parts of a sentence but the learners could not give her an answer. Therefore, she wrote a sentence on the chalkboard: "We cook dinner every day". She asked the learners again, but to no avail. She then identified parts of the sentence as subject, verb and object and showed them. She explained what each part of the sentence does and gave more sentences and asked the learners to identify them. The learners identified parts of the sentences correctly. The researcher witnessed Ms Lamek practising CS when she highlighted the most important parts of her lesson.

Extract 10

Line 1: Ms Lamek: I hope we all understand the different parts of a sentence; we have a subject, a verb and an object. To help you remember better, remember what I taught you in Oshindonga; *Omuningi* (subject), *oshitomoni* (Verb) *noshiningwa* (object).

As seen from this extract, Ms Lamek used CS to refer to what was taught in Oshindonga because the grammar terms are related. CS was used for repetitive purposes and to summarise and emphasise the lesson items. In terms of markedness, the teacher used CS as a marked choice because there was no change in the situational factors, but the teacher wanted to reference what he taught in Oshindonga by repeating the terms so that his learners understood and remembered better. This is in line with what Myers-Scotton (1993) proclaimed that in this maxim, there is a type of momentary marked switching which involves the speaker's repetition in the marked choice with the exact same meaning of the matter that is expressed in the unmarked choice, which was the case for Ms Lamek.

In this second rural school, CS was used to serve three functions. The first function was to help bridge the learner's lack of language proficiency; secondly, CS was induced due to emotional factors in which the teacher expressed anger towards the bully in their L1. The teacher also used CS so that she could bond with the learners and to create a friendly classroom atmosphere with the learners through making jokes in their L1. Lastly, the teacher used CS to emphasise her lesson; she wanted the learners to master the lesson content by understanding it better from their first language. In all instances, the learners reacted positively to the switches, understood better and switched back to the second language.

5.2 Conclusion

This chapter presented data gained through lesson observations from three schools; one urban school and two rural schools. Using Myers-Scotton's (1993) markedness model as a theoretical framework, the data illustrated that CS was used to help bridge the learners' lack of language proficiency, as a means of an emphasis on the lesson, as a means of covering up the language insecurities of the teacher, for checking understanding/comprehension, for clarification, for confirmation, for giving explanations, to maintain discipline, and to strengthen the bond and solidarity between the teacher and learners. In most cases, CS was used for explanation and clarification when the teacher noticed that the learners were passive, quiet, confused and did not show understanding. CS was only used minimally in these instances, except for one teacher who had limited language skills. It was also found that the learners in the urban school had a better English proficiency than the learners in rural areas because the learners from the urban school WERE taught in English as An MOI from Grade 1. The learners' responses to these switches were also described. The next chapter presents the analysis of data collected from interviews and focus group discussions with teachers.

CHAPTER 6: TEACHERS PERSPECTIVES ABOUT THE USE OF CS IN TEACHING AND LEARNING

6.0 Introduction

In the previous chapter, the researcher presented data generated from classroom observations. In this chapter, the researcher presents the data gathered during teachers' interviews and focus group discussions. In the current study, interviews were conducted with seven teachers; due to COVID-19 regulations, focus groups were conducted via Google Meet in two groups, one group with four teachers and another with three teachers. All the participants were ESL teachers who shared Oshindonga as a first language. The data from interviews and focus group discussions helped the researcher to understand teachers' experiences and views about CS in teaching and learning. Individual interviews and focus group discussions were complementary because focus group discussions provided the researcher with information that she failed to get from individual interviews.

6.1 Data from Individual Interviews and Focus Group Discussions with ESL teachers

The researcher conducted individual interviews and focus group discussions with ESL teachers from three schools, two of which are rural schools and one urban school. For this study, the schools are referred to as urban A, rural A and rural B, while teachers are given pseudo names. The same teachers used from classroom observations were used in interviews except for Mrs Peterson (rural A) and Ms Carlos (rural B), who withdrew. Ms Collins (rural A) and Mr Mathew (rural B) replaced the two teachers.

Furthermore, a new teacher from rural B who was not previously observed decided to join the interviews. All seven teachers were audio-recorded, and these recordings were transcribed. All the teachers from the three schools were asked the same questions, which were generated from the study's research questions.

In the following sections, data is analysed into themes which focused on broad aspects and research questions that were explored in this study. The themes are: factors contributing to CS; the Namibian language policy provisions; the role and function of CS in ESL classrooms, including its impact on teaching and learning; the advantages and disadvantages of CS in ESL classrooms, as well as the teachers' perceptions on CS; and lastly, the learners' participation in classes where English was used as a medium of instruction.

6.1.1 Factors that lead to CS

The respondents were asked to respond to what learning/teaching situations cause CS in their English lessons. The following were some of their responses.

Mr Hans was a 27-year-old male teacher from an urban school; he held an Honours' degree in Language Education, had teaching experience of four years, and taught English in Grades 5, 6 and 7. Mr Hans had a class size of about 35 to 40 learners. He understood CS as "*a way of switching from one language to another, e.g., in our case, we have English, we have to use the mother tongue to explain more for the kids to understand. So, the medium of instruction is English, but you are moving to the mother tongue to make things clear. Sometimes it could also be from the local language to English to make learners understand better."*

Mr. Hans stated that he practiced code-switching, and there are times when he initiated CS, especially when he noticed that learners did not understand what was said in English, so he had to switch to L1 *"because if you continue in English, they will be there staring and looking at you as if in another world. There are times where I have to clarify something that they do not understand, so I have to CS.*"

Another situation was the poor language proficiency of learners when teaching Grade 4 because from pre-grade to Grade 3, their medium of instruction was the mother tongue. When they reach Grade 4, it is a different scenario since they must learn in English. These children are still adapting, especially in Term 1; therefore, teachers must code-switch more. This is when learners are told that they will only code-switch or use L1 in the first term, however, in the following months or terms, they have to get used to English. Occasionally, teachers noticed that learners did not understand what was being said in English; as a result, they switched to L1 to explain or else the learners were confused and were unable to communicate further. Mr Hans concluded that his learners did not initiate CS because they understood that English lessons were for the English language and they were not allowed to speak Oshindonga. However, the students switched to the L1 when the teacher allowed it and saw that they were having difficulties in expressing themselves.

Ms Nahum is a 35-year-old female teacher, and had been teaching Grades 4, 5, 6 and 7 for 15 years. The school was in an urban area, and her mother tongue was Oshikwanyama which is a dialect from Oshindonga. The teacher declared that her English and learners' proficiency was excellent. She described CS as "*Switching from one language to another language during a*

certain conversation or presentation." Ms Nahum stated that, even though she did not practice CS, she believed that other teachers practised it because they wanted their learners to understand better, and teachers wanted to bring their learners to a point where they understood and could make sense out of something, in return, the learners grasped the information more quickly and clearly. Ms Nahum stated in the interview that she did not practise or initiate CS in her English classrooms. However, there were circumstances in which learners initiated CS where they asked permission to speak in Oshindonga because they found it challenging to articulate in English. However, the teacher did not allow it.

During focus group discussions, teachers from the urban school indicated that factors that induced CS included learners' lack of confidence in participating in conversations during the lesson. Some learners did not know certain words in English but found specific words much easier to use in their language, while certain words did not have related words in English.

These responses were similar to those of the teachers at rural A, who stated that CS was induced by factors such as low English understanding/proficiency as learners could not express themselves well in English. Secondly, learners' academic background also played a role as some learners were impaired from the previous junior primary grade where their mother tongue was the MOI. The high failure rate in classroom activities compelled the teacher to switch into a language that learners understood better. Misunderstandings amongst learners as some do not understand what is said and low classroom participation resulted in the teacher switching to Oshindonga so that learners understood better. Lastly, classroom management was facilitated because teachers felt it was better to command learners in their L1 as it has more authority than English.

Mr Salom was a 47-year-old male teacher who held the position of head of department of a rural school. He had been teaching English for more than 27 years, had a class size of about 25 to 35 learners, and teaches Grades 4 and 7. Mr Salom stated that he initiated CS when he noticed that his learners were not participating and looked confused. Sometimes he initiated it to make the classroom environment more conducive by making jokes in L1. He did not believe CS was wrong because when a teacher was presenting a lesson, as they might realise that there were learners that were being left behind and might learn that some learners did not put effort into participating in the classroom due to language barriers "*I CS to accommodate learners because you do not want any learner to be left behind, you want whenever you are presenting a lesson, each learner should get something from the lesson you were presenting*." He further stated that

his learners asked to code-switch if they could answer or express themselves freely in L1 when they could not find the right words in L2. He also mentioned that at times he wanted to manage the classroom in L1 when the learners were making noise, and the best way is via L1 because it emphasised his authority.

