

**CODE-SWITCHING: A COMMUNICATIVE TECHNIQUE ENHANCING  
TEACHING AND ASSESSMENT OF GRADE 4 ENGLISH FIRST  
ADDITIONAL LANGUAGE**

by

**MABEL KGOMOTSO LEBESA**

Submitted in fulfilment of the  
requirements for the degree

***DOCTOR EDUCATIONIS***

in

**CURRICULUM AND INSTRUCTIONAL STUDIES**

in the

**COLLEGE OF EDUCATION**

at the

**UNIVERSITY OF SOUTH AFRICA**

**Supervisor: Prof. A.S. Mawela**

**2021**

## DECLARATION

I, Mabel Kgomotso Lebesa (student number 8689628) declare that this thesis, *Code-switching: communicative technique enhancing teaching and assessment of Grade 4 English First Additional Language in Gauteng selected Primary schools*, is my original work and I have acknowledged all the sources referred and cited in the references.



**Mabel Kgomotso Lebesa**

**November 2021**

**Date**

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## SUPERVISOR STATEMENT

This dissertation was submitted with my approval



**Prof. A.S. Mawela**

# ETHICAL APPROVAL



## UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/11/13

Ref: **2019/11/13/8689628/06/AM**

Dear Mrs MK Lebesa

Name: Mrs MK Lebesa

Student No.: 8689628

**Decision:** Ethics Approval from  
2019/11/13 to 2024/11/13

**Researcher(s):** Name: Mrs MK Lebesa  
E-mail address: 8689628@mylife.unisa.ac.za  
Telephone: 082 767 1340

**Supervisor(s):** Name: Dr. A.S Mawela  
E-mail address: mawelas@unisa.ac.za  
Telephone: 012 429 4381

### Title of research:

**Code-switching: Communicative technique enhancing teaching and assessment in English Grade 4 Gauteng selected primary schools.**

**Qualification:** PhD in Curriculum and Instructional Studies

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/11/13 to 2024/11/13.

*The low risk application was reviewed by the Ethics Review Committee on 2019/11/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

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**Note:**

*The reference number **2019/11/13/8689628/06/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,

  
**Prof AT Motlhabane**  
CHAIRPERSON: CEDU RERC  
motlhat@unisa.ac.za

  
**Prof PM Sebate**  
ACTING EXECUTIVE DEAN  
Sebatpm@unisa.ac.za

## **DEDICATION**

A special dedication goes to my mother Mmasaka “Saki” Pitse and my late father, Andrew Moseki Pitse, who raised me and my siblings to the best of their abilities to be the persons we are today. Father you worked so hard just to achieve one goal in your life, to see all your children educated. You did extremely well as a father, and I am so proud of you. Although you are no more, I know you are very proud of me (your Ntabe) that I have achieved what you always wished me to achieve. Thank you very much. My dedication also goes to my special late sister Refiloe “Rifs” Pitse. You were always a good sister to me, and I appreciate that sisterhood.

## **ACKNOWLEDGEMENTS**

First and for most I want to be grateful to the Almighty God, the owner of my life and my wisdom to make this study possible and successful under very difficult times. Father, your strength and guidance kept me going.

I am beholden to my supervisor, Prof. A.S. Mawela, for his constant support, constructive criticism and feedback, positive supervision and very helpful recommendations to help me conduct the study. I highly appreciate the knowledge, expertise and invaluable time you shared with me, thank you so much Dr for the great job. I really appreciate that.

I also want to value the contribution made by Dr S. Mahlambi and the courage he always provided with when I am hopeless and discouraged.

My special thanks are also extended to Gauteng Department of Education, the District Directors, Principals, School Governing Bodies, Head of Departments and teachers who took part and contributed willingly in this study. This study would not have been possible without you.

I would also like to take this opportunity to appreciate the work done by my editor, Dr C. Dowse whose useful comments have resulted in the improvement of several portions of this study.

Finally, I want to look back to my family who supported me through thick and thin during the most difficult time of my life. My husband, Khafa Lebesa, I am so grateful for your constant and unconditional support. You encouraged me throughout and your presence kept me going. Thank you very much my father.

To my two angels, Thusego and Tokelo, and son Pule. I am extremely grateful for your contribution and support. Thusego, you always wanted me to achieve this, and you contributed a lot. Thank you my dear.

A special thank you goes to my mother, Saki, brothers, Ramoagi, Moutane, John-Paul, Jerry, Mishack and sisters, Mmadukane, Ellah, Akele and Mmule who believed in my attempt and stood behind me.

To my in-laws Mampe, Mamphake, Mpatliseng and Thabiso thank you for your support.

Finally, I want to appreciate the contribution of Xolile and Nomasonto Mayekiso and Ennet Thelele for being there for me when I needed them most. You really showed me love and a great support.

*Thank you!*

## **ABSTRACT**

Code-switching is used as a communicative instrument during teaching and learning. Research has highlighted the dominance of teachers' use of code-switching in the classroom to promote learners' comprehension of subject content during teaching and learning. This research explored code-switching as a communicative technique to enhance teaching and assessment in English First Additional Language (EFAL) Grade 4 classrooms in selected Gauteng primary schools. Special attention was given to teachers' proficiency in the learners' home language; the benefits of using code-switching to teach and assess EFAL learners; the challenges of using code-switching to teach and assess EFAL learners; and code-switching communicative strategies that can be employed to improve teaching and assessment in EFAL classrooms. This qualitative study was underpinned by social constructivism theory, sociocultural theory, cognitive theory and an interpretivist paradigm. In order to gather data from the nine purposively and conveniently sampled Grade 4 EFAL teachers and five heads of department, semi-structured interviews, non-participatory observation and document analysis were used. Most teachers have been found to understand the use of code-switching during teaching and learning, but when they were assessing learners, they found it difficult to code-switch. The challenges of using code-switching for assessment overshadow code-switching accomplishments. Policy on the use of code-switching for assessment purposes has been found to be lacking. From this research it emerged that Grade 4 EFAL teachers are crying out for in-service training on how to incorporate code-switching in assessment practices. In order to enforce code-switching as a communicative technique to enhance teaching and assessment uniformly, policymakers should include the use of code-switching during teaching and assessment as an engaging activity in the Curriculum and Assessment Policy Statement (CAPS) documents.

**KEY TERMS:** Code-switching, lesson planning, assessment activities, First Additional Language

**THEFOSANYO YA DIPUO: THEKENIKI YA TLHAELETSANO E E  
TOKAFATSANG GO RUTA LE GO TLHATLHOBIWA GA ENGLISH JAACA PUO  
YA NTLHA YA TLALELETSO YA MOPHATO 4**

**TSHOBOKANYO**

Fa go rutiwa le go ithuta, go refosanya dipuo go itsege jaaka sediriswa sa tlhaeletsano. Patlisiso e sedifaditse ka moo barutabana ba dirisang thata thefosanyo ya dipuo mo phaposiborutelong go tswetsa go kgona ga barutwana go tlhaloganya diteng tsa serutwa ka nako ya go ruta le go ithuta. Patlisiso eno e tlhotlhomisitse thefosanyo ya dipuo jaaka thekeniki ya tlhaeletsano go thusa go ruta le go tlhatlhoba mo thutong ya English jaaka Puo ya Ntlha ya Tlaleletso (EFAL) mo diphaposiborutelong tsa Mophato 4 kwa dikolong tsa poraemari tse di tlhophilweng kwa Gauteng. Go ne go totilwe thata bokgoni jwa barutabana jwa dipuogae tsa barutwana; mesola ya go dirisa thefosanyo ya dipuo go ruta le go tlhatlhoba barutwana ba EFAL; dikgwetlho tsa go dirisa thefosanyo ya dipuo go ruta le go tlhatlhoba barutwana ba EFAL; le ditogamaano tsa tlhaeletsano tsa thefosanyo ya dipuo tse di ka dirisiwang go tokafatsa go ruta le go tlhatlhoba mo diphaposiborutelong tsa EFAL. Thutopatlisiso eno e e lebelelang mabaka e ne e theilwe mo tioring ya kago, tiori ya setsoloago, tiori ya temogo le molebo wa thanolo. Go kokoanya *data* go tswa mo sampoleng e e tlhophilweng ka maikaelelo ya diphaposiborutelo di le robongwe tsa EFAL tsa Mophato 4 le ditlhogo tsa mafapha di le tlhano, go dirisitswe dipotsolotso tse di batlileng di rulagana, le kelotlhoko ntle le go nna le seabe gammogo le go lokolola dikwalo. Go fitlhetswe gore bontsi jwa barutabana bo tlhaloganya tiriso ya thefosanyo ya dipuo ka nako ya go ruta le go ithuta, fela fa ba tlhatlhoba barutwana, ba fitlhetse go se bonolo go refosanya dipuo. Go fitlhetswe gore go lebeletswe thata dikgwetlho tsa go dirisa thefosanyo ya dipuo mo mabakeng a tlhatlhobo go na le diphitlhelelo tsa thefosanyo ya dipuo. Go fitlhetswe gore pholisi ya tiriso ya thefosanyo ya dipuo mo mabakeng a tlhatlhobo e a tlhabela. Go tswa mo patlisisong eno, go bonagetse gore barutabana ba EFAL ba Mophato 4 ba ikuela gore go nne le katiso ya mo tirong malebana le gore ba ka akaretsa jang thefosanyo ya dipuo mo ditlhatlhobong. Gore go dirisiwe thefosanyo ya dipuo jaaka thekeniki ya tlhaeletsano go tokafatsa go ruta le go tlhatlhoba ka go tshwana, badirapholisi ba tshwanetse go akaretsa tiriso ya



thefosanyo ya dipuo mo go ruteng le go tthatlhoba jaaka tirwana ya tirisano mo dikwalong tsa CAPS.

**MAREO A BOTLHOKWA:** Thefosanyo ya dipuo, thulaganyetso ya thuto, ditirwana tsa tthatlhobo, Puo ya ntlha ya Tlaleletso.