Ms Collins was a 35-year-old female and had been teaching for fifteen years. She had a class of 25 to 35 learners and taught Grades 4, 5 and 6 at a school in a rural area. She stated that she initiated CS because there were instances when she could not find words in English due to her poor vocabulary. She added that she code-switched when the class was not attentive and she wanted the learners to participate. "*In most times, in order for your lesson to be live and learners to participate well, you need to make them to understand*." This situation forced teachers to apply the mother tongue to make learners understand, so that they could capture the learners' attention and make them participate. For example, in a direct and indirect speech lesson, if the students were not getting it, "*I ask them, 'Oo, omupopyo guukilila nomupopya gwaa ukile kamu gu shi*?'*" (You do not know direct and indirect speech) in the L1, and immediately they start responding in English*". She also indicated that learners only used CS when they communicated with each other in the English lesson because their low English proficiency did not allow them to converse in L2 often. An important factor was that of the Namibian language policy, which enables learners to be taught in their L1 in Grades 1–3; this caused the learners to be more reliant on their mother tongue rather than English due to the earlier stages of education where they were taught solely in their mother tongue in Grades 1–3.

Ms Lamek was a 38-year-old female teacher with 18 years' experience; she taught English Grades 5, 6 and 7 with class groups of 25 to 35 learners. She stated that she initiated CS when she realised that learners were too passive in the classroom but discouraged learners from CS. She further expressed that the teacher used CS to enable their learners to understand the subject content well. "*Sometimes you are just forced by the situation because sometimes you explain in different ways, but learners do not understand; therefore, you are just forced to mix languages."* Teachers code-switched to give a clear understanding to the learners so that the learners could get a clear picture of what the teacher wanted to say.

Mr Matthew was a 47-year-old male teacher, who had 17 years' teaching experience, and taught Grades 4, 6 and 7 with class sizes of 25 to 35. He indicated that "*for Grade 4 during the first term, my percentage of CS is more like 70% because these learners are changing from*

mother-tongue medium of instruction to English medium of instruction. Now that they are coming to full-time English, it becomes a problem so for you to relate and make them understand; a teacher is forced to do it so that they catch up with terms and relate to whatever they learned in their previous grades and to understand things better." He indicated that he initiated CS to manage his classroom discipline because that was the only way the learners would listen. Furthermore, he indicated that he also used it for repetition when emphasising critical points in a lesson, especially in his Grade 4 classes where learners struggled with English.

Ms Johnson was a 27-year-old female teacher; with five years' teaching experience, and taught Grades 4, 6, and 7 with class sizes that varied between 25 and 35 learners. She indicated the following as factors that contributed to CS: poor communication between the speaker being the teacher and the listener being the learner and vice versa which forced the teacher to switch to a language that the learner understood. Additionally, the poor vocabulary of the teacher could be a contributing factor; if the teacher knew it in L1 but was unable to explain it in English, they switched to the L1 because they knew the learners understood the same language. Another factor she identified was that CS happened when learners were not participating in a lesson: *"You talk to the learners, but they do not understand you, and they are not responding, so you are forced to switch codes."* Moreover, other factors she identified included teachers' poor or limited language skills, because when the syllabus changed, textbooks changed, concepts changed and sometimes teachers had little understanding of a certain concept. Therefore for them to explain extensively, they switched codes in an attempt to make the listeners understand the lesson better.

During focus group discussions, teachers from rural B indicated the following as the factors that contribute to CS: lack of English vocabulary by both teachers and learners; lack of content knowledge by both teachers and learners; a lack of alternative ways to help make the learners understand better; linguistic factors (grammatical structures) since CS could occur between sentences or at the beginning, middle or end of the sentence. Furthermore, some competencies in the syllabus required a teacher to use translating so they were forced to code-switch.

The results from interviews and focus group discussions indicated different factors that induced CS in ESL classrooms. The following factors were identified: teachers code-switched because they noticed that learners lacked understanding of content, and the teachers wanted their learners to understand better, and wanted to bring their learners to a point where they could

comprehend subject content. This argument was similar to the findings by Clegg and Afitska (2010), who found that CS was functional when explaining and elaborating on concepts that assisted teachers in helping learners understand better. The teachers also indicated that they code-switched for repetitive functions to emphasise and clarify content for learners' comprehension. This argument is consistent with Flyman-Mattsson and Burenhult (1999) and Maluleke (2019) who found that CS also occurred when teachers repeated something that was said in L2 in L1 for clarification to the learners.

Secondly, teachers code-switched due to linguistic factors such as a lack of English vocabulary and limited language skills by both teachers and learners forcing them to switch into a language in which they could express themselves better. Thirdly, poor communication between the speaker being the teacher and the listener being the learner and vice versa forced the teachers to switch to a language that the learners understood. One of the teachers indicated a factor that led to CS was learners' lack of confidence to communicate in L2 as they lacked vocabulary and did not know certain words in English, whereas other learners found some words to be much easier to use in their own language. These conclusions are reminiscent of the opinions of Caballero and Celaya (2019), Flyman-Mattsson and Burenhult (1999) and Senyatsi (2012), who also expressed that teachers code-switched due to a lack of language proficiency and linguistic insecurities.

Fourthly, social factors were identified by one teacher who indicated that she code-switched to make the classroom environment more conducive through being witty in their L1. Moreover, the teachers reported that they code-switched to manage the classroom and impose classroom discipline because the L1 emphasised what they were saying. These social factors resembled those found by Clegg and Afitska (2010) who observed that CS was a valuable strategy for affective and social purposes because it assists teachers in establishing good classroom relationships.

Various factors were identified from this study, such as the one in which two teachers indicated that teachers lacked alternative ways to help make the learners understand better that is why they resort to CS. Lastly, most of the teachers noted that they code-switched due to learners' poor English proficiency in which the academic background could play a role because some learners were impaired from the previous junior primary grade which emphasised L1 instruction. This stems from the fact that the Namibian language policy allowed learners in

Grades 1-3 to be taught only in their L1, making learners further accustomed to their mother tongue rather than English in the earlier stages of education.

6.1.2 The provision for code-switching in the Namibian language policy

Mr Hans understood that there was no provision for CS in the Namibian language policy, and it was the teachers' responsibility to ensure that learners understood the lesson content with ease. He asserted that the language policy should be amended so that CS was allowed minimally in the classroom to aid in the understanding and learning of English. He stated that the national language policy should recognise and support the use of CS in ESL classrooms. "*CS should be allowed minimally in classrooms, the way our education system is organised there are some loopholes especially in public schools whereby kids are taught for four years in mother tongue and move to English medium of instruction from Grade 4. If the ministry decides that English is the official language, they should consider it from the very beginning when learners are still young; I do not think there will be any teachers using CS when they come to Grade 4." ... "When you code-switch, you want learners to understand, but will they understand why you are CS? Or will they continue using a mixture of both these languages? Both Oshindonga and English (Namlish). This is not what we are facilitating."*

Ms Nahum stated that the Namibian language policy did not make provisions for CS since there was no policy on using CS in the new curriculum. She also stated that the language policy should not make provisions for CS as learners should learn how to communicate sufficiently and proficiently in English. She also believed that that the national language policy should not recognise the support of the use of CS in ESL classrooms because "*we are teaching learners to speak English, we are teaching them to be confident and well-spoken, we want them to be productive, but with CS, they are becoming more reluctant with the mother tongue which they use at home, we need to train them to adapt to English."*

Mr Salom said that he understood that the language policy emphasised mother-tongue language instruction in junior primary level. Learners were taught in L1 from Grades 1–3, in Grade 4, they are introduced to the second language. CS should not be recognised in the language policy as this could confuse the learners. Instead, the policymakers should consider changing mother-tongue instruction in Grades 1–3. Lastly, he recommended that the education system should change by putting emphasising the second language, he stated that "*technology is not written in the mother tongue, which is why we need to focus on assisting the learners now*." He further

indicated that learners should be instructed in the L2 to equip them for a better future because people use English to communicate in the modern world.

Ms Collins stated that "*I believe that there is no CS in grade 4-7 and it should remain as such.*" It is clear that Ms Collins understood that there are no provisions for CS for Grades 4–12 in the Namibian language policy. She also stated that CS was not acceptable for senior primary classes; as much as it helped, she did not support it. Learners must become accustomed to English. "*If you see the English level of our learners, especially from government/public schools from the villages, their level of English is not that good, and I think this is due to CS, teachers should use different strategies and encourage learners to read more.*" She recommended that teachers should find alternative teaching strategies to deal with the language gap. Learners must get used to English, and teachers should find alternative ways that they could use in their lessons to make learners understand rather than using CS. For example, teachers could use visual aids to illustrate concepts that learners do not understand.

Ms Lamek understood that CS was not allowed in Grades 4–7 and that the English lessons were supposed to be taught in English. However, the language policy allowed it in Grades 1–3 (junior primary) but not at senior primary level. She did not support idea of making provisions for CS in the language policy to because it had impaired her English proficiency as a teacher. Unless the government stopped the mother-tongue instruction in the junior primary phase, these learners would not understand English in the senior primary phase because they were used to being taught in Oshindonga, which negatively impacted the English proficiency of the learners.

Mr Matthew indicated that the language policy did not emphasise CS; it did not speak to it; it was discouraged and did not make provisions for it. However, the national language policy should allow CS minimally because he believed that if teachers code-switched constantly, it conditioned learners to wait for the teacher to speak in L1 so that they could understand the lesson, which led to laziness and complacency. Mr Matthew suggested that even though CS provided benefits for learners, it contravened the language policy. Therefore, the curriculum makers should allow room for minimal usage of CS because teachers did it, even though it was not permitted. Curriculum makers should consider giving teachers room to use CS and make English the MOI from Grade 1. However, it could be challenging for learners in rural areas to be taught L2 when they spoke L1 at home. It should be a choice for schools to decide what should happen in ESL classrooms.

Ms Johnson indicated that she was not sure whether CS was allowed in the national language policy since she did not go into deep detail about the language policy. In her understanding, it was not really specified whether they should change to one code although teachers practise CS for various reasons. She was neutral about the decision of the national language policy to allow CS in ESL classrooms as it depended on the types of learners that teachers had in their classrooms. She stated that "*if you have good learners that can capture your presentation, then there is no need to CS, but sometimes you have slow learners, and you are forced to CS to assist low achievers. However, teachers should come up with alternative methods to teach learners with different abilities."* Ms Johnson indicated that teachers were forced to code-switch because all learners did not have the same learning abilities. She suggested that teachers needed to assess the situation in the classes where they were teaching; if they could group learners in terms of their levels of ability, CS would not be a problem, and teachers would only have to code-switch when it was absolutely necessary. She also suggested that education policies need to be amended, especially at the junior primary phase.

Focus group discussions suggested that the language policy needs to be changed. The teachers compared private schools in Namibia that used English as the MOI from Grades 1–3. They indicated that these learners performed better in English than learners taught in the mother tongue from Grades 1–3. Furthermore, there was no point in using a local language, when the world was moving forward, and it was time that English was used as the MOI from Grades 1–3 so that learners could acquire vocabulary at an early age. Learners needed to develop language skills at an early age rather than being taught when they were grown up. They would be better performers in the English language if taught like this.

These findings indicated that teachers were aware of the existence of the language policy, and they understand that the language policy made provision for the use of mother tongue instruction at the lower grades (Grade 1–3), but from Grades 5–12, English was the sole MOI (MBESC, 2003). The teachers also indicated that the language policy must make amendments in its policy regarding the mother-tongue instruction from Grades 0–3 and make English the MOI because learners put too much pressure on teachers from Grade 4 onwards. Most of the teachers indicated that CS should not be allowed in the language policy; however; the teachers suggested that English teachers should devise alternative ways to teach learners to understand concepts without using CS. The teachers suggested that the Namibian government schools look at an example from Namibian private schools that taught in English as the MOI from Grades 1–3 where learners acquired language skills at a young age and became better performers.

6.1.3 The role of CS in facilitating knowledge in ESL classrooms

6.1.3.1 Functions of CS in ESL classrooms

Mr Hans stated that CS played a role in facilitating the subject matter, especially when explaining complex grammar terms. "*I can always switch to Oshindonga so that my learners can relate to what they were taught in Oshindonga grammar because these grammar terms are the same and it is easier for them to learn that way."*

During focus group interviews, two teachers from the urban schools agreed with this; they noted that CS helped students learn and understand complex topics in English. It would be easier for learners to understand the content quickly without struggling. Grammar has the same topics learned in different languages; thus, it assisted learners to relate to what they needed to learn in English and understand it better in their mother tongue or vice versa which saved time in understanding content. Other functions included helping learners understand challenging aspects of the lesson taught and making it easier for them to follow given instruction.

However, Ms Nahum was against the notion of CS, and responded that she did not support it. Mr Salom expressed that CS helped to accommodate all learners so that no learner was left behind. CS also assisted in managing the classroom when learners were noisy, and sometimes the best way to control this was via L1. Ms Collins indicated that CS served a function when teaching grammar terms in L2 by switching into L1 and comparing what they were taught in Oshindonga language lessons. In this way, the learners remembered better and it remained in their memory.

Focus group discussions at rural A revealed that CS served the following functions; Teachers used the L1 to give commands or maintain discipline in classrooms because the L1 provided a greater authority that learners respected. Secondly, teachers used the L1 to commend learners who did well and carry out general interactions with their learners to build solidarity. Thirdly, learners understood better when instructions were given in the first language as they reacted to them better than when given in English. Lastly, CS was helpful when translating difficult concepts from English to their mother tongue for a better understanding, especially when comparing different grammar items, e.g., *iityalonga=verbs, iityapeha=pronouns.*

Ms Lamek noted that CS served an essential function in helping the learners understand better: *"when you explain terms in Oshindonga, and if you do not, you will have to repeat the lesson."* Mr Matthew indicated that CS assisted teachers who taught in rural areas and who were not

exposed to many resources, and whose own vocabulary was limited. Therefore, teachers code-switched to clarify concepts that made understanding better. He also indicated that CS helped to explain concepts in the L1 for learners to grasp the subject content and remember details: "*for example, I teach both English and Oshindonga so when I have a concept that I know learners are already aware of it in L1 (Oshindonga) I tend to familiarise it in L2 (English) so that they can relate and from there I'm not expected to be emphasising it more; from there they can learn it forever."*

Ms Johnson expressed that CS served the following functions: "*CS helps my learners understand better, especially the learners with low abilities. CS helps with the smooth management of a lesson, and learners understand the concepts and content better in their first language.*" He further pointed out that CS also helped to supplement the lack of vocabulary and proficiency in teachers.

The following functions of CS were identified during focus group discussions at rural B: The L1 helped learners think more and comprehend concepts, Teachers used the L1 to command learners and to maintain discipline in the classroom. Teachers could also use L1 to engage with the learners on an interpersonal level. The use of L1 also enabled learners to understand a topic better especially when it involved cross-curriculum issues which helped learners to be more familiar with English concepts. It assisted when explaining errors to learners and checking for comprehension.

The results from the interviews and focus group interviews exemplified different functions that CS has towards teaching and learning English. Although one teacher from the urban school was totally against the notion of code-switching and believed that it serves no function, the other six teachers indicated the following functions of CS. Firstly, three teachers stated that CS played a role in facilitating the subject matter, especially when explaining complex grammar terms and clarifying difficult topics which saved time on understanding content. These claims were in line with Mohebbi and Alavi (2014) who found that CS indeed played a role in facilitating learning and clarifying curriculum content. Nalunga (2013), in her study on CS in Swedish schools, also argued that "CS into the learners' L1 plays an important function when there was a need for clarification and emphasis on subject concepts."

In addition, CS assisted in comparing and translating grammar terms from English to Oshindonga for easier comprehension, and learners grasped the subject content and retained their understanding in the long term. These findings were similar to what Algazo (2018)

identified in his study that CS aided with the translation of concepts which led to better understanding and retention. Thirdly, CS helped learners comprehend and follow given instructions, and served as a function in assisting teachers to give commands, maintain discipline and manage the classroom because the L1 provided greater authority. Studies by Chowdhury (2012), Cook (2013) and Simasiku (2014) also highlighted that CS played a positive role when guiding and giving learners instructions for various tasks as well as in maintaining discipline as L1 had greater authority and emphasis, which in turn yielded the desired impact.

Furthermore, teachers indicated that CS plays an engaging role with learners on an interpersonal level as teachers and learners bonded in their L1 through humour and in general interactions with their learners to build solidarity in a language that they were both comfortable with. Similarly, studies by Gulzar and Qadir (2010) and Wong (2000) showed that CS may serve critical functions regarding the social environment of the classroom because teachers interacted and developed strong bonds with learners in the L1, which resulted in learners showing greater interest in their subjects.

Additionally, CS assisted in accommodating all learners so that no learner was left behind. The teachers also indicated that CS helped teachers who taught in rural areas and where learners had not been exposed to many resources such as electronic media and libraries and had limited L2 vocabulary. This is similar to Maluleke's (2019) findings which affirmed that CS helped to compensate for learners' limited vocabulary. Moreover, the teachers indicated that CS played a role in assisting learners with low abilities to think more critically and comprehend concepts. Lastly, one of the teachers stated that CS served to give instructions and explain errors to learners as well as to check for comprehension. Simasiku's (2014) argument resonated with this in stating that CS aided in explaining errors.

6.1.3.2 The implications of using CS on learners' academic achievement in ESL classrooms.

The respondents were asked how the use of Oshindonga in ESL lessons could enhance learners' academic achievement.

Mr Hans responded that learners did not perform better because he practised CS, but it was a bonus in which he, as a teacher, used a different technique to help the learners understand. He further added that: "*When you CS, you make learners understand that CS is not allowed and you are only doing it for them to understand, and it is not a norm and not a thing that they have*

to continue CS every day so it does not affect their AA because they get to understand that this is an English lesson and I have to familiarise myself with English and the learning content should be understood in English, CS was just done to help them understand."