**U SHUMISA NYAMBO MBILI KHA VHUDAVHIDZANI: NDILA YA  
VHUDAVHIDZANI U KHWINISA U FUNZA NA U LINGA LUAMBO LWA U THOMA  
LWO ENGEDZWAHO LWA ENGLISH  
KHA GIREIDI YA 4**

**MANWELEDZO**

Nga tshifhinga tsha u funza na u guda, u shumisa nyambo mbili kha vhudavhidzani hu vhidzwa tshishumiswa tsha vhudavhidzani. Thodisiso yo ombedzela ndangulo ya vhadededzi ya u shumisa nyambo mbili kha vhudavhidzani kilasirumuni u tufuwedza vhagudiswa u divha thero lwo fhelelaho nga tshifhinga tsha u funza na u guda. Thodisiso heyi yo wanulusa u shumisa nyambo mbili kha vhudavhidzani sa Ndila ya vhudavhidzani u khwinisa u funza na u linga English Luambo lwa u Thoma lwo Engedzwaho (EFAL) kha Gireidi ya 4 kha zwickolo zwa phuraimari zwa Gauteng zwo khethiwaho. Ho sedzeswa nga maanda vhukoni ha mudededzi ha luambo lwa damuni lwa vhagudiswa; mbuelo ya u shumisa nyambo mbili kha vhudavhidzani u funza na u linga vhagudiswa vha EFAL; khaedu dza u shumisa nyambo mbili kha vhudavhidzani u funza na u linga vhagudiswa vha EFAL; u shumisa nyambo mbili kha zwiirathedzhi zwa vhudavhidzani zwine zwa nga shumiswa u khwinisa u funza na u linga kilasirumuni dza EFAL. Ngudo iyi ya kwhalithethivi yo kwhathisedzwa nga thyeori ya matshiliso ya u fatha, thyeori ya mvelele na matshiliso, thyeori ya ndivho na tsumbo ya uri ngoho yo fatha nga thalutshedzo. U itela u kuvhanganya data u bva kha tsumbonanguludzwa dza taha dza vhatu vho nangwaho u ya nga ndivho na vhatu vhane zwa leluwa u vha wana na u vha swikelela kha Gireidi ya 4 kilasirumuni dza EFAL na thoho thanu dza muhasho, inthaviwu dzine dza sa tevhedze tshivhumbeo, u sedza vhadzheneleli u sa dzheneleli na u saukanya manwalo zwo shumiswa. Vhonzhi ha vhadededzi vho wanala vha tshi pfesesa u shumiswa ha nyambo mbili kha vhudavhidzani kha u funza na u guda, fhedzi musi vha tshi linga vhagudiswa, vho wana zwi tshi konda u shumisa nyambo mbili kha vhudavhidzani. Khaedu dza u shumisa nyambo mbili kha vhudavhidzani u itela u linga dzo wanala dzi tshi fhungudza u khunyeledzwa ha maitele a u shumisa nyambo mbili kha vhudavhidzani. Mbekanyamaitele nga ha u shumiswa ha nyambo mbili kha vhudavhidzani kha u linga yo wanala i songo

fhelela. U bva kha thodisiso heyi ho sumbedziswa uri vhadededzi vha EFAL ya Gireidi ya 4 vha khou vhilaedzwa nga ha u gudela mishumo nga ha uri vha nga katela hani u shumiswa ha nyambo mbili kha vhudavhidzani kha maitete a u linga. U itela u shumisa nyambo mbili kha vhudavhidzani sa ndila ya vhudavhidzani u khwinisa u funza na u linga hu linganaho, vhabveledzi vha mbekanyamaitete vha fanela u katela u shumiswa ha nyambo mbili kha vhudavhidzani nga tshifhinga tsha u funza na u linga sa mushumo wa u dzhenelela kha mañwalo a CAPS.

**MAIPFI A NDEME:** Maitete a u shumisa nyambo mbili kha vhudavhidzani, nzudzanyo ya ngudo, mishumo ya u linga, Luambo lwa u Thoma lwo Engedzwaho

## ACRONYMS

ACE	Advanced Certificate in Education
ANA	Annual National Assessment
ATP	Annual Teaching Plan
BEd.	Bachelor of Education
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CAPS	Curriculum and Assessment Policy Statement
CMM	Curriculum Management Model
CS	Code-Switching
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EFAL	English First Additional Language
ESL	English as Second Language
FAL	First Additional Language
GDE	Gauteng Department of Education
HL	Heritage Language
HL	Home Language
HoD	Head of Department
IQMS	Integrated Quality Management System
L1	Language 1
L2	Language 2
LF	Logical Form
LiEP	Language in Education Policy
LTSM	Learner Teacher Support Materials
LO	Life Orientation
LoLT	Language of Learning and Teaching
MP	Minimalist Program
MT	Mother Tongue
NPA	National Protocol on Assessment
NPDE	National Professional Diploma in Education

NPPPPR	National Policy Pertaining to Programme and Promotion requirements
NQF	National Qualifications Framework
PF	Phonological Form
PGCE	Postgraduate Certificate in Education
PIRLS	Progress in International Reading Literacy Study
RNCS	Revised National Curriculum Statement
RSA	Republic of South Africa
SACMEQ	The Southern and Eastern Africa Consortium for Monitoring Educational Quality
SASA	South African School Act
SA-SAMS	South African School and Administration Management System
SGB	School Governing Body
SPTD	Senior Primary Teachers Diploma
UP	Universal Grammar
ZDP	Zone of Proximal Development

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# CHAPTER 1

## ORIENTATION OF THE STUDY

### 1.1 INTRODUCTION

Teaching and Assessment in South African schools are guided by the Curriculum and Assessment Policy Statement (CAPS) documents (Department of Basic Education, 2011). The Language of Learning and Teaching (LoLT) differs from the Foundation Phase level to the Senior Phase level in Primary schools. In the Foundation Phase, learners are taught and assessed in their Home Language (HL), which is the learner's mother tongue or the most spoken language in the family that the child was exposed to after birth (Dahm & De Angelis, 2017). In addition to all subjects being taught in the HL, English First Additional Language (EFAL) is introduced during this phase. In the Intermediate Phase, the Curriculum and Assessment Policy Statement (CAPS) (DEB, 2011) stipulates that the learners make the transition to the Language of Learning and Teaching (LoLT) which is English, and assessment should therefore be conducted in English. Despite the policy regulation on the use of English as LoLT in the Intermediate Phase, EFAL teachers often find themselves code-switching to the home language of the learners to enhance teaching and assessment in English Grade 4 (Chitera, 2009; Gutstein, 2007) as it seems that English language proficiency of the learners is not entirely developed.

Various scholars hold different views about the importance of code-switching and what it entails (Aljoundi, 2013; Cardenas-Clares & Isharyanti, 2009; Lin, 2013). The shift or change of focus by a teacher from one language to another for learners to understand the subject content taught in a foreign language is known as code-switching (Aljoundi, 2013). This implies that the term code-switching applies when the teacher uses several languages in the same conversation, or even within the same sentence for greater understanding. Lin (2013) explains that code-switching is a language alternation where more than one linguistic code is used in the classroom. It is the researcher's view that the teachers should take into cognisance the different types of code-switching and how to use them, as they tend to code-switch randomly. Azlan and Navasuman (2013) allude to the fact that knowingly and unknowingly, teachers use code-switching differently as they apply tag-switching, inter-sentential switching, and

or intra-sentential switching when teaching learners but are not aware which type are they using. EFAL teachers believe that the use of code-switching connects what is known to the unknown, that is, when introducing a new topic and giving instructions during teaching and learning, code-switching assists learners in understanding subject content better and improves active participation (Aljoundi, 2013; Herlina, 2007).

It seems that code-switching is used in the classroom to help learners understand subject content. However, the researcher intended to explore the use of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 EFAL in selected Gauteng primary schools.

## **1.2 THE BACKGROUND TO THE STUDY**

As previously mentioned, the language of teaching and learning undergoes a change from the home language used in the Foundation Phase to English in the Intermediate Phase. The first class in the Intermediate Phase where English is used as a medium of instruction is Grade 4. Drawing from experience as a District Subject Advisor and now a Provincial Coordinator in Primary schools situated in the Gauteng Province of South Africa, the researcher has observed that the performance of learners in Grade 4 EFAL had not been satisfactory. It is the researcher's view that the Grade 4 EFAL learners' performance is the result of the use of Home Language (HL) in the Foundation Phase as LoLT and a sudden change into English as LoLT in the Intermediate Phase. Even if English as an additional language is introduced during the Foundation Phase, a theory has shown that learners need time to develop fluency in a second or additional language (Cummins, 1979). He emphasises that learners need to work on a language development process first developing conversational fluency or Basic Interpersonal Communication Skills (BICS) and thereafter learners will, with this foundation of basic interpersonal communication skills, begin developing Cognitive Academic Language Proficiency, where they will learn the language necessary to understand and discuss content in the classroom.

### **1.2.1 The Use of Code-Switching in the Classroom**

Moghadam, Samad, and Shahraki (2010) assert that code-switching in teaching EFAL assists teachers in explaining the meanings of difficult words and concepts, which is supported by Jernudd (2002) who argues that adequate communication is accomplished if individuals participate in a meaningful language. This implies code-switching could be used in class to promote effective communication with learners. It could also be ideal to enhance interactive communication between the teacher and learners in class. It is the researcher's view that the use of code-switching guides, interprets, and translates lesson content for greater understanding. The preceding view is supported by Gulzar (2010) who alludes that code-switching can be effectively used in both an informal and formal way. Informally, code-switching is managed and administered and at a formal level, it is used to introduce, explain, comment, and practice the target language. Domalewska (2015) indicates that to help learners organise and understand new material, code-switching as a process of assimilation and accommodation assists in developing meaningful cognitive sets that formulate a rational connection. The nature and purpose of code-switching, therefore, enable the communication of ideas, opinions, and thoughts more effectively (Simasiku, Kasanda & Smit 2015). Although different scholars have differing views on the use of code-switching as a communicative technique in teaching, very few scholars have offered input on the use of code-switching when assessing learners.

### **1.2.2 Teachers' Proficiency in Home Language**

To understand the proficiency in the home language by teachers, the researcher first wanted to understand what home language entails and its proficiency. Nordquist (2020) defines home language as a language that is most commonly spoken by the members of a family for everyday interaction at home. He referred to it as family language or the language of the home. Chandra Sekhar Rao (2017) explains that Proficiency is the ability to speak or express the language with sufficient structural accuracy and vocabulary to participate smoothly and effectively in most formal and informal conversations on practical, social, and professional topics. Proficiency is best practiced through reading and writing. Ball (2013) further added that proficiency is measured in terms of receptive and expressive language skills, syntax, vocabulary,

semantics, and other areas that demonstrate language abilities. Chandra Sekhar Rao (2017) further designated that language proficiency is a measurement of how well an individual has mastered a language. Although the study is based on the use of code-switching from Home Language to English First Additional language, it was important for the researcher to understand the proficiency of learners and their teachers in the learners' home language. This was supported by Moyo, Beukes, and van Rensburg (2018), that learners' home language, helps them navigate the new environment and bridge their learning at school with the experience they bring from home. Again, competency in learners' home language assisted them to engage in the learning process. The researcher, therefore, wanted to know if teachers understand learners' home language, so that when they code-switch, they code-switch in the language learners understand. Home languages serve as the fundamental knowledge of the sounds and structures of the language by school-going age, home language learning, and vocabulary development, and in exploring spoken and written rhetoric.

### **1.2.3 The Benefits of Code-switching in Teaching and Assessment of EFAL**

Most scholars acknowledge the importance of the use of code-switching in an EFAL classroom (Moore, 2002; Simasiku, 2016; Simasiku *et al.*, 2015). Simasiku (2016) declares that for the creation of a democratic society, learners should be given equal opportunities to access information in an environment that promotes active involvement in learning. Most scholars mentioned above believe that to eliminate EFAL barriers, teachers should code-switch in learners' home language to prompt different interaction that helps learners understand the new knowledge taught by the teachers. Simasiku *et al.* (2015) add that code-switching explains and elaborates concepts to increase classroom participation and understanding.

### **1.2.4 The Challenges of Using Code-switching in the Teaching and Assessment of EFAL**

The preceding views of scholars refer to the positive impact of code-switching; however, literature also indicates disparaging views on code-switching. Although code-switching benefits both teachers and learners, Gulzar (2010) has warned teachers to be aware as code-switching could result in harmful results on the



competency of learners on the target language. Based on the preceding statement, the researcher's view is that many teachers do not understand how to use different types of code-switching which could have a negative effect on the developing proficiency of the learners' language.

Amorin (2012) supports Gulzar's (2010) statement that code-switching consciously impacts the speaking skills of learners due to lack of vocabulary development and subconsciously the speaking skills are affected by the environmental situation in which they find themselves when communicating. Ultimately, learners feel pressure when being orally evaluated as they become nervous and experience fear in searching for the appropriate words to use when discussing a topic. Simasiku (2016) concurs that code-switching does not instill courage, instead, it creates a dependency that does not allow learners to solve problems.

### **1.2.5 Code-switching Strategies in Teaching and Assessing EFAL Language**

It is the researcher's view that teachers in South Africa use code-switching without being guided by a formal policy document. Nguyen, Grainger, and Carey (2016) assert that there is no official policy on the medium of instruction in foreign language education in most countries concerning code-switching. The implications of not having a formal document or policy that speaks about code-switching are that teachers might not be integrating it in their EFAL lesson plans and when designing assessment activities. Assessment of learners in English as LoLT and/or Home language has previously been raised by Hofmannová, Novotná, and Pípalová (2008) who questioned the credibility and the outcomes of teaching and assessing learners in either English and or Home language. Their findings revealed that even though teachers use code-switching when they teach when they assess, home language is not integrated into designing assessment activities or tasks.

CAPS (DBE, 2011) states that assessment of learners should be in the language of teaching and learning, which implies that irrespective of teachers' use of code-switching, assessment should be conducted in EFAL classes. Murray (2009) defines the concept of assessment as a systematic process that is used for gathering data about learner performance, also serving as a tool for teachers to track learners'

understanding during the learning and teaching process. It is significant to use the language that the learner understands better when conducting assessment which aligns with Kellaghan, Bethell, and Ross (2011) that if assessment makes instructive pronouncements about learners' progress and provides constructive ongoing feedback that assists learners in achieving their goals and/or targets, learners must be allowed to interpret questions correctly when they are assessed, using the most developed language.

It was the researcher's intention in this study to broaden the understanding of the integration of code-switching when designing different types and forms of assessment. Dreyer (2014) explains that in assessing learners, teachers should take into cognisance, different types of assessment which include Assessment *for* learning (formative), Assessment *of* learning (summative), and Assessment *as* learning (self-assessment). Price, Pierson, and Light (2011) indicate that assessment *for* learning is used during teaching and learning to give learners support through immediate feedback to improve their performance. Assessment *of* learning is mainly used to evaluate learning achievement at different times during the school year(s) to report to learners, parents, teachers, and different stakeholders. The last type of assessment is Assessment *as* learning where learners assess themselves as critical connectors between assessment and learning (Dreyer, 2014).

### **1.3 PROBLEM STATEMENT**

It is within the South African Constitution that learners have the right to be taught in the language that they best understand (Constitution of the Republic of South Africa, Act 108/1996). As stipulated in CAPS (2011), Foundation Phase learners are taught and assessed in their Home language, while in the Intermediate and Senior Phases, English is used as LoLT and for assessment purposes. The Annual National Assessment (ANA) results of 2012, 2013, and 2014 have all indicated the poor performance of learners in EFAL, particularly in Grade 4 (Spaull, 2015).

Based on the intention of improving learners' vocabulary and understanding of English terminology, many EFAL teachers in Grade 4 have resorted to code-switching from English to the home language of learners during the teaching and learning process.

Even though code-switching is not a policy, teachers have resorted to using it to facilitate learner understanding of terminology and concepts. The CAPS (2011) documents outline three levels of planning. The first level of planning is the Annual Teaching Plan (ATP) which outlines the topic, completion date of the topic, and allocated percentage and time to address a particular topic. The second level of planning is the lesson plan (planning to teach) which details how the lesson is to be taught, the strategies employed, and the resources that would be used. The third level of planning is planning for assessment (designing assessment activities, either oral and/or written). No use of code-switching is indicated in any of the three levels as all activities are conducted in English. It is the researcher's view that learner performance is affected by assessment being conducted in English, as learners are unable to interpret the questions and so need to translate the questions from English to their home language. No explanation of English terminology seems to be made in the home language when administering written assessment for learning.

Previous research on code-switching has focused more on creating an understanding of concepts for the active participation of learners in the class during teaching and learning (Aljoundi, 2013). Research on code-switching pedagogy as a communicative technique could be applied during EFAL assessment for learning to improve learners' performance. The researcher, therefore, wanted to explore teachers' views on the use of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 English First Additional Language in selected Gauteng Primary schools.

#### **1.4 THE RESEARCH QUESTIONS**

Against the background information above, the main research question is as follows:  
*How do Grade 4 teachers use code-switching as a communicative technique to enhance teaching and assessment of Grade 4 English First Additional Language in selected Gauteng primary schools?*

The following research sub-questions were formulated to assist the researcher in exploring the main research question:

1. What is teachers' proficiency in learners' home language?
2. What are the benefits of using code-switching in the teaching and assessment of Grade 4 EFAL learners?
3. What are the challenges of using code-switching in the teaching and assessment of Grade 4 EFAL learners?
4. What communicative strategies can be employed to improve the teaching and assessment of Grade 4 EFAL learners?

## **1.5 THE AIM AND OBJECTIVES OF THE STUDY**

The study aimed at answering the research question: *How do Grade 4 teachers use code-switching as a communicative technique to enhance teaching and assessment of Grade 4 English First Additional Language in selected Gauteng Primary schools?*

The researcher wanted to explore the use of code-switching in enhancing the teaching and assessment process to promote learner performance. Most schools in this study are situated within communities that were bilingual or multi-lingual, therefore the researcher analysed the aspect of bilingualism or multilingualism in the context where the speech was produced.

The objectives of this study are to:

- explore teachers' proficiency in Home Language.
- identify the benefits of using code-switching to teach and assess Grade 4 EFAL learners.
- assess the challenges of using code-switching to teach and assess Grade 4 EFAL learners.
- suggest ways that may cause communicative strategies to be employed to improve teaching and assessment of Grade 4 EFAL learners.

## **1.6 THE THEORETICAL FRAMEWORK**

For the researcher to define the study philosophically, epistemologically, methodologically, and analytically, a defined theoretical framework was considered to assist in answering the research question. The theoretical framework directed the routes of research as it offered the foundation for establishing its position (Adom, Hussin & Adu-Agyem, 2018; Imenda, 2014). The theoretical framework was necessary

to ensure that the research findings were expressive and adequate and ensured the extension of knowledge by providing direction and impetus to the research inquiry. It was concluded by Grant and Osanloo (2014) that the theoretical framework is a 'blueprint' or guide for research that the researcher has borrowed as a framework to build the research. Social constructivism theory, socio-cultural theory, and cognitive learning theory in the second language were viewed essentially in exploring code-switching as a communicative technique enhancing teaching and assessment of Grade 4 English First Additional Language in selected Gauteng primary schools.

Constructivism theory was founded by different scientist and philosophers that use it in different ways (Suhendi & Purwamo, 2018). Although scientists and philosophers like Dewey, Piaget, and Vygotsky interpreted constructivism based on their own experience, it indicated that the learning is active, it creates schemes, it assimilates and accommodates all forms of science, and from Vygotsky, the learning was about social constructivism, group work, internships (Suhendi & Purwamo, 2018). This study focused on Vygotsky's social constructivism where teaching is used to find the main idea of what learners know and then scaffold their learning through participation and interaction. The researcher's view on social constructivism theory is that learners' knowledge and understanding of their world is determined and developed by individuals who understood these. Based on the preceding statements about social constructivism theory, Amineh and Asl (2015) assumes that social constructivism theory justifies the experience of human beings by creating a model that functions effectively and it is this essential system through which humans construct reality. It is within the social constructivism theory where teachers, through their own experience and thinking, use code-switching to improve the performance of Grade 4 learners to create understanding and meaning.

The constructivist approach is guided by different principles. Adom *et al.* (2018) indicated that one of the principles is creative classroom participation, and learning occurs through the completion of various projects. Through a constructivist approach, the learners use their knowledge and experience to construct and develop their learning. The social constructivism theory was used as a framework in this study to

investigate teachers' application of code-switching strategies and techniques in the Grade 4 class to improve learner performance in EFAL.

The second theory for this study is a socio-cultural theory in which social interaction leads to continuous changes in the life of the learners' thoughts and behaviour that can vary greatly from culture to culture. Vygotsky was not only interested in what knowledge brought to the interaction, but also in what the child himself/herself brought to the interaction, as well as how the broader cultural and historical setting shaped their interaction (Zubaidi, 2015).

Barnard and Campbell (2005) further indicate that Vygotsky posited that human learning cannot be understood independently from social and cultural forces that influence individuals. They further explained that socio-cultural interactions are critical to learning where individuals use physical, cultural, and psychological tools to learn and to regulate their activity, and language. Conceptual and cultural learning occurs through dialogue in what he called a Zone of Proximal Development (ZPD). Vygotsky (1978) explained that the distance between the actual developmental level is determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers. The information above showed the researcher that learning individually is not as effective as learning cooperatively, where the Grade 4 EFAL learners will learn from one another.

The last lens to be used for the study is cognitive learning theory in second language learning. Happs (2010) indicates that cognitive learning theory considers how learners utilizes their cognitive process, knowledge, aptitudes, interest, and abilities to transform the instructional stimuli into meaningful information inside the memory. Ormrod (2011) further indicates that it is through cognitive learning theory that learning takes place, through the use of the brain and new knowledge is gained through experience. The theory for the study is not only about cognitive learning theory but cognitive learning theory in a second language. When considering the second language, (Mitchell, Myles & Marsden, 2013) believe that language and aspects of cognition are inseparable, and all information is processed in the mind. They further indicate that the learning of a foreign language, based for this study is EFAL, is a

continuous process that requires EFAL learners constantly to make efforts and remain interested to learn and use language well. This can only happen if teachers are responsible to choose the method that they believe can assist learners. The researcher assumes that since cognition refers to intellectual functioning, cognitive learning theory will address mental learning of EFAL as a second language and also the medium of instruction in Grade 4. It is therefore the responsibility of teachers to understand different learners' ability to use the correct method to assist learners.

## **1.7 RESEARCH DESIGN AND METHODOLOGY**

### **1.7.1 Research Paradigms**

A paradigm is a way the world is viewed by philosophical assumptions looking at the nature of social reality which is ontology and the nature of knowledge, justification, and rationality of belief which is epistemology (Patton, 2002). Five basic paradigms can be used in any research project, and they are positivist, interpretivist, feminist, critical, and post paradigms (Cohen, Manion & Morrison, 2013), however, this study uses the interpretive paradigm. In this research, the nature of reality (ontology) is a problem that Grade 4 teachers experience in teaching and assessing EFAL without using code-switching, and the nature of knowledge, justification, and rationality of belief is that most Grade 4 learners underperforming in EFAL.

The epistemological and ontological stance for this study is based on the interpretive paradigm as Taylor and Medina (2013) indicate that it is a humanistic paradigm introduced in educational research to explore social meaningful actions through observing people naturally to understand and interpret their social world (Okeke & van Wyk, 2015). Although the study positioned itself in an interpretive paradigm, Cohen *et al.* (2011) have indicated that challenges within this paradigm discard the ideological context of educational research, therefore it presents incomplete accounts of social behaviour. The main focus for this study was not on social behaviour but on how Grade 4 teachers apply code-switching as a communicative technique enhancing teaching and assessment of Grade 4 English First Additional Language in Gauteng selected primary schools. Therefore, the Interpretive paradigm is deemed suitable for this study as it would enable the development of local understandings based on the life-world experiences of Grade 4 teachers.

### **1.7.2 Research Approach and Design**

Research can be conducted in different ways. Creswell (2011, 2013) states that the three research designs which could be used are qualitative research approach, quantitative research approach, and a combination of qualitative and quantitative research, which most researchers called mixed methods. The collection and analysis of data should be done systematically to ensure that it is relevant to the research purpose (Akhtar, 2016). There has been some confusion concerning the terms research design and research methodology which have been used interchangeably by researchers (Koekemoer, 2012). Durrheim (2002) and Koekemoer (2012), define research design as an essential plan to answer the research question. Akhtar (2016) regards a research design as a strategy to answer the research question, serving as a blueprint and a route map on how the Grade 4 teachers use code-switching as a communicative technique enhancing teaching and assessment of Grade 4 English First Additional Language to promote the performance of the learners to acquire language skills.