Ms Nahum responded that CS did not add to the learners' academic achievement; instead, it made them complacent to L1 as they could not use the given suggestions to understand concepts that they were not familiar with, and wanted to be spoon-fed. This made it difficult for them to answer questions during exams if they were given a particular scenario in English where they must compose a given answer. If they came across an unfamiliar word, it would not be easy to use it in the given context to find the meaning of the word. They would want someone to give the word in L1, leading to a lack of language proficiency.

Mr Salom indicated that CS was a problem for the learners' academic achievement because teachers only realised this when learners were given writing activities, and they combined languages instead of writing in English only. They understood the language but had difficulty transcribing it. Learners wrote in the mother tongue to explain themselves, which was not required. Instead of putting effort into L2, some learners thought that if they did not know a word in L2, they would use the mother tongue, causing them to fail at the end of the year. English was taught as a subject in the English medium and cannot be written in combination with other languages.

Ms Collins stated that "*my learners acquire what I am teaching them easily and they perform well in the activities when I switch between English and Oshindonga*." Ms Collins believed that CS had a positive impact on academic achievement because when a teacher used two different languages, learners learned better. The learners performed better because the teacher thoroughly explained in a language they understood. If a teacher only spoke English, some learners could cope, while others did not understand; therefore, only a small percentage – not even half of the class – would understand the activity; they would not perform well, and that meant that the teacher did not achieve anything.

Ms Lamek indicated that CS posed a challenge to learners' academic achievement because sometimes teacher noticed a learner during English speech assessment switching to Oshindonga and it was difficult for the teacher to award marks to the learner. Learners' lost marks because they had become too comfortable with CS. Mr Matthew stated that CS had both challenges and benefits when it comes to academic achievement. He indicated that "*some learners perform better after my first lesson presentation, they will remember that forever and*

realise there is no need to CS anymore, and, therefore, perform better." He also pointed out that CS made learners curious, and they researched better at home or after school away from teachers, and this increased their vocabulary. CS presented challenges to academic achievement; learners struggled to understand questions and comprehend literature because their vocabulary was limited. Moreover, during exams, learners were expected to write in English and could not use their L1.

Ms Johnson revealed that there were both negative and positive implications when it came to academic achievement. The results were positive because teachers switched from one code to another, and learners open up their minds and could understand the content. However, if a teacher made it a practice to code-switching, the disadvantage was that learners became used to the use of the mother tongue in English classrooms and would always expect the teacher to code-switch which did not benefit them in learning the target language. If the teachers could speak English without CS, at least learners would not have difficulties. Furthermore, Ms Johnson indicated that "*learners become addicted to receptive skills in their first language, they understand what you are saying, but it will be difficult for them to produce an answer in English. If you ask them to write an essay, you'll find them using their mother tongue in their essays, because they do not have adequate vocabulary, they have become so tolerant that they do not produce anything for themselves anymore, they only have receptive skills but cannot produce anything.*" It is clear that Ms Johnson believed that CS did more harm than good in terms of the learners' academic achievement.

The teachers had conflicting views on whether CS helped with improving learners' academic achievement. Most of the teachers pointed out that when learners switched codes in class, they become tolerant of CS, and it impaired their ability to perform speech assessments, write assignments, essays or examinations. Teachers stated that they found learners writing their L1 in their essays because they had limited vocabulary; as a result, learners ended up failing English as a subject. On the contrary, one teacher pointed out that "*CS has a positive impact on the learners' academic achievement because when teachers only teach in English, most learners will not understand, and they will not perform well*"; however, when two different languages were used, learners tended to grasp the content and understand better and performed well. One teacher suggested that when teachers code-switch, they should do it in such a manner that they make the learners understand that CS was not allowed and the teacher was only doing it for them to understand. It was not the norm and not something to continue doing every day as it could affect their performance.

6.1.4 The advantages and disadvantages of CS in English Second Language classrooms.

6.1.4.1 The advantages of CS in English Second Language classrooms

In response to the advantages of CS, the respondents provided the following answers. These responses were like those given on the roles and functions of CS.

Mr Hans pointed out that CS made learning easier by helping learners understand better, and extra/compensatory lessons were not necessary because lessons did not have to be repeated. Ms Nahum stated that "*perhaps CS helps the learners understand immediately but I do not support it nonetheless.*" Focus group discussions with teachers from the urban school revealed that when teachers used CS, their learners quickly captured the content, and related it to their language vocabularies. Learners understood the content without struggling and performed well with understanding. Teachers also did not spend much time explaining the subject matter. The teachers also pointed out that when CS was practised, the learners would understand the content better and carry out their given tasks as expected. It was also easier for the teacher to explain different concepts that were difficult to explain in English.

Ms Collins stated that learners did not benefit from CS. They would understand the content but they would not be able to write or express it because they only understood it in their L1. Focus group interviews from rural A revealed the following advantages: CS helped learners understand better during the lesson because the mother tongue was commonly used, and the learners were accustomed to it; CS resulted in better understanding of some topics in English and CS also assisted in better translation from L2 to L1 for better understanding.

Ms Lamek pointed out that when teachers code-switched, the learners understood what the teacher was saying, and learners could answer questions correctly as the instructions were clear. She also stated that it was better when learners compared terminologies between the two languages, e.g., "*Verbs are called iityalonga in Oshindonga,"* as they captured the concepts more easily. Mr Matthew stated that CS had benefits because learners think in their L1, which in turn helped learners to learn English, although CS should not be done frequently. Ms Johnson suggested that CS saved time, "*especially if the teacher is running out of time you have to switch to a language that learners understand in order to save time and complete the lesson."* Focus group interviews from rural B revealed the following advantages: CS helped learners perform well in their subjects; CS allowed learners to participate more in lessons because if teachers explained in their mother tongue, the learners would understand better; CS helped to

explain abstract words by simplifying complex terms; CS also helped teachers with low English proficiency to explain terms better. Moreover, the teachers indicated that CS helped learners relate to concepts; CS made learners and teacher relationships better by building solidarity and finally, CS helped the teacher manage the classroom.

Most teachers had similar opinions about the advantages of CS whish are summarised here. The teachers noted that CS aided in making the learners understand subject content better, which saved time because a teacher did not have to repeat a lesson. These benefits were like those stated by Maluleke (2019) and Kamati (2011) that learners understood the lesson content better when they switched codes to a language that they understood. Moreover, learners captured the content quickly, and they relate to their language vocabularies by comparing and translating terminologies between the two languages. Additionally, the teachers indicated that CS helped learners to perform well in understanding and executing their given tasks because they understood the content without struggling. Secondly, CS allowed learners to participate better in lessons because if the teacher explained in their L1, the learners would understand better. This claim aligns with Maluleke's (2019) opinion that learners participate actively in classrooms where CS is permitted. Furthermore, instructions given in L1 were better understood by the learners, and they could answer questions correctly as per the instructions. Thirdly, CS helped teachers with explaining abstract words by simplifying complex terms. Fourthly, CS also helped teachers with low English proficiency to explain terms better. Lastly, CS made learners and teacher relationships better by building solidarity, and CS helped the teacher manage the classroom. This claim was supported by Maluleke (2019), who claimed that CS provided an opportunity for teachers to interact and develop strong bonds with learners. From these observations, it is clear that CS benefits both the teacher and learners because some teachers mentioned that they switched codes to compensate for their low English proficiency and to manage their classrooms. These CS advantages not only enhanced learners' understanding and performance, but teachers were also at an advantage. Moreover, most teachers had seen the benefits that CS had for the development of L2, which was something worth examining.

6.1.4.3 The disadvantages of CS in English Second Language classrooms

In response to the disadvantages of CS, the respondents gave the following disadvantages of CS.

Mr Hans asserted that if CS became the norm, learners would become unresponsive and would not adapt easily to English: "*they will expect you to CS for them."* Ms Nahum stated that learners become too complacent, "*you are not building any confidence in them into speaking the English language."* Learners would therefore stagnate and would not develop better English-speaking skills. Focus group interviews conducted in the urban school revealed that CS created unwillingness in learners to understand concepts and they became too lazy to think critically in the second language; some learners became accustomed to code-switching so significantly that it affected their performance in other subjects as well. If CS was used often, the learners sometimes had poor language skills in all subjects since they expected CS from the teacher. Learners' vocabulary building was affected as they needed to learn more new words but were limited in doing this because of CS. Moreover, they mentioned that not all learners spoke the same first language; therefore, some learners might be disadvantaged.

Focus group interviews from rural A revealed the following disadvantages: learners' grammar was poor because they started doing direct translations from L1 to L2 which were incorrect; during oral assessments, learners switched from English to the mother tongue, and this affected their marks. Learners would not become good English speakers if CS was used all the time. Mr Salom stated that CS had disadvantages because "*we are training kids to be in line with the technology part of the world that we are living in so if you as a teacher switches to the mother tongue, the learners will get the information, but it will be mixed information whereby they cannot express whatever the question or whatever they want to say or what the ministry/curriculum wants them to do because of this mixed language which is coming in and out."* Ms Collins added that she did not think the learners would acquire any new knowledge because they could not write something they did not know in English.