The research approach used for this study is a qualitative approach that would assist the researcher in exploring and understanding the experiences of participants in a natural setting to acquire a rich description of the research problem stated above. McMillan and Schumacher (2010) concur that qualitative research is more about individual and/or group experiences with the same social or a human problem. When conducting qualitative research questions are developed to assist the researcher collects data from participants in their location, which in this study, are the Grade 4 teachers, to build an understanding of the use of code-switching in the Grade 4 EFAL class (Cohen et al., 2011; Creswell, 2009, 2011, 2013; Gay, Mills & Airasian, 2009, 2012).

According to the researcher's view, the use of a qualitative approach was to help in understanding the behaviour, attitudes, and intentions of teachers to use code-switching in Grade 4 EFAL class as their perspective to improve learners' performance. The idea of a qualitative approach is supported by McMillan and Schumacher (2010) that the open-ended nature of the qualitative approach, assisted to investigate the research question and developing an understanding and make sense of the phenomenon under inquiry.



Most advantages of qualitative research are outlined above; however, Patton (2002) has indicated that there are some disadvantages as it is not objective and neutral to engage in a manner that could yield worthwhile results. He further explained that it was the type of approach where sometimes it took sides, especially when the researcher was not broad-minded. It was therefore imperative for the researcher to be authentic and conscious of the multiple realities that exist for the research question to be answered.

The research design for the study was a single- in-depth case study which is used for a comprehensive understanding, description, and analysis of instances (Baškarada, 2013). Gustafson, (2012) and Starman (2013) concur that a case study, which studies a person or a group of people to generalise, and its focus was grounded on a component. Other scholars have found it difficult to define a case study; however, Flyvbjerg (2011) indicated that it was too general and did not contain excess reliable descriptions.

A case study could be exploratory or descriptive, but it serves as a guideline on how to conduct the study. An exploratory case study explores any phenomenon in the data and serves as a point of interest to the researcher (Zainal, 2007). Yin (2003, 2009, 2013) explains that to understand the phenomena, single or multiple case studies could be conducted. Single case studies produced extra and better theory than in multiple case studies as with more cases are under scrutiny, it is difficult to understand the differences and the similarities of the cases.

The literature on case studies suggested the use of a single in-depth case study to look deeper into the difficulty and the nature of how Grade 4 teachers use code-switching as a communicative technique enhancing teaching and assessment of Grade 4 EFAL in selected Gauteng primary schools. A case study research design was deemed an appropriate approach as it would allow teachers and Departmental Heads to describe their experiences on the use of code-switching during teaching and assessment of Grade 4 EFAL learners as outline by the problem statement above.

The researcher is the primary instrument to use in a case study to gather and analyse data. Cohen *et al.*, (2011) indicate that data is gathered using different data collection tools to interpret the reality of a problem which would allow the researcher to have an in-depth understanding of different challenges regarding code-switching.

### **1.7.3 Population and Sampling**

The research site is located in the Gauteng Province of South Africa and comprises nine township primary schools from nine education districts. According to Latham (2007), sampling as a sub-group of a population should represent the characteristics of every unit in the population (Cohen *et al.*, 2011). The sites were conveniently chosen because the researcher is employed within the Gauteng Department of Education. As a Deputy Education Specialist in the province, the researcher evaluates most primary schools and communicates with districts and province primary school officials through reports on issues of curriculum. It was convenient to conduct this research at different primary schools within the province as this sampling method ensures that the research is cost effective, is more efficient, and has greater flexibility to provide greater accuracy (Farrokhi, 2012).

Purposive sampling was used as a sampling technique as participants possessed the characteristics that would inform the researcher, about the use of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 EFAL at selected Gauteng primary schools. Purposive sampling in this research provided information about the knowledge and experience of Grade 4 teachers when they applied communicative techniques in the teaching and assessing of EFAL. Purposive sampling also identified participants from specific general constituencies as stated by Valerio, Rodriguez, Winkler, Lopez, Dennison, Liang, and Turner (2016) that all participants gathered information, provided knowledge about what was happening during teaching and learning of Grade 4 learners regarding code-switching.

The researcher determined the sampling by interviewing nine Grade 4 EFAL teachers and five Departmental Heads from nine primary schools of nine education districts. The researcher also observed five Grade 4 EFAL teachers in practice from five districts in the Gauteng Province and analysed their documents. The small sample of

fourteen participants was important for this research as more time could be used in interrogating data (Punch, 2009 in Thanh & Thanh, 2015). The selection criteria will be fully discussed in chapter 3.

#### **1.7.4 Data Collection Strategies**

- **Semi-structured individual interviews**

When conducting research, attention should be given to participants during the interview. In this study, semi-structured individual interviews with selected EFAL Grade 4 teachers and EFAL Grade 4 Departmental Heads were conducted. As interviews accessed people's perceptions, meaning, the definition of situations, and construction of reality (Punch, 2009), it was deemed suitable to be used for the study. Semi-structured interviews assisted the researcher to come to some understanding of the other persons' construction of reality to access deep rich context that was the substance of the meaning. Conducting the interviews, the researcher needed to be focused, a good listener, and non-judgemental.

- **Non-participant Observation**

The focus of the observation was to gather open-ended data which was the first-hand information when the researcher observed Grade 4 EFAL teachers' lesson presentation at selected Gauteng primary schools (Creswell, 2009, 2011, 2013). The observation was one strategy that would allow the researcher to observe the life experiences of the participants within the teaching and assessment of EFAL. The observation enabled the researcher to understand the context in which code-switching serves as a communicative technique to enhance teaching and assessment of Grade 4 English. The researcher observed the aspects that might be unconsciously missed or not referred to in the interviews.

- **Document Analysis**

Document analysis, the third data collection method used to collect data for this study, is considered a valuable source of information. Documents sourced from the participants, relating to teaching and assessment of EFAL assisted the researcher in eliciting information to see if there is any policy within the school that addresses code-switching and to check if teachers plan to use code-switching during teaching and assessment. The following information was considered from the resource files of

teachers: policy documents, evidence of subject meetings, lesson plans, and Annual Teaching Plans, assessment plans, assessment tasks, and tools, year plans, learners' recording tools, percentages awarded for different EFAL topics, Grade 4 EFAL learners' work, evidence of teaching strategies and management files of Departmental Head. It was important for the researcher to use Document Analysis as a method for data collection to check if anything related to code-switching was planned and therefore reflected in the documents

### **1.7.5 Data Analysis**

Narrative analysis is a popular form of qualitative research that uses stories as data and first-person accounts of experience told in story form. Data were analysed using Narrative Analysis. Narrative analysis is the data collected from interviews, observations, and document analysis which is synthesised into a story or narrative that serves as the outcome of the research (Gay *et al.*, 2012). Thematic and structural approaches are suitable for the study as the thematic approach will report on the event and the structural approach is based on intellect and location (Riessman, 2013). This inductive analysis approach assisted the researcher in recognising teachers' personal experience on code-switching in EFAL.

## **1.8 TRUSTWORTHINESS**

Trustworthiness is defined as the quality of an inquiry that makes it notable to the audiences (Schwandt, 2001). It means the extent to which the findings are an authentic reflection of the person or lived experiences of the phenomenon under investigation. The trustworthiness of the study required applying four criteria for naturalistic inquirers namely credibility, confirmability, transferability, and dependability (Lincoln & Guba, 1985).

### **1.8.1 Credibility**

Credibility refers to the trustworthiness, verisimilitude and has been subtly replaced by criteria and standards for evaluation of plausibility of the research findings (Boudah, 2011). Once the credibility of the researcher is established, the credibility of the methods chosen must be addressed. The research chosen for the study must fit the

research question (Lincoln & Guba, 1985) For the research methods to fit the research question, the following aspects were considered such as truth value, applicability, and consistency:

- Truth Value

Truth value is when the researcher ensures that multiple perspectives are a prolonged engagement with the participants (Marshall & Rossman, 1995). The other perspective is persistent observation and sufficient duration to observe. The researcher always reviewed data with the participants to fill the identified gaps.

- Applicability

Another way that the credibility of methods and findings can be enhanced is applicability. The researcher did not generally research broad generalization, but a rich description of the study is included to understand the situation in detail (Boudah, 2011).

- Consistency

Boudah (2011) indicated that consistency also enhances the credibility of the methods and findings. Consistency means that the researcher comes to conclusions similar to those of the original study of the use of code-switching as a communicative technique in teaching and assessing Grade 4 EFAL learners. The researcher, therefore, used a rich description of the data collection and analysis to evaluate the consistency of the study.

### **1.8.2 Transferability**

Qualitative inquiries are often specific, and the findings are applicable for a particular environment or a small group of individuals. It is extremely difficult to demonstrate that the findings and conclusions apply to other situations and populations. The researcher highlighted the importance of the researcher's conveying to the reader the boundaries of the study (Marchionini & Teague 1987). The responsibility of the researcher is to ensure that sufficient contextual information about the field work sites is provided to enable the transferability of such research inquiries.

### **1.8.3 Dependability**

According to Meniam (1995), for an audit to take place, the researcher must describe in detail how data were collected, how categories were derived, and how decisions were made throughout the inquiry. The purpose is to evaluate the accuracy and evaluate whether or not the findings, interpretations, and conclusions are supported by the data. It provides an opportunity for an outsider to challenge the process and findings of a study. Important feedback from an external researcher or expert can lead to additional data gathering and the development of stronger and better-articulated findings.

### **1.8.4 Conformability**

Conformability can be seen as a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not motivation or interest (Punch, 2009). In this study, steps were taken to ensure as far as possible that the findings are the result of the experiences and ideas of the participants, rather than the characteristics and preferences of the researcher. This will eliminate biases and favours from the findings obtained.

## **1.9 ETHICAL CONSIDERATIONS**

The participants play an important role in the study. To protect them, (Gay, Mills & Airasian, 2012) indicated that ethical considerations should be considered. The researcher was granted permission by the University of South Africa College of Education Ethical Clearance Committee (*Ref No: 2019/11/13/8689628/06/AM*). As the researcher is researching primary schools in Gauteng, the Department of Basic Education was approached for permission to conduct the research, and permission was granted.

In qualitative research, quality criteria are considered for the credibility of the research. Since the research approach for this research was a case study, the site would be entered respectfully, and participants would be made comfortable so that in-depth data can be collected. Emphasis is placed on the capabilities of the researcher and the

researcher should understand how data collection methods are used and should guard against being biased.

The participants were informed by the researcher about the purpose of conducting the study. The researcher should adhere to strict confidentiality and anonymity to protect the participants. Giving the participants pseudonyms guard against calling them by name. Participants who are not willing to participate should not be forced to be part of the study. During the collection of data, the researcher should ensure that the research setting is not identified in print.

Consent forms were signed by teachers and Departmental Heads of the selected schools indicating that there were agreeable to participating in the study. The participants and the research site should be respected to ensure that the research is not harmful to the participants (McMillian & Schumacher, 2010). In the case of this study, there was no identifying information, verbal or written communication that was revealed about the participants and as previously mentioned, confidentiality and anonymity were ensued. All the ethical issues about the study are discussed in detail in Chapter 4.

## **1.10 RESEARCHER'S ASSUMPTIONS**

Code-switching as a communicative teaching and assessment technique would assist teachers in scaffolding Grade 4 learners' development of language skills. It would assist learners in the acquisition of skills, values, and attitudes to challenge the outside world. Above all, it could be advantageous for the National Department of Education to develop a policy on code-switching which could be applied practically in the classroom.