Ms Lamek pointed out that when CS was used continuously, it impaired the learners because "*you find that their spelling is bad, and they write words in a language which is not English."* Mr Matthew also stated that CS made learners lazy since they always wanted teachers to explain in the vernacular. Ms Johnson asserted that when teachers and learners code-switched, the word order difference was not considered because L1 was different from L2. Consequently, learners would try to directly translate from L1 to L2 which complicated the word order and grammatical structure of the L2.

Focus group interviews from rural B revealed the following disadvantages: learners would not become fluent in English-speaking because they were used to CS; CS could limit learners'

vocabulary and understanding of the content; learners became too reliant on the mother tongue which induced conditioning as they expected the teacher to perpetually explain in their L1 so that they could understand which was not beneficial; Learners did not communicate in English which was against the language policy.

From the above discussions, the teachers expressed concerns about the difficulties imposed by CS. The most common disadvantages that emerged from the interview data are discussed below. Despite the benefits code-switching has for learners' understanding, teachers stated CS cannot be practised in classrooms where learners have varying first languages as learners who do not share the same L1 would feel excluded. This opinion is reminiscent of the findings by Benson and Çavuşoğlu (2013) and Cook (2002) concerning the challenges of applying CS in multilingual classrooms because learners did not share the same native language. Moreover, the teachers pointed out that constant use of L1 in L2 classrooms resulted in learners developing poor language skills, and their vocabulary building would be affected and limited as they were supposed to be learning new words, but then resorted to CS. Although learners understood concepts by switching codes, they were able to express themselves or write down ideas in L1 during English lessons which affected their performance in exams. These opinions were consistent with those of Van der Walt and Mabule (2012, as cited in Sibanda, 2013, p.45) who stated that, since examinations were in English, there was no opportunity for CS, and this made it difficult for learners to communicate their answers in the target language, consequently affecting performance.

Additionally, the teachers pointed out that when CS was allowed continually, the learners become unenthusiastic, and became too lazy to think critically. Pillai (2013) supported this claim, pointing out how learners became habituated to CS in L1 when teachers used it extensively in their classrooms. In addition, teachers indicated that when both teachers and learners code-switched, they did not consider the word order difference because the word order of L1 is different from L2. Consequently, the learners would try to directly translate from L1 to L2 which complicated the word order and grammatical structure of the L2 resulting in the poor development of learners' grammar skills. Poplack (2005) further supported this claim that when L1 and L2 were used concurrently, this would result in language violation in one of the other language because they used different word order. Also, learners lost marks during oral assessment because they switched from English to their mother tongue. Lastly, the teachers mentioned that when learners used CS frequently, they no longer communicated in English

which was against the language policy. Although CS had advantages, the disadvantages did more harm to the learners' academic performance.

6.1.5 The teacher's perceptions of CS

Mr Hans responded that he did not believe that CS should be abolished but should be used only when there was no alternative. He believed that CS should be used but it should not be a norm; it should be the last option for the teacher. He further added that CS should not be used in urban schools because most learners in urban schools were from different ethnic and language backgrounds; therefore, English should be the only MOI. Mr Hans's response seems to support Denuga (2015) who noted that CS was not an option when teachers had learners who spoke different first languages because it would cause confusion due to language variations in the classroom. Therefore, it was important to adhere to one language (English) that both the teacher and learners would be able to use and understand.

Ms Nahum responded that she did not support CS. Teachers should use contextual clues and meanings to help their learners understand details better. She further suggested that teachers should use visual aids during their classroom presentations. In this way, the teachers would train learners so that if they found themselves in unfamiliar situations they would still be able to communicate in English. The teachers at the urban school indicated in focus group discussions that they did not support CS, and it was not something they recommended, but when it was needed, a teacher may code-switch just to make the learners understand the topic of the day.

Mr Salom responded that CS was not supposed to be used in the senior primary phase because learners struggled with spelling and needed to be equipped with better spelling and should not mix spellings with the L1. The MBESC should develop simplified ways of interpreting teaching and learning within the classroom using English so that learners could master whatever they were taught. Mr Salom further suggested that the language policy should be adjusted to make English the MOI from as early as Grades 1–3 "*in order for the learners to learn English and not make it hard for us senior primary teachers."* Naha, Nkengbeza and Liswaniso (2018) presented similar findings to this in suggesting that the government should implement a curriculum for junior primary learners to have English as MOI to lay a strong foundation for the learning that was needed in higher grades.

All teachers from rural A revealed in focus group discussions that they did not support CS. Ms Collins expressed that CS is not helpful especially when giving instructions in classrooms where learners spoke different ethnic languages. Instead, teachers should find or use suitable alternatives or devise a more accessible method that the learners could cope with to improve the level of their English. They added that CS was a common practice in most state/government schools in Namibia, and the state schools must stop using code-switching as soon as possible because teachers at private schools did not use it and their learners performed well.

Ms Lamek stated that she did not support CS because it was not part of the language policy and impaired the learner; therefore, teachers must use other ways to help learners to understand. Yevudey's (2013) findings resonate with this opinion as his study pointed out that CS made learners too relaxed and reluctant to use L1 in English lessons; hence, they would not make an effort to learn English. Mr Matthew indicated that he supported the minimal use of CS. Teachers could code-switch, for if they did not, they would disadvantage the learners; in a sense, the teacher would just be talking about something that learners would not understand. Consequently, it was beneficial if teachers explained and illustrated the lesson to understand better. This is in line with Abad's (2010) research on the perceptions of teachers' and students' on CS in the Philippines, where he found that learners connected better with concepts explained in the L1; thus, his study concluded that CS aided comprehension.

Ms Johnson stated that she did not support CS. She suggested that teachers find alternatives to help learners; teachers should prepare the lesson with teaching aids such as visual aids. Teachers should have adequate vocabulary to help explain the lesson from different angles; the more a teacher could clarify it from different angles, the more the learners would become enthusiastic and acquaint themselves with the English language. Hence, learners would be able to visualise things instead of resorting to CS.

All teachers from rural B indicated that they supported CS because CS levelled the ground of classroom participation among learners in English-medium classrooms. Moreover, they indicated that CS helped learners to understand complex information or difficult concepts. One teacher indicated that she supported CS and that it should be applied in English classrooms because the L1 helped with the acquisition of L2 so that the learners could easily translate terms between the two languages. This argument resembles what Denuga (2015) pointed out, namely, that some teachers felt that educators should use CS all the time because students would learn English better through expressing themselves, even in their L1.

It is worth highlighting that despite the positive views that some teachers had on CS, the negative perceptions outweighed the positive perceptions. Most teachers indicated that teachers should be creative and come up with alternative teaching strategies to aid with comprehension rather than using CS. One teacher suggested that the MBESC consider changing the language policy to include English as the MOI from the junior primary grades so that the learners would be develop their English language skills from as early as Grade 1.

6.1.6 Learners' participation in classes where English is used as a medium of instruction

The respondents were asked whether English as the only MOI affected learners' participation in their classrooms and whether CS improved participation in their classrooms.

During focus group discussions, one of the teachers from the urban school indicated that she thought that English as the only MOI affected learners' participation in her classroom as they lacked English vocabulary skills and found it more difficult to communicate fluently in English than in the mother tongue. She thought that CS could improve the learners' participation in the classroom because learners would learn as many vocabulary terms as possible in the mother tongue and use them to communicate in English. It also improved learners' participation because they had an understanding of concepts. Yevudey (2013) agreed with this opinion in observing that learners' participation increased after the teachers switched to L1.

Another teacher from the same school agreed that using English as the only MOI affected learners' participation in his classroom, especially learners who were struggling with English because they lost confidence and became confused and scared to participate in the lesson. She agreed that CS could help improve the learners' participation in her classroom since it improved the way learners answered questions and enhanced the teaching and learning of English as a second language.

Mr Hans expressed during interviews that using English as the medium of instruction had a positive effect because "*learners do not understand the reason why we have to use English; to them, it is like a measure of knowledge that is why they are eager to express themselves in English because they see that if they speak English, the teacher will think that he/she is good and better than others, so they tend to express themselves more in class."* He added that there was a significant improvement with English as the MOI because it enable even shy learners to participate. It gave them a platform to express themselves in their mother tongue, and they understood what the lesson was about. In addition, every learner could participate in the lesson.

Similarly, Ms Nahum responded that using English as the MOI had a positive effect because learners participated better, but perhaps it was because the school was in town and they were used to English perhaps through watching TV. Learners were always eager to participate to show off that they knew how to speak English and others that were still learning and were not confident were also encouraged to speak, even if it was just a simple sentence. She stated that she discouraged the use of CS in her class as much as possible.

Mr Salom stated that using English as the MOI affected learners' engagement with the subject content because participation sometimes becomes sluggish and learners were passive. Some learners wanted to participate, but they were afraid that their classmates would laugh if they spoke broken English. Learners were also anxious and unsure of what they were going to say because they might have problems pronouncing words since they only knew some words in their mother tongue which hindered participation. However, when a teacher asked the class to discuss a topic, and they could not express a particular word in English, it could be articulated in mother tongue. The meant that most of the learners could fully participate in the lesson when they code-switched in their L1.

Ms Collins expressed that an English-only classroom was not ideal for most learners; they participated poorly because not all of them understood. "*Learners tend to be afraid to express themselves in English and of getting mocked; therefore, they do not participate for fear of being the laughingstock of others and that is why they keep their ideas to themselves."* However, when learners were allowed to code-switch, they could express their opinions because they knew that they were saying it well. *"They participate more effectively and the class is always enlightened because they understand and they are free to talk in their mother tongue."* The learners code-switched in such a way that they could give the entire sentence in the mother tongue or just a few words.

Focus group discussions in rural A revealed that these teachers agreed that using English as the only MOI affected learners' participation in their classrooms because learners participated better when they switched to Oshindonga. CS improved learners' participation in their classrooms because it clarified the instructions which assisted learners to understand and want to participate fully.

Ms Lamek stated that there was increased participation when teachers code-switched because learners understood instructions better. Moreover, learners participated just as much in an English-only classroom. This is because learners were eager to know the language, but teachers

spoiled them by CS. Most learners were eager to learn English, and they participated well in the lessons.

Mr Matthew stated that an English-only classroom negatively affected how learners engaged with subject content because of how it was taught at school. Learners did not participate in class because they were too shy to express themselves; hence, they did not want to communicate with the teacher and other learners. Learners were anxious because they were unsure of their English-speaking abilities and fearful others would ridicule them. However, teachers should not code-switch at any time; it should be used only when necessary, "*I do not like doing it when things are simple, I rather ask them to go research a word that they do not understand. But if I need to explain something that there is nothing better to explain it then I CS. I do not prefer the learners to CS, it is only me, the teacher, to CS, and I encourage learners to participate in English. Participation is quite okay as 45-50% of learners participate. When you CS, you involve the learners more, and you get them closer to where you want them to be."*

Ms Johnson felt that learners participated satisfactorily in an English-only classroom because learners enjoyed what was practised often and continuously. If teachers continued using English without CS, learners would adapt to English, and they would feel at ease to participate in class. If teachers continuously switched between codes, learners would become disinterested in translating words and want them to code-switch every time. There would be no difference in participation: *"Just like in the local language, once you use a local language, the learners participate equally, but once you use English as a second language, and as the MOI continuously without interrupting with local words, they will adapt to it."*

Ms Johnson pointed out that CS stimulated active participation in lower achievers, but negatively affected higher achievers. "*We have learners with different abilities in the classroom, and we need to accommodate both learners, and we have to accommodate both these learners with different abilities."* Therefore, teachers could code-switch to help slow learners to catch up with fast learners. Focus group discussions in rural B revealed that the teachers agreed that English as the only MOI affected learners' participation in their classroom because they were shy to respond to oral questions in class. Some learners were not confident enough to give their answers as they were nervous about pronouncing some words incorrectly and feared being mocked by others. The teachers agreed that CS could improve the learners' participation in the classroom because it helped broaden their minds so that they researched more information but that they should speak in English. Moreover, many learners were free to

speak in their mother tongue compared to English because once a child understood a concept in the mother tongue, they could infer the knowledge in English.

It was apparent that teachers had conflicting views on how learners participated in their English-only classrooms. Most of the teachers stated that their learners participated adequately in the English-only classroom because they were very eager to learn. These teachers' views also supported the opinions of Moore (2002) who observed that learners were confident to express themselves in L2 and were very eager to participate and speak English, even though their English was not that well-constructed. Her study concluded that learners participated actively, even when CS was not practised. However, some teachers pointed out that if they taught their lessons in English-only without switching codes to explain when learners did not understand, they found that learners became passive and confused. They thus code-switched to help learners understand better. They also indicated that learners did not participate because they were shy and fear being mocked by other learners.

6.2 Conclusion

In this chapter, the researcher presented data that was obtained from teachers' interviews and focus group discussions from three schools. Based on the analysis, CS was practised in senior primary ESL classrooms in the Oshana region of Namibia. The teachers identified the factors that induce these CS practices, such as functionality, linguistic factors and social factors. The teachers also identified the role of L1 in facilitating knowledge in the ESL classroom. Additionally, the disadvantages were discussed. It was found that teachers had different views on CS; however, the negative perceptions outweighed the positive perceptions on this practice. The teachers also had conflicting views on the impact that CS had on learners' academic achievement and participation of their learners in English-only classrooms. In the next chapter, the researcher presents the conclusions and recommendations that emerged from the results of this study.

CHAPTER 7: CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

7.0 Introduction

Based on research findings in Chapters 5 and 6, this chapter discusses and interprets the study's main conclusions. The study's limitations are also outlined, and recommendations are made for policy and practice.

7.1 Summary and Conclusions

This study's primary goal was to investigate CS from English to Oshindonga in ESL primary school classrooms in the Oshana region of Namibia. This study explicitly examined the different factors that induced CS in ESL classrooms. It also investigated the teachers' views on the language policy's provisions regarding the use of the mother tongue in English classrooms. The researcher presented the advantages and disadvantages of CS in teaching and learning. Furthermore, the study analysed the functions of CS according to Myers-Scotton's markedness model. The study explored the implications that CS had for learners' academic achievement. Lastly, teachers' perceptions of CS in their classrooms were outlined.

For triangulation purposes, the data was collected using three instruments: observations, individual interviews and focus group discussions. Data was analysed using the markedness model developed by Myers-Scotton to determine the functions and social motivations of CS in school classrooms selected for this study. This study was conducted in three schools, one in an urban area and two in rural areas.

Data collected during observations showed that there were instances of CS as a sequence of unmarked choices in which teachers code-switched to fulfil functions such as covering up for the teacher's and learners' low language proficiency, translating concepts to aid understanding and for clarification of concepts. These views supported those of Rose and Van Dulm (2006) who noted that teachers used CS to accomplish pedagogical functions such as translating complex content and explaining subject matter. Additionally, code-switching itself was an unmarked choice wherein teachers code-switched to fulfil functions such as checking for understanding in learners and building solidarity between the teacher and the learners. Instances of CS as a marked choice were also found in these classrooms in which CS served functions such as in maintaining discipline wherein code-switching was used to assert authority, for repetitive functions and to prompt positive responses from the learners. Uys (2010) also noted that teachers used CS as a marked choice to build social relationships with

the learners and give commands when disciplining learners. From observations, the researcher can then conclude that the markedness model was relevant and adequate for this study as it broadly accounted for the functions of CS.

It is worth noting that the classroom observations results from the urban school showed that the learners had adequate English proficiency. The teachers did not need to code-switch to make the learners understand the subject content; this was because the learners were taught in English from as early as Grade 1. The learners also had access to different resources like books to increase their vocabulary. CS practices were evident in the two rural schools ESL classrooms except in one class in which a teacher did not share the L1 with her learners; this was because the teacher and learners could not communicate in their first languages which were different as they would not understand one another and the teacher would be left out or vice versa. Therefore, it is sensible to communicate in a language that both the teacher and learners can understand.

The findings from interviews and focus group interviews revealed that teachers in the Oshana region were deliberate in their CS practices. It was found that these ESL teachers practised CS due to factors such as linguistic factors, e.g., a lack of English vocabulary and limited language skills by both teachers and learners; for repetitive functions; for clarification; for classroom management; for building solidarity with learners; and because of a lack of alternative teaching methods from the teacher to help make the learners understand. These factors resonated with what was found by Caballero and Celaya (2019) in their study on CS by primary school bilingual EFL learners where language proficiency and repetitive functions were seen to be factors that induced CS. It was seen in this study that teachers were aware of the language policy's existence and understood its provisions. Most responses in the interview suggested that the language policy should be amended to make English the MOI from Grades 1–12 instead of from Grades 4–12 for the learners to develop their language skills from lower grades. Some teachers suggested that the language policy should allow minimal use of CS to accomplish pedagogical goals.