The single in-depth case study research design would assist the researcher to get to the heart of the research problem and enable the researcher to answer the research question of "*How do Grade 4 teachers use code-switching as a communicative technique to enhance teaching and assessment of Grade 4 English First Additional*

*Language in selected Gauteng primary schools?"* The participants of the study would be willing to take part in the research process and would answer the interview questions honestly, willing to be observed, and allow their documents to be analysed.

### **1.11 SIGNIFICANCE OF THE STUDY**

Although numerous studies have been conducted on code-switching as a tool to assist teachers during learning and teaching, few of the studies have investigated code-switching as a communicative technique that enhances the teaching and assessment of EFAL. Learners from Grade 3 enter Grade 4 classes with varying levels of mastery of HL and EFAL. Some learners have an excellent command of HL and EFAL while some only are proficient in their home language. At the other end of the scale, some learners may have a poor command in both HL and EFAL. It is the researcher's view that code-switching is beneficial not only in teaching and learning but also when applying assessment for learning in class, for learners to understand and interpret questions correctly to accommodate all learners of different abilities.

It was, therefore, important to conduct this study on the use of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 English First Additional Language in selected Gauteng Primary schools. The findings, the proposed model as well as the conclusions and recommendations would not only assist Grade 4 EFAL teachers with suggestions on applying code-switching in teaching and assessment, but also for future research. Furthermore, this study will fill a gap where code-switching as a pedagogy in teaching and assessment is part of the language policy. If code-switching is included in the policy documents, there would be a common way of applying it that would result in uniformity in all the primary schools.

### **1.12 DELIMITATIONS OF STUDY**

The scope of the research is limited to the use of code-switching as a communicative technique in teaching and assessment in Grade 4 classes in selected primary schools in Gauteng.



### 1.13 CLARIFICATION OF TERMS

*Assessment:* is a process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experience (Dreyer & Mawela 2020).

*Assessment for learning (formative assessment):* is conducted throughout the teaching process to give feedback to learners. The process assists teachers in understanding learners' progress and offers them the opportunity of identifying strategies that need to be applied for further learning and progress (Earl, 2003).

*A teacher* is a professional who is trained to help others to acquire knowledge, competency, or values. The teacher prepares for the lesson and assesses at the end of the presentation to ensure that learning has taken place (Korth, Erickson & Hall, 2014).

*A learner:* is a person who through the process of learning acquires knowledge, skills, competency, and values (Education Council of Zambia, 2013).

*Learner performance:* refers to the results of a task given to the learner to measure the pre-set standard of accuracy, completeness, cost, and speed by applying knowledge, skills, values, and abilities (Education Council of Zambia, 2013).

*Curriculum and Assessment Policy Statements:* a policy statement that indicates knowledge, skills, and values worth learning. It is a guideline that shows how knowledge and skills are applied in a meaningful way that promotes knowledge in local contexts (Department of Basic Education CAPS document Grade R - 12, 2011).

*The Department of Basic Education:* The department that governs the education system and serves schools education systems in South Africa, which are schools from Grade R to Grade 12. (Department of Basic Education, 2019).

*Code-switching:* code-switching is the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation (Grant & Nguyen, 2017.)

*First Additional Language*: is the additional language taught at the school in addition to the learners' home language (Lenyai, 2011).

#### **1.14 OVERVIEW OF STUDY**

*Chapter 1* laid the basis of the study and outlined the background information of the study and how it has been framed. This chapter provided the rationale for researching investigating communicative techniques which could enhance teaching and assessment of Grade 4 English in selected Gauteng primary schools. This chapter also explained how the research will be conducted guided by the interpretive paradigm and a case study research design. Interviews, observation, and document analysis will be the data collection instruments and data will be analysed by narrative analysis.

*Chapter 2* presents the theories that create the theoretical framework that underpins the study. The key theories of constructivism, namely social constructivist theory, socio-cultural theory, and cognitive learning theory in the second language are discussed and described. The conceptual framework supporting the study is finally presented.

*Chapter 3* reviews the literature on firstly on language and teacher and learner proficiency and how that affects the teaching and learning process. The concept of code-switching is introduced and discussed focusing on the current nature of code-switching as a communicative technique to enhance teaching and assessment of Grade 4 English.

*Chapter 4* discusses the research methodology used in this research. The research paradigm is discussed as well as the research approach and research design which is a qualitative case study. Methods of collecting data included interviews and observations and document analysis. Features such as trustworthiness, reliability, and ethical considerations are reflected, ensuring the strengths and weaknesses of the methodology.

*Chapter 5* reports on the findings emerging from data that were collected and analysed through Narrative Analysis. The findings were linked back to the literature review and

the theoretical framework to accumulate new knowledge. As a result of these findings, answers were offered to the research question.

Chapter 6 is the concluding chapter of the study, containing the synopsis of each chapter, the summary of the main research findings, recommendations to different stakeholders regarding code-switching as a communicative strategy to improve teaching and assessment of Grade 4 EFAL, and limitations of the study. The chapter presents a suggested model for teacher application of code-switching as a communicative strategy to improve teaching and assessment of Grade 4 EFAL. The chapter finally offers suggestions for code-switching as a communicative strategy to improve teaching and assessment of Grade 4 EFAL.

## **1.15 CONCLUSION**

It seems that teachers experienced a problem when EFAL is taught in Grade 4. As a result, there is a need to address how teachers use code-switching as a teaching and assessment technique to interact with learners. The reason being teachers are the ones to create an environment of understanding EFAL in Grade 4. However, what needs to be known explored is the use of code-switching enhances the teaching and assessment process and thus learners' performance. This then creates a need to develop a model for code-switching application that teachers can use in teaching and assessing in the Grade 4 EFAL class.

This chapter conceptualised the research problem and provided the rationale and the purpose of the study. The preliminary conceptual framework was discussed as an introduction to the study. The research design and the methodology were indicated, and the chapter is concluded with an outline and purpose of all the chapters.

In Chapter 2, the researcher presents the theoretical framework underpinning the use of code-switching as a communicative framework in teaching and assessing Grade 4 EFAL learners. This study will contribute to the uniform use of code-switching in teaching and assessment in Grade 4 EFAL class for learners' understanding and performance in EFAL.

## CHAPTER 2

### THEORETICAL FRAMEWORK UNDERPINNING CODE-SWITCHING IN TEACHING AND ASSESSING GRADE 4 EFAL CLASS

#### 2.1 INTRODUCTION

The previous chapter provided an overview of what the researcher intended to explore with regards to code-switching as a communicative strategy enhancing teaching and assessment of Grade 4 English First Additional Language (EFAL). The purpose of Chapter 2 is to provide an outline of various educational theories that underpinned this study and the classroom use of code-switching as a communicative strategy enhancing teaching and assessment of Grade 4 EFAL.

The path for the research is guided by theoretical and/or conceptual frameworks which offer the foundation for establishing its credibility (Benny, 2015). For the research findings to be more meaningful and acceptable to the theoretical constructs in the research field, a theoretical or conceptual framework should be considered (Ngulube, Mathipa & Gumbo, 2015) as is the requirement of every thesis to offer the student a map of the research.

The problem for understanding theoretical and/or conceptual frameworks is compounded by the fact that there is a lack of understanding regarding the notions of theoretical and conceptual frameworks (Leshem & Trafford, 2007). Most scholars use the two terms interchangeably as the two terms seem similar, however, they differ from each other in concept and their roles in the research inquiry (Adom *et al.*, 2018). The researcher believes that the starting point is to understand what theory, concept, framework, conceptual framework, and theoretical framework entail. Fox and Bayat (2007) define theory as interrelated propositions, concepts, and definitions that present a systematic point of view for specifying relationships between variables to predict and explain phenomena. Imenda (2014) concurs and explains that theory is like a blueprint, a guide for modelling a structure. A blueprint depicts the elements of a structure and the relation of each element, just as a theory depicts the concepts and how they relate to each other. Benny (2015) concludes that theories are constructed

to explain, predict and master the phenomena. In contrast, a concept is difficult to define as the interpretation of scholars differs from one to the other (Hornby, (2005).

It is also important for the researcher to understand what a framework entails within the context of research. Liehr and Smith (1999) define a framework as a structure that guides for the researcher to come up with the research question, methods for measuring variables, and planned analyses. Once data is collected and analysed, the framework is used as a mirror to check whether the findings agree with the framework or whether there are some discrepancies; where discrepancies exist, a question is asked as to whether or not the framework can be used to explain them. Imenda (2014) reinforces the notion that the identified framework guides, explains, and interprets, and in this study, this would refer to the impact of the use of code-switching as a communicative technique in the teaching and assessing of Grade 4 EFAL learners.

According to Benny (2015:438-439), a theoretical framework “is a structure that holds or supports a theory of research work and it explains why the problem under study existed. In the theoretical framework, the researcher presents the general assumptions of the theory for the issues under study, why the theory is selected, and how it will shape the whole study”. Grant and Osanloo (2014) agree that a theoretical framework serves as the blueprint or guide for research and is based on an existing theory in a field of inquiry that is related to the study. It serves as the foundation upon which research is constructed. Fulton and Krainovich-Miller (2010) relate the role of the theoretical framework to a travel plan, when traveling to the destination, a map is needed to guide to arrive at the destination. In the case of this study, the theoretical framework focuses the researcher on theories that guide her to understand the impact of code-switching as a communicative technique in teaching and assessing so that there is not a deviation from the confines of those theories. Brondizo, Leemans, and Solecki (2014) agree that a theoretical framework is the specific theory or theories about aspects of human endeavour that could be useful to the study of events. The theoretical framework consists of theoretical principles, constructs, concepts, and tenants of a theory (Grant & Osanloo, 2014). Brondizo *et al.* (2014) conclude that the theoretical framework is the specific theory or theories about aspects of human endeavour that could be useful to the study of events.

Benny (2015:438-439) defines a conceptual framework as “a structure that assisted the researcher to explain the natural progression of the phenomenon to be studied and is linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researcher.” Kumar (2005 in Ngulube, Mathipa, and Gumbo, 2015), contends that a conceptual framework is developed from a theoretical framework and concentrates on one section of that theoretical framework which forms the basis of the research. The conceptual framework presents an integrated way of looking at a problem under study (Liehr & Smith, 1999). The conceptual framework describes the relationship between the main concepts of a study and it is arranged in a logical structure to provide a picture or visual display of how ideas in a study relate to one another (Grant & Osanloo, 2014). It also shows the series of actions the researcher intends to carry out in a research study (Dixon, Gulliver & Gibbon, 2001). The framework makes it easier for the researcher to specify and define the concepts within the problem of the study (Luse, Mennecke & Townsend, 2012). Considering the views of different scholars above, it could be difficult for the researcher to understand the application of the two frameworks in research. It was therefore important for the researcher to elucidate in detail the meaning of the terms, their importance in the research process, their differences and similarities, and the one to be used in this research.

Looking at the two definitions of both terms, showed that there is a difference between a theoretical and a conceptual framework. A theoretical framework has a broader scale as it describes a broader relationship of things (Upadhyay, 2015) whereas a conceptual framework is more specific in defining the relationships. Ngulube, Mathipa, and Gumbo (2015) explain that a conceptual framework forms part of the theoretical framework. This takes one back to where the literature indicated that there are some areas of research that follow deductive approaches and those which follow an inductive approach. As theory is broad it follows a deductive approach and the narrow conceptual framework results in it being inductive. That is why when looking at methods and comparing the two research approaches, a quantitative research approach is deductive as its findings can be generalised whereas the qualitative research design is specific (Upadhyay, 2015).