The results from interviews and focus group discussions established the following roles of CS in ESL classrooms: to clarify curriculum content and facilitate teaching and learning; to translate content between L1 and L2 to aid easier comprehension; to compensate for teachers' and learners' poor language skills; to give instructions to learners and explain errors to emphasise important classroom content through repetition; to maintain classroom discipline;

and to build solidarity in the classroom. These findings resonate with findings from authors such as Algazo (2018) from his study on CS in Jordanian public schools, and Maluleke (2019) from his study on CS in South African schools, in which they noted that CS served significant functions such as overcoming certain teaching challenges, giving instructions, clarifying curriculum content and compensating for learners' limited vocabulary. It is clear that CS indeed plays a vital role in facilitating knowledge in ESL classrooms globally. Moreover, the findings revealed that teachers had conflicting views about CS. Some teachers indicated that they supported CS when it is done at a minimal level to help learners comprehend information, and it helped with the development of L2. In the same way, Denuga (2015) noted in his study on code-switching from English to Silozi that CS could help learners learn better if used moderately and competently. Most teachers indicated that they did not support CS as it made the learners complacent and they did not learn language skills. The teachers noted that CS was an apathetic practice and that teachers should use other teaching methods and strategies. This finding resonates with that advocated by Keller (2016) where he noted that CS practices were a sign of laziness on the teacher's part and that they should adjust their teaching methods and not the language of instruction in order to help the learners understand.

Additionally, the teachers recognised advantages and disadvantages of CS and that CS practices appeared to be cognisant of its benefits and challenges. The following advantages were identified: CS helps learners comprehend information more quickly and easily, which saves time; learners relate to content better in their L1; CS makes it easier for the teacher to explain complex concepts; CS helps learners perform well in their subjects, and CS helps learners to participate more in classroom discussions. In addition, the following disadvantages were identified: CS makes learners more inclined to use L1, and they do not acquire and adapt L2 language skills; learners code-switch in their assessment and consequently they lose marks which affects their performance in English; the learners' grammar and vocabulary does not improve; and CS results in language violations within the word order of the L2.

In a further exploration of how the learners participate in classes where English is used as a MOI, the teachers indicated that learners were always eager to participate in an English-only classroom because they wanted to express themselves and they were keen to learn English. This finding is similar to what was observed in Spain by Moore (2002) that the learners were confident to express themselves and were always eager to express themselves in English. Conversely, some teachers stated that participation was low in English-only classrooms because the learners were too shy to raise their hands and sometimes they did not understand

what was being said, but the classroom became active when the teacher code-switched to L1. However, the teachers indicated that as much as CS aided in comprehension, it affected the learners' academic achievement. Most teachers indicated that learners lost marks in exams, essays, and speaking assessments that did not recognise the use of CS. CS did more harm than good when it came to learners' academic performances.

7.2 Limitations of the Study

Although this research answered the questions intended for this study, certain unaccounted factors brought limitations to this study, especially during the data-collection process. The data was collected during the COVID-19 pandemic, which caused panic and awkwardness for most participants during interviews, making it very difficult to interact with the participants. Initially, this study intended to use nine participants, but due to these circumstances, the researcher worked with seven participants in interviews. In addition, teachers at the schools under study were unwilling and hesitant to consent as observation participants, which is why observation data was only collected from six participants. Moreover, a teacher did not have Oshindonga as her first language, which was the requirement for research participants, but due to the scarcity of participants, the researcher had to improvise. Focus group interviews were also supposed to be conducted face-to-face but were done on Google Meet due to the COVID-19 regulations. Some participants were from rural schools where there was a poor internet connection, which resulted in network glitches; in the end, some responses had to be written down by the participants.

7.3 Recommendations

There is a need for the Ministry of Education, Arts and Culture (MOEAC) to review the language policy for Namibia. The current language policy for Namibian schools states that learners should be taught in their L1 from Grades 1–3 and change to English MOI from Grades 4–12. According to the responses from this study, teachers indicated that this was one of the contributing factors that induced CS by teachers in the classroom as learners lacked English proficiency and language skills. The researcher recommends that the curriculum makers consider making English the MOI from Grades 1–12 and make the L1 a subject. In this way, learners will develop L2 language skills earlier because children develop their oral language skills at a very early stage and would not burden teachers when they enter the senior primary grades. Additionally, policymakers should consider the permissibility of minimal CS in English classrooms and other subjects for the attainment of pedagogical goals, e.g., aiding

comprehension, building solidarity and classroom management. Moreover, state schools should investigate how private schools are operating. All private schools in Namibia use English as the MOI from Grades 1–12, and their learners are proficient. Some Namibian schools in urban areas, such as the one under study, have implemented this way of teaching.

Teachers mentioned that they experienced problems with new syllabi as the curriculum changed, which introduced unfamiliar concepts that they found difficult to explain and led to CS. The researcher's recommendation is that the MOEAC should conduct in-service training and workshops intended to orientate, train and educate teachers on how to tackle and teach different competencies and equip teachers with the necessary language skills. There is also a need for teachers, curriculum advisors and advisory teachers to build a good working relationship to facilitate the flow of information and guidance. Moreover, teachers need to embark on continuous professional development programmes to advance their knowledge and teaching skills.

Additionally, teachers need more guidance and support in learning different teaching strategies and methodologies to aid understanding, such as using visual aids and ways of simplifying complex terms to learners, other than resorting to CS. To add to that, ESL teachers should be made cognisant of how CS, if used minimally, can be used to assist learners in comparing grammar terms between the learners' L1 and L2 for easier comprehension and to improve recall.

7.4 Conclusions

This study explored CS practices in senior primary ESL classrooms in the Oshana Education Region of Namibia. This study presented and found interesting factors that induced CS in ESL classrooms and teachers' perceptions of CS from three schools in the Oshana region, respectively. The MOEAC in Namibia could use the recommendations made from this study to assist curriculum makers to adjust the language policy for Namibian schools. Moreover, it provides the MOEAC with recommendations to help English teachers excel in their classroom practices. It is also hoped that the findings from this study will be useful to Namibian researchers in CS.

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LIST OF APPENDICES

APPENDIX A: UNISA: Ethics Clearance Certificate

UNISA university of south africa

UNISA COLLEGE OF HUMAN SCIENCES RESEARCH ETHICS COMMITTEE

17 July 2020

Dear Ms. Namutenya

Decision: Ethics Approval from 17 July 2020 to 16 July 2023

NHREC Registration # : REC-240816-052

CREC Reference # : 2017-CHS-026

Name : Ms Tunomukumo Namutenya

Student #:67072453

Researcher(s): Tunomukumo Namutenya
+264813622430
tunomukumon@gmail.com /67072453@mylife.unisa.ac.za

Supervisor (s): Prof. Pinky Makoe
+27792833179
pmakoe@gmail.com

Working title of research:

Code-switching in English second language classrooms: A study of three primary schools in Namibia.

Qualification: MA

Thank you for the application for research ethics clearance by the Unisa College of Human Sciences Research Ethics Committee for the above-mentioned research. Ethics approval is granted for 5 years.

*This **low risk application** was **reviewed** by the Chair of Department of English Research Ethics Committee on 17 July 2020 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

Open Rubric

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

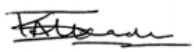
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the CREC Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date (16 July 2023). Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number Dept-Eng-student-67072453 should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Yours sincerely,

Signature



Dr Josephine Alexander
DREC Chair : English
E-mail: busarjo@unisa.ac.za
Tel: (012) 429-3904

Signature

Dr. E.E. Dube
CREC Chair : CHS
E-mail: dubeen@unisa.ac.za
Tel: (012) 429-3892

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B: Permission from MoE Executive director

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933202
Fax: +264 61- 2933922
Enquiries: G. Munene
Email: Gibson.munene@moe.gov.na
File no: 13/2/9/1

Luther Street, Govt. Office Park
Private Bag 13186
Windhoek
Namibia

Ms Tunomukumo Namutenya
Email: tunomukumon@gmail.com
Cell: No. 081 362 2430

Dear Ms Namutenya,

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN OSHANA REGION

The Ministry wishes to acknowledge receipt of your letter seeking permission to conduct an academic research at schools for your Master of Arts Degree on the topic: *"Code-Switching in English Second Language Classrooms: A Study of three Primary Schools in Namibia."*

Permission is hereby granted to you provided you seek for further clearance from the Regional Director of Education, Arts and Culture at the region where you wish to conduct your research to ensure that:

- That permission is sought from the school principals;
- That teaching and learning is not interrupted;
- That all participation is voluntary.

Furthermore, you are kindly requested to share your research findings with the Ministry after completion of the research project. You may contact Mr G. Munene at the Directorate: Programmes and Quality Assurance (PQA) for submission of a summary of your research findings at the above indicated details.

I wish you the best in conducting your research and I look forward to hearing from you upon completion of your study.

Yours Sincerely,

24.7.2020.

Sanet L. Steenkamp
EXECUTIVE DIRECTOR

Ministry of Education, Arts and Culture
Office of the Executive Director
24 JUL 2020
Tel: 061-2933523/4
Fax: 061-253671
Private Bag 13186, Windhoek, Namibia

All official correspondence must be addressed to the Executive Director

APPENDIX C: Permission from the Director of Oshana Education Region

REPUBLIC OF NAMIBIA

OSHANA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS AND CULTURE
ASPIRING TO EXCELLENCE IN EDUCATION FOR ALL

Tel: 065 - 229800/25
Fax: 065 - 229834

Private Bag 5518
Oshakati

Enquiries: Hileni M Amukana
Ref. 13/2/9/1

Ms Tunomukumo Namutenya
Cell: 0813622430

SUBJECT: PERMISSION TO CONDUCT A RESEARCH IN OSHANA REGION

Your letter dated 24 July 2020 on the above caption bears reference.

Kindly be informed that permission is hereby granted to conduct research study at Shinime Shiivula Primary School,Akuniihole Primary School and Onkumbwiimbi Combined School in Oluno Circuit, Oshana Region.

This permission is subject to the following strict conditions; **(i)** There should be minimal or no interruption on normal working schedule **(ii)** Ethical issues of confidentiality and anonymity should be respected and retained throughout this activity i.e. Voluntary participation, and consent from participants and **(iii)** the permission is valid for the academic years 2019/2020.

Both Parties should understand that this permission could be revoked without explanation at any time.

Furthermore, we humbly request you to share your research findings with the Directorate of Education, Arts and Culture, Oshana Region. You may contact Ms. Nuunyango-George, the Acting Deputy Director; Programs and Quality Assurance (PQA) for the provision of summary of your research findings.

We wish you the best in conducting your study.

Yours sincerely,

28/07/2020

HILENI M. AMUKANA
REGIONAL DIRECTOR

OSHANA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS & CULTURE
OFFICE OF THE DIRECTOR
28 JUL 2020
Private Bag 5518
OSHAKATI
REPUBLIC OF NAMIBIA

Cc: Inspector of Education: Oluno Circuit

APPENDIX D: Parent/Guardian permission letter

10 August 2020

Dear Parent/Guardian

My name is Tunomukumo Namutenya am currently registered as a Master of Arts student in the English Studies Department at University of South Africa, under the supervision of Associate Professor Pinky Makoe.

This letter serves to inform you that I will be doing observation in the class where your child is, during the English lesson as part of my research for this degree. This research will investigate code-switching in English lessons be informed that this observations will not hamper the academic programme and learners will not be disadvantaged in any form.

Please sign below if you agree that your child can be part of these lesson observations.

Yours

Tunomukumo Namutenya

Signature: _____ Date _____

10 August 2020

Omuvali omusimanekwa

Edhina lyandje olyo Tunomukumo Namutenya, otandi ilongo noshiputudhilo shopombanda shoUniversity Of South Africa kohi yetonatelo lyaProfessor Pinky Makoe.

Otandi ku nyolele ombilive ndjika opo ndiku tseyithile kutya otandi ya ndi ninge omapekaapeko mondondo moka muna okanona koye pethimbo yotundi yOshiingilisa opo ndi pekaapeke mo elongitho lyomalaka gaali motundi ndjika. Iizemo yomapekaapeko ngaaka oyina uuwanawa melongo lyOshiinglisa moosikola. Oto tseyithilwa wo kutya omapekaapeko ngaka itaga yi iilonga yosikola neilongo lyomunona goye moshipala.

Ngele owiitayela opo okanona koye ka kale mo mongulu pethimbi yomapekaapeko ngaaka, Shaina pevi mpaka.

Eshaino: _____ Date: _____

APPENDIX E: Teacher Interview consent letter

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

CROSS BORDER DATA SHARING:

Your personal information will cross border of country, however in line with South African Act of Protection of Personal Information (POPI) the researcher will adhere to the following:

Your personal information will be protected and will not be disclosed at any point with other researchers or statistician. South Africa is guided by the POPI act which provides protection of personal information your information will be given a similar level of protection to the personal information as that afforded by POPI.

I Tunomukumo, student number 67072453 consent and declare that I will treat the personal information in accordance with the provisions of POPI.

Kindly indicate by signing below that you give consent that your personal information can be transferred abroad. Participant Signature …… Date ……

I agree to the recording of the questionnaire

I have received a signed copy of the informed consent agreement.

Participant Name & Surname……

Participant Signature……..Date……

Researcher's Name & Surname: Tunomukumo Namutenya

Researcher's signature……..Date……

APPENDIX F: Teacher Interview Questions

An Interview Guide for Grade 4-7 (Senior primary) English Second Language teachers in Oshana Education Region.

School: _____ No: _____

This interview is intended to explore the concept of code-switching in Senior primary (Grade 4-7) lessons. It is hoped that the findings of this study might contribute to betterment of Language Learning.

The information that is going to be collected will be treated with utmost confidentiality and anonymity. The information to be collected from this interview will only be used for the purpose of this study and your identity will not be revealed in this study.

This interview is going to be tape recorded so that I can concentrate on our discussion now and come to write it out later. Please answer the questions as honestly as you can to facilitate accurate findings for this study. Thank you.

---

1. How do you understand the term code-switching?

Notes:_____

_____

_____

2. What are the provisions for Code-switching in the language policy?

Notes:_____

_____

_____

3. What learning/teaching situations induce the use of code-switching in English lessons?

Notes:_____

_____

_____

4. What do you think are the reasons for the occurrence of code-switching in your English Second Language lessons?

Notes:_____

_____

_____

5. In your view, what are the implications of using code-switching on learners' academic achievement in classrooms where English is taught and learned as a second language?

Notes:_____

_____

_____

6. In your opinion, what are the advantages of code-switching into the mother tongue in teaching and learning English Second Language?

Notes:_____

_____

_____

7. In your opinion, what are the disadvantages of code-switching into the mother tongue in teaching and learning English Second Language?

Notes:_____

_____

_____

8. What are your perceptions towards code-switching in English Second Language classrooms?

Notes:_____

_____

_____

9. What effect does English as the only medium of instruction have on learners' participation in your ESL classroom?

Notes:_____

_____

_____

10. How does Code-switching help improve the learners' participation in your ESL classroom?

Notes:_____

_____

_____

11. In your view, should code-switching be allowed to be practiced in English Second Language classrooms? Explain why.

Notes:_____

_____

_____

12. Is there anything else that you would like to add for this interview?

Note:_____

_____

_____

Thank you very much for your time and input. Your contributions are very much appreciated and valued.

APPENDIX G: Focus group consent form

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

CROSS BORDER DATA SHARING:

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Your personal information will be protected and will not be disclosed at any point with other researchers or statistician. South Africa is guided by the POPI act which provides protection of personal information your information will be given a similar level of protection to the personal information as that afforded by POPI.

I Tunomukumo, student number 67072453 consent and declare that I will treat the personal information in accordance with the provisions of POPI.

Kindly indicate by signing below that you give consent that your personal information can be transferred abroad. Participant Signature …… Date ……

I agree to the recording of the focus group discussion.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname……

Participant Signature……..Date……

Researcher's Name & Surname: Tunomukumo Namutenya

Researcher's signature……..Date……

APPENDIX H: Focus Group questions

Introduction: My name is Tunomukumo Namutenya, a student at the University Of South Africa (UNISA), carrying out a research project on Code-switching in English second language classrooms of primary schools in Namibia (Oshana Education Region). This is a requirement for the course that I am undertaking.

Thank you for your willingness to take part in this research. The main goal of the study is to find out what impact code-switching into mother tongue has on the second language (being English) development and what learning/teaching situations prompt/induce the act of code-switching. The study further aims at finding the teachers' perception towards code-switching in their classrooms as well as how and the purposes for which code-switching is used.

I wish to assure you that you will remain completely anonymous and no record of your responses will be kept for any purpose other than this research.

Code-switching refers to when speakers change back and forth between two languages or more in a single conversation without violating the rules of the languages underutilisation, but still maintains the topic of discussion (Gluth (2008)).

1. What is your general view or perception towards code-switching in English Second Language classrooms?

_____

_____

_____

_____

_____

2. What do you think are the roles of the Learners' first language in an English Second Language Classroom?

_____

_____

_____

_____

_____

3. In your opinion, what are the advantages of code-switching into the mother tongue in teaching and learning English Second Language?

_____

_____

_____

_____

_____

4. In your opinion, what are the disadvantages of code-switching into the mother tongue in teaching and learning English Second Language?

_____

_____

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_____

_____

5. How does Code-switching into the mother tongue enhance the learning of English, the target language?

_____

_____

_____

_____

_____

6. What are the specific factors that influence the use of code-switching in the classroom?

Any other opinions shared in the discussion.

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX I: Certificate of Editing

Blue Diamonds Professional Editing Services (Pty) Ltd

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10 May 2022

Declaration of professional edit

CODE-SWITCHING IN GRADE 4-7 ENGLISH SECOND LANGUAGE CLASSROOMS. A STUDY OF THREE PRIMARY SCHOOLS IN NAMIBIA

By

TUNOMUKUMO ILENI NAMUTENYA

I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency and referencing style. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 300 Masters and Doctoral theses, as well as articles, books and reports.

As the copy editor, I am not responsible for detecting, or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party subsequent to the date of this declaration.

Sincerely,

Dr J Baumgardt
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Full member: Professional Editors Guild (BAU001)