The table below shows the difference between a theoretical and a conceptual framework.

**Table 2.1: The differences between a framework and a conceptual framework**

<b>Theoretical Framework</b>	<b>Conceptual Framework</b>
It provides a general or broader set of ideas within which a study belongs	It refers to specific or narrower ideas a researcher utilises in his/her study.
It is based on existing theory/theories in the literature which has/have been tested and validated by other scholars	It is based on the concepts which are the main variables in a study.
It is in the form of a model that pivots a study, with its exponents and the results of their studies.	It is a researcher's own constructed model that s/he uses to explain the relationship that exists between the main variables in his/her study. It can also be an adaptation of a model in an existing theory which a researcher adapts to suit his/her research purpose.
It is well developed, designed, and accepted.	Its design is not accepted, but it is a proposal of the researcher's answer to the research problem he/she has defined. It offers a focal point for approaching
It offers a focal point for approaching the unknown research in a specific field of inquiry	It is the framework that shows logically how the research inquiry is to be undertaken.
It consists of theories that seem interrelated with their propositions deduced.	It consists of concepts interconnected to explain the relationships between them and how the researcher proposes to answer the defined research problem.
It is used to test theories, to predict and control the situations within the context of a research inquiry	It is aimed at encouraging the development of a theory that would be useful to practitioners in the field.

The table above showed by the researcher the difference between theoretical framework and conceptual framework

Table 2.1 above explains and differentiates between a theoretical and conceptual framework, it is clear that a research study without a theoretical lens lacks a solid foundation on which it has to firmly position itself. For this research not to lose its value and trustworthiness, different theories were used to underpin the study.

Teaching and assessment are the daily activities in the EFAL classroom. For the researcher to perceive the impact of code-switching, three theories were used to navigate this research to answer the research question: *How do Grade 4 teachers use code-switching as a communicative technique to enhance teaching and assessment of Grade 4 English First Additional Language in selected Gauteng primary schools?*

The selection of theories is dependent on the discipline or field of study. As this study focuses on the use of code-switching in a Grade 4 EFAL class, there were various theoretical conceptualisations that the researcher could have opted to use. However, the researcher found it deem-fit to use constructivism theory, socio-cultural theory, and cognitive learning theory in the second language as a blueprint for the study. Though these theories could be used, they all postulate a different approach. Therefore, the researcher deepens her understanding of the theories chosen for this study, to answer the research questions for the study. However, a description of constructivism is first given before introducing the three theories.

## **2.2 CONSTRUCTIVISM THEORY**

Constructivism theory pays attention to the process of how learning takes place and how learners should be engaged to construct knowledge (Mascolo & Fischer, 2004). It is the researchers' ideal to explore how Grade 4 teachers use code-switching during teaching to engage learners to construct knowledge that empowers them when writing assessments. Suhendi and Purwamo (2018) showed that constructivism has a positive impact on educational progress to improve learners' ability to learn through teaching and assessment. In the case of this study, learners' ability to answer questions correctly during the assessment will be a result of the success of teachers' code-switching during teaching and learning of EFAL. It also opens up learner's curiosity about something new on which to build their knowledge, to create and design something related to their needs. Taylor (2010) concurred that constructivism offers a significant contribution to education, shaping the thinking about the active role of the mind of the learner, student, teacher, or researcher. Taylor (2010) indicated that defining what constructivism means depends on the version of constructivist theory considered.



Amineh and Asl (2015) define constructivism as a synthesis of multiple theories diffused into one form and it is the assimilation of both behaviourist and cognitive ideals to maintain that learning is a process of constructing meaning and how people make sense of their experience. The researcher intends to explore if learners can construct meaning as a result of teachers' code-switching during an assessment. Mvududu and Thiel-Burgess (2012) added that constructivism is an approach that probes children's level of understanding and shows that the level of understanding could increase and change to a higher level of thinking. Based on the two definitions above, the researcher agrees that teachers construct language and assist learners in understanding the concept taught which then means that they can put their knowledge into practice.

Sjøberg (2010) indicated that constructivist thinking extends the field of linguistics as well as general literal learning and learning approaches in particular. It arose from the shift of behaviourist thinking to cognitive thinking and social interaction. Suhendi and Purwamo (2018) indicate that constructivism does not play a visible role in language pedagogy and teacher education as one may think. The origin of constructivism, as indicated by Sjøberg (2010), is rooted in Piaget's cognitive development and Vygotsky's structural theory where its impact is on the development of both micro- and macro-world technology. He further designated that the basic premise of constructivism is that people learn when they have gained experience from what they have learnt, which means that through their experience, people create their meaning. In the context of this study, learners' home language can be classified as a gained experience, used for communication and learning. Therefore, the learner's home language can be used as a basis (experience) that can be used by the teacher during teaching and learning to enhance learners' understanding of EFAL. The learning methodology indicated above is based on constructivist thinking, which has a positive impact on educational progress to improve students' ability and open the learner's curiosity to creating new knowledge (Suhendi & Purwamo, 2018).

It is important to contemplate constructivism in this study as Taylor (2010) indicates that there are different versions or applications of it. He indicated allied terms that have a strong family resemblance, which includes personal constructivism, radical constructivism, critical constructivism, and social constructivism. Personal

constructivism emphasises the development of both scientific community knowledge and children's attempts to make sense of their experiences of the world as described by Piaget. Radical constructivism emphasises the inherent uncertainty of the constructed knowledge of the world by all cognising beings, from children to scientists.

Bentley (2003) indicates that critical constructivists acknowledge the social nature of all knowledge construction and therefore value the cultivation of critical communities of inquiry and the achievement of a democratic social order. It also points out that teachers are deeply implicated in values of education and prepare future citizens to participate in their societies, not only as professionals but also as community-minded citizens who have a stake in the survival of the life-support system of the planet.

Drawing from the discipline of constructivism, the researcher chose social constructivism theory as a lens to navigate the impact of the use of code-switching as a communicative approach in teaching and assessing Grade 4 English in selected primary schools.

### **2.3 SOCIAL CONSTRUCTIVIST THEORY**

Social constructivism draws on the social activity theory of Vygotsky which identifies the essential co-development of language and thought. It also extends the psycholinguistic focus on the mind of the individual learner of both personal constructivism and radical constructivism, recognizing that learning is also a social process (Tylor, 2010). A social constructivist perspective directs teachers to situate learning activities in the context of learners' out-of-school lives, thereby enhancing the meaningfulness of learning science. The researchers' assumption, that teachers' code-switching from EFAL to learners' home language could be a sign of recognizing language as a social aspect that improves learners' understanding of subject content being taught.

Learners often feel alienated by the experience of school when no account of their interests, experiences, or opinions is taken into consideration. Social constructivism as a theory, views teaching and learning as a shared social experience in which meanings are jointly and actively constructed, and more knowledgeable people like teachers, teaching assistants, or other children or adults help to build and develop

learners' understanding (Watson, 2001). This suggests that learners can feel alienated by the use of English First Additional Language (EFAL) and can also feel part of teaching and learning as the teacher codeswitch to their home language.

The theorist most commonly allied with social constructivism is Vygotsky who is considered as the founder of social constructivism and the one who believed that social interaction is integral to learning (Maja, 2015; Powel & Kalina 2009; Surgenor 2010). Though Piaget believed in individual understanding, Vygotsky's theory is based on social interaction (Churcher, Downs & Tewksbury, 2014). In the context of this study, social interaction between the teacher and learners in class can easily be promoted by the use of the language that they can easily understand, which is their Home language. Kim (2001) defines social constructivism as a perspective to emphasise the importance of culture and context to understand how society constructs knowledge. This perception is closely related to many current theories, most remarkably the progressive theories of Vygotsky and Bruner, and Bandura's social cognitive theory. Creswell (2013) considers social constructivism as an interpretive framework whereby individuals seek to understand their world and develop their particular meanings that correspond to their experience. Learners in South Africa from grades 1 to 3 learn subjects using their Home languages. This was to ensure that they may gather the experience (understanding) of their world (subject content), assuming that, it will be easier for them to understand in EFAL. Social constructivism exists in human life due to its social and interpersonal influences (Galbin, 2014). Although genetically inherited factors and social factors work at the same time, social constructivism does not deny the influence of genetic inheritance but tends to concentrate on looking at the social influences on communal and individual life (Galbin 2014).

Considering the above definitions, scholars like Cojocar, Bragaru, and Ciuchi (2012) and Powell and Kalina (2009) agree that social constructivism emphasises the collaborative nature of learning and the importance of social context. Furthermore, they indicate that the origin of cognitive functions is explained as products of social interactions, therefore learning is considered more than the assimilation of new knowledge by learners. The use of language between individuals in an environment as an *interpsychological* tool is central to social constructivist thought on the learning

process. Successful learning is said to result in an internal dialogue as an *intrapsychological* tool that could be used in the future across varying situations (Marsh & Ketterer, 2005). Amineh and Asl (2015) emphasise that Vygotsky always considers that cognitive development occurs first on a social level as it allows learners to relate themselves to the circumstances that exist. It also serves as a function of external factors such as cultural, historical, and social interaction rather than of individual construction and it is believed that people should master their behaviour through psychological tools (Churcher *et al.*, 2014).

Keaton and Bodie (2011) believe that social constructivist perspectives focus on the interdependence of social processes in the co-construction of knowledge. However, Kim (2001) sees social constructivism in another perspective, as being grounded on precise assumptions of reality, knowledge, and learning. He believes that teachers construct reality during teaching and learning. In this study, the use of code-switching by teachers during teaching and learning is to construct the reality of the knowledge for better understanding using the home language. The assumption is that using the learners' home language will assist in understanding and interpreting the concepts. Learners cannot understand the world if they do not understand the language in which the content is taught. The reality of this study is that Grade 4 learners were taught in their home language in Foundation Phase (grade 1-3), but on their move into the Intermediate Phase, English became the language of learning and teaching. It is also the researcher's assumption that the use of EFAL without code-switching could hinder their understanding due to the poor background of the language.

Not only should reality be constructed through social interaction but knowledge as one of the examples of social constructivism perspective is also represented as a human product that is socially constructed. Whether knowledge is viewed as socially situated or whether it is an individual construction, it has implications for how learning is conceptualised. Learning occurs when learners are exposed to various situations and therefore new knowledge is constructed by learners through the involvement of thinking, accepted wisdom, and judgment (Kapur 2018). New ideas and notions could not be seized without connecting them to the existing conceptions. Information, ideas, and knowledge received from persons are modified and evaluated rather than just being absorbed in the present form. Jones and Brader-Araje (2002) explain that

knowledge is experience-based with learners going through numerous experiences to acquire knowledge based on those experiences (Watson, 2001). The researcher believes that the primary education of the child is the knowledge that is acquired from home with the school serving as the secondary education level of the learner.

The last assumption made by Kim (2001) is that social constructivism stresses that learning is a social process influenced by external factors. Through social constructivism, learners do not only enhance their academic learning, knowledge, and scholarly skills but also learn to establish a connection between their attitudes, norms, values, behavioural traits, actions, and emotions (Kupar, 2018). This means learners should learn from one another as Gergen (2015) indicates that learning a social activity. He emphasizes that languages, cultures, and other social norms and values have a direct influence upon learning such as social and interpersonal interaction. A person learns multiple things and familiarizes him/herself with diverse areas, objects, and articles by becoming social. It was hard to become aware of diverse areas and subjects by remaining isolated and not being social (Kupar, 2018).

Woolfolk (2004) argues that community makes provision of strong and emotional support for learners and enables them to undergo jeopardy and develop possession of their learning. She further outlines social development as cooperative learning that forms part of creating a social constructivist classroom. Learners should not only work with teachers on a one-on-one basis, but they should also work with one another. The application of cooperative learning gives learners who are very shy or experiencing learning barriers an opportunity to learn freely from their peers. The other type of learning mentioned by Kim (2001) was situated learning, a type of learning more effective in the social constructivist class, as Vygotsky (1978) confirmed that the learning is inherently social and embedded in a particular cultural setting. Woolfolk (2004,) emphasises that Vygotsky believed that social interaction and cultural influences have a huge effect on a learner and how learning occurs. Watson (2001) explains that social constructivists consider how learning occurs and take into consideration the social contexts that learners bring to their learning environment. He outlined four general perspectives that inform how to facilitate learning within a framework of social constructivism. The first perspective was *cognitive tools* which focus on the learning of cognitive skills and strategies. Learners engage in social

learning activities that involve hands-on project-based methods and the utilisation of discipline-based cognitive tools (Gredler, 1997; Prawat & Folden, 1994). Together they produce a product and, as a group, impose meaning on it through the social learning process. Secondly, *idea-based social constructivism* sets education's priority on important concepts in the various disciplines. The idea-based perspective expands learners' vision and becomes an important foundation for learners' thinking and the construction of social meaning (Gredler, 1997). A pragmatic approach asserts that the implementation of social constructivism in class should be emergent as the need arises (Gredler, 1997). Its proponents hold that knowledge, meaning, and understanding of the world can be addressed in the classroom from both the view of individual learners and the collective view of the entire class (Kim, 2001). Finally, a *transactional or situated cognitive perspective* forms a relationship between the people and their environment. Humans are part of the constructed environment (including social relationships) with the environment being one of the characteristics that constitute the individual (Bredo, 1994). When a mind operates, its owner is interacting with the environment. Therefore, if the environment and social relationships among group members change, the tasks of each individual also change. The view of the researcher is that if teachers code-switch to the home language of learners, it will facilitate learners' construction of knowledge of EFAL.

## **2.4 SOCIO-CULTURAL THEORY**

The role played by culture and language in human development is essential in classroom interaction during learning and teaching (John-Steiner & Mahn, 2011). Learners participate in a broad range of joint activities and acquire new strategies and knowledge of the world and culture. Socio-cultural theory, one of the theories used for this study, suggests that social interaction leads to continuous step-by-step changes in children's thoughts and behaviour that can vary greatly from culture to culture. Vygotsky on this theory was not only interested in what knowledge brought to the interaction but also in what the child himself/herself brought to the interaction, as well as how the broader cultural and historical setting shaped the interaction (Zubaidi, 2015). Through socio-cultural theory, Vygotsky focused on the relationships between an individual's psychological aspects and the social and culturally produced contexts and artifacts that transform the individual's cognitive or mental functions.

Zubaidi (2015) defined socio-cultural theory not only as a theory of the social or of the cultural aspects of human existence but the theory of mind that recognises that the central role of social relationships and culturally constructed artifacts play in organising uniquely human forms of thinking. Furthermore, Arshad and Chen (2009) specify that to understand the socio-cultural theory, one must first understand its approach. Its approach is to provide a much more powerful theoretical framework. That means, the social dimension of consciousness is primary, and the individual dimension of consciousness is secondary (Arshad & Chen, 2009; Zubaidi, 2015). Ratner (2002) defined socio-cultural theory as the field that studies the content, mode of operation, and interrelationships of psychological phenomena that were socially constructed and shared and rooted in other social artifacts. Based on the definitions above, Gupta (2006) indicates that human psychological processes are organised into three fundamental cultural factors which are education (play, education, work, legal and medical systems, and aesthetic creation), artifacts (use of physical tools, books, weapons, charts, music, and art) and religion. The three factors are integrated into one system to develop coherent concept-based knowledge of the world. This gives the researcher an understanding of how socio-cultural theory supports the importance of the social and cultural processes in a classroom and particularly in understanding EFAL literacy acquisition in a Grade 4 class

The socio-cultural theory proposes that learning as a social process happens through participation in cultural practices. The opening statement was signposted by Essien (2015) where he argued that learning involves becoming enculturated into a community of practice in which a learner found him/herself. Vygotsky's theory suggests that the development of learners is dependent on interaction with people using the tools that the culture provides. Furthermore, scholars like Rui (2016), made an important point that socio-cultural theory as a fundamental concept, enhances cognitive development, with social processes being mediated by various kinds of tools, either physical or symbolic, with the language being the most important tool (Lantolf & Thorne, 2006). The use of physical or symbolic tools is vital to change their surroundings and regulate learners' mental activities to develop a new insight (Rui, 2016). Significantly, these regulatory tools are not pre-existing but are constructed in a social process wherein learners interact with their teachers and other learners in a

dynamic way (Lantolf & Thorne, 2006). The constant participation in this social activity, allows learners to gradually assimilate the constructed tools, most notably in this study, EFAL, into their abilities and voluntarily use them both socially and cognitively. Lantolf and Thorne (2006) mentioned three ways a cultural tool could be passed from one individual to another. The first one was imitative learning, where one person tries to imitate or copy another. The second way was instructed learning which involves remembering the instructions of the teacher and then using those instructions to self-regulate. The final way that cultural tools are passed to others is through collaborative learning, which involves a group of peers who strive to understand each other and work together to learn a specific skill. According to the researcher, the source of human development resides in the social environment that humans actively change and that in turn changes them. It is then claimed that interaction as a social event is a source of development (Lantolf, 2003). Wertsch, (2007) states that learners' early appropriation of language is implicit since the main function of interaction is not usually language learning but learning something else, including how to participate appropriately in social activities. Language serves as a symbolic artifact to facilitate such activities, but it is through these activities that language is appropriated (Lantolf, 2003).

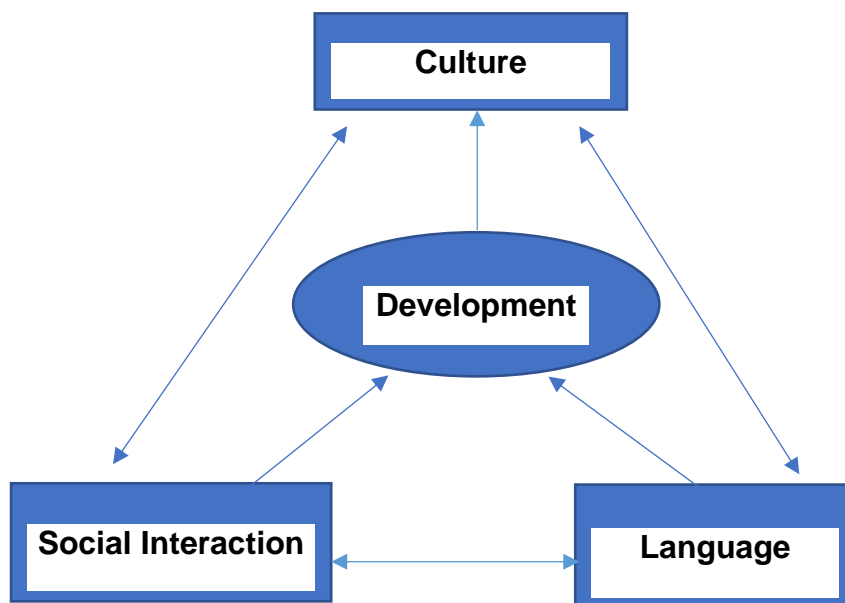
The effect of schooling makes language highly visible and enhances learners' capacity to consciously shape it to meet their communicative needs, aligning with Cummins' concept of BICS (Cummins,1999). One of the most intriguing questions addressed by socio-cultural theory on second language development is whether individuals who learn a new language can deploy this language to mediate their psychological activity. Ushakova (1994) argues that although learners can use their second language for social communication, they were unable to use it as a psychological artifact to mediate their thinking, which relates to Cummins and the concept of CALP. The second language is incorporated into the classification system available in the first language, and it relies on the previously developed semantic system of home language (L2) inner speech, actively employing first language phonology. The above-mentioned statement offers an understanding that for learners to acquire English as an additional language, they should first master their home language. The researcher, therefore, concurs with (Essien, 2015) that socio-cultural theory is essential for participation in a community for learners to find passion, experience, and create their learning agendas to connect



who they are to what they do in class and what they want to know in the future (Rui, 2016) through the tool or artifact which is the language.

There was a close relationship between the social and psychological uses of language. In its communicative function, language entailed interaction between two people. Lantolf, Thorne, and Poehner (2015) contended with the idea of Vygotsky that the sense of the world is shaped by language acquired in the course of learning and on the relationships between individual's psychological aspects and the social and cultural contexts that transform the individual's cognitive or mental functions (Zubaidi, 2015). The statement above convinced the researcher to agree with the notion that intellectual development of language, accumulates learners to form a construct. Through language learners could be different and language in its different forms undoubtedly constitutes the major symbol appropriate to learners to shape their understanding of the world (Lantolf *et al.*, 2015).

Lantolf and Thorne (2006) supported the above scholars' views that socio-cultural theory is concerned with the language development of learners. (Lantolf & Thorne 2006; Lantolf *et al.*, 2015) further argued that the most crucial aspect of language learning is that linguistic and non-linguistic cues could help Grade 4 EFAL learners to understand the sociocultural contexts where language is used to influence their cognitive thinking and cultural interaction. The domain of Sociocultural theory was concerned with how different types of symbolic tools developed by human cultures affected the kinds of mediation favoured and the kind of thinking valued by these cultures. The schematic representation below addressed human development and it consists of physical, personal, social, and cognitive development that is enhanced by social interaction, culture, and language.



(adopted from Zubaidi, 2015)

**Figure 2.1: Social-cultural theory of human development**

Lantolf (2003) clarifies that the socio-cultural theory consists of several elements to help implement it. It considers private speech, where children speak to themselves to plan or guide their behaviour. This is most common among pre-schoolers, who have not yet learned proper social skills but rather explore the idea of it. Children often use private speech when a task becomes too difficult and the child does not know how to proceed. Private speech helps the child accomplish a task. Vygotsky believed private speech changes with age, by becoming softer or being just a whisper (Lantolf, 2001). In the case of this study, Grade 4 EFAL learners should be encouraged to use private speech to recall some of the English terminology or vocabulary,

Antón (2009) indicated that the second element in the socio-cultural theory is the Zone of Proximal Development (ZPD). Vygotsky believed that any pedagogy creates learning processes that lead to the development and this sequence results in zones of proximal development. It refers to the stage when a child accomplishes a task that he/she cannot do alone but can with the help of a more skilled person. Vygotsky also described the ZPD as the difference between the actual development level as determined by individual problem solving and the level of potential development as determined through problem-solving under adult guidance or collaboration with more

knowledgeable peers (Anton, 2009). The result of this process is children become more socialised in the dominant culture and it induces cognitive development (Moll, 1994). The Grade 4 learners' learning process of EFAL leads to the ZPD when teachers assist learners through the use of code-switching.

For the ZPD to be a success, it must contain two features. The first is called subjectivity. This term describes the process of two individuals beginning a task with different understandings and eventually arriving at a shared understanding. The second feature is scaffolding, which refers to a change in social support throughout a teaching session. If scaffolding is successful, a child's mastery level of performance can change, which means that it can increase a child's performance on a particular task (Wertsch, 2007).

The zone of proximal development has implications for assessment, especially concerning children with learning and behaviour problems. In the book, *Scaffolding Children's Learning*, Berk and Winsler (1995) discuss Vygotsky's dissatisfaction with the ability and achievement tests as valid measures of children's capacity to learn. Two children can differ substantially in the ZPD. One child may do his/her best on their own, while the other needs some assistance. Therefore, the ZPD is crucial for identifying each child's readiness to benefit from instruction.

## **2.5 COGNITIVE LEARNING THEORY IN THE SECOND LANGUAGE**

Cognitive learning theory focuses on how information is processed by the brain, and how learning occurs through that internal processing of information (Mitchell, Hooper & Marsden, 1998). Cognitive learning is comprised of behaviourist, cognitive and constructivist approaches. The three approaches are derived from the family of Learning Theory and they overlap with one another (Myles, Hooper & Mitchell, 1998) in terms of their functionality. In other words, the behaviourist approach provides a basis to the cognitive approach while the cognitive approach provides a basis to the constructivist approach (Mitchell, Myles & Marsden, 2019). The cognitive approach does not deny behaviourism, it claims that the cognitive process is seen in behaviorist learning. However, the researcher was most specific with the choice of cognitive theory not because it is derived from the family of learning theory, but to address

English as an additional language and a language of teaching and learning in Grade 4.

Olson and Land (2007) indicate that cognitive means how children think, explore, and figure things out. It is the development of knowledge, skills, problem-solving, and dispositions, which help children to think about and understand the world around them. Brain development is part of cognitive development. Apple (2007) added that cognitive processes and activities such as processing information, mental representations, guesses, and expectations are accepted as a basis in the interpretation of learning. What cognitive theorists do in addition to behaviorists' findings is that they claim cognitive processes are also present in the events of an organism's learning (Apple 2007). Erisen, Çeliköz, and Sahin (2016) further clarify that cognitive processes are mental activities that help information to transfer from one memory to another. These are composed of processes such as attention, perception, repetition, coding, and retrieving. In the cognitive process, the information, which is to be learnt, is chosen to employ attention as a stimulus or raw information among other information and turned into meaningful information through perception. Those pieces of information are transferred from process or memory to long-term memory employing repetition. It was therefore the researcher's assumptions that all mental activities are achieved if learners understand the language of teaching and learning, therefore the use of code-switching during teaching and learning may help teachers to help learners develop those mental activities.

Belkin and Gray (1977) define learning as a process when sensory data is received and processed and encoded as memories within the neural structures of the brain and then retrieved for subsequent use. They further indicate that all learning takes place within the brain, and as an understanding of the underlying structures and processes of the brain increases, knowledge can be applied to improve the construction of learning environments.

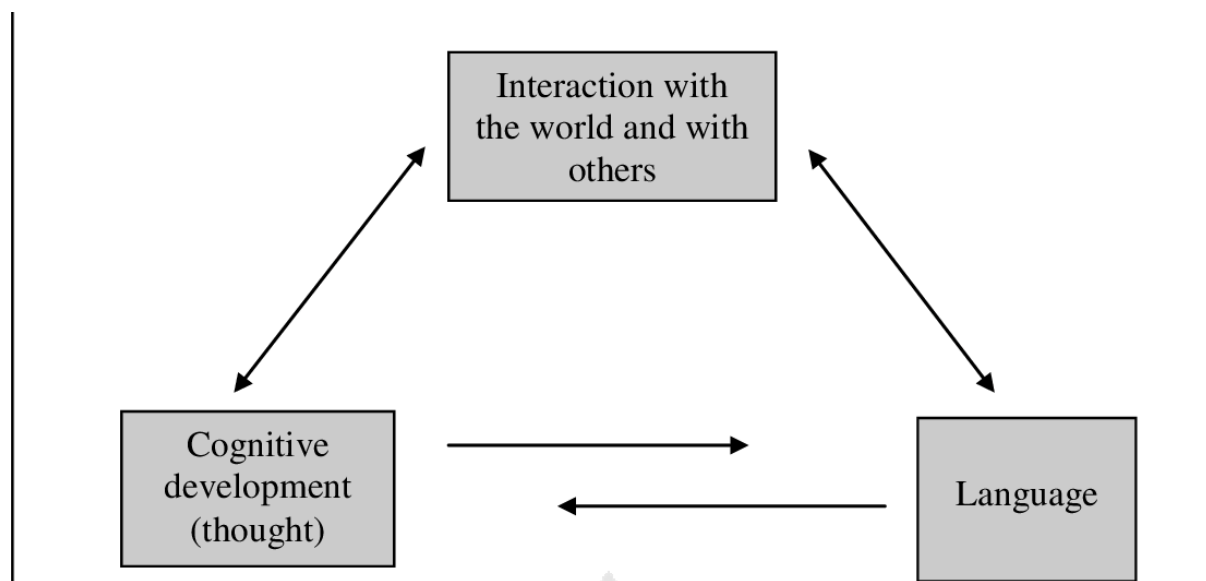
Erisen *et al.* (2016) explain learning as one of the most long-running, undeniably important actions of human being in which new knowledge, skills, and attitudes is acquired through the experiences over various processes. They further indicate that human beings direct their life following their learning. They emphasise that learning is not just a process but a relatively permanent change in a person's knowledge or

behaviour due to experience. Therefore, it is a transformative process of taking in information, internalizing, and mixing it with what they have experienced to build on. Apple (2007) furthers the idea of the above scholars that learning also develops a normal pattern that results in the acquiring of skills and knowledge. It can occur in a planned and/or unplanned manner. Unplanned learning occurs through parents who spend time helping their children to develop certain skills and understanding whereas planned learning takes in the more formal setting of our educational system.

Mitchell, Myles, and Marsden (2013) indicate that cognitive learning theory regards language learning, such as a second language, as the gradual automatization of skills through stages of restructuring and linking. A cognitive learning theory sees second language acquisition as a conscious and reasoned thinking process, involving the deliberate use of learning strategies. Learning strategies are special ways of processing information that enhance comprehension, learning, or retention of information. It also focuses on a single proposed learner internal information processing and it transforms second language input and output. They further indicate that cognitivism does not believe that language is separate from other aspects of cognition. They assume that the human mind is geared to the processing of all kinds of information and linguistic information. However, Vygotsky's (1978) cognitive view of language development was inspired by Piaget in two ways, which are the important relationship between the cultural and social environment and language learning and cognition related to language. This is considered a dynamic process since learners' cognition improves along with their interaction with people around them. He further indicated that language acquisition is obtained through daily conversation with adults, which aligns with Cummins (1979) that learners need to first develop conversational fluency or BICS and thereafter learners will, with this foundation of basic interpersonal communication skills, develop CALP or Cognitive Academic Language Proficiency necessary for success within an academic environment.

Suharno (2010) further added that Vygotsky mentioned that language influences cognitive development at a later stage. Based on that statement, the researcher believes that if teachers, in the context of learning, assist learners in practicing the second language, learners will automatically learn to interpret new experiences that develop their thinking competency and will also be willing to learn. Gow and Silver

(2004) added that cognitive skills are developed when children are growing up and mastering certain aspects of language, they become more critical and are in a position to ask questions about what they see and hear and again if they do not understand. This indicates that second language acquisition of learners can be possible if the medium of instruction is used effectively to assist in the improvement and development of the language. The figure below indicates Vygotsky's (1978) concept of social interaction within the environment developed cognitive thinking and language acquisition.



(Suharno, 2010)

**Figure 2.2: Changing relationship between cognitive development and language**

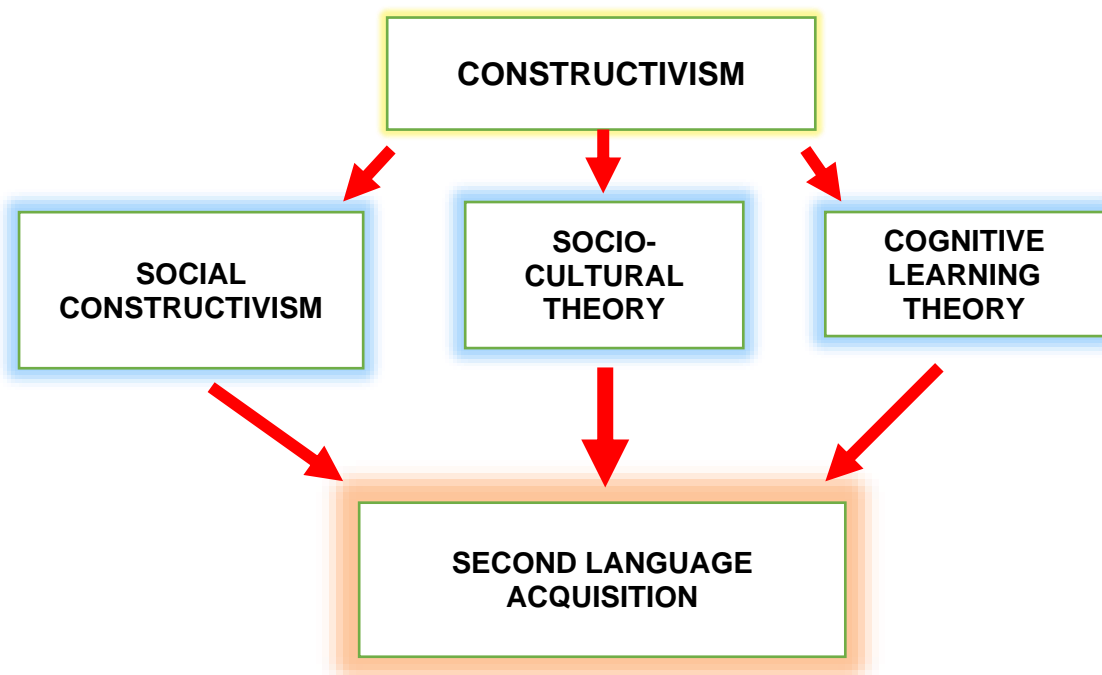
Felix (1981) however, mentioned that the general cognitive skills are not suitable for language development and the only area that cognitive development is related to language development is vocabulary and meaning. Again, the cognitive approach undervalues the powerful principles of reinforcement. Felix (1981) further stipulated that although cognitivism speaks of collaboration, communication, and transfer, they are poor in translating such principles into practice in the learning environment they create. Therefore, teachers need to be specific, enhance collaboration and communication amongst learners so that they learn from one another, and lastly, apply

the principle of reinforcement. In such a case, learners will be in a position to understand the language of learning and teaching.

## **2.6 THE THEORETICAL FRAMEWORK**

The information discussed above compelled the researcher to use the relevant theories to create a theoretical framework relevant for guiding this study and providing a lens through which the findings are viewed. In this study, the theories underpinning the study are social constructivism, socio-cultural theory, and cognitive learning theory in second language learning. Lastly, cognitive learning theory in languages is an excellent resource used to develop ideas and strategies that can improve the outcomes (Apple, 2006).

Creswell (2013) considered social constructivism as an interpretive framework whereby individuals seek to understand their world and develop their particular meanings that correspond to their experience. Social constructivism exists in human life due to its social and interpersonal influences (Galbin, 2014) while socio-cultural theory is not only considered a theory of the social or cultural aspects of human existence but a theory of mind that recognises that the central role of social relationships and culturally constructed artifacts play in organising uniquely human forms of thinking (Zubaidi, 2015). Lastly, cognitive learning theory in the second language is an excellent resource used to develop ideas and strategies that can improve the outcomes (Apple, 2006), which in this case is second language acquisition. The figure below, developed by the researcher, shows how theories for this study interrelate with one another to form the lens that guides the study.



**Figure 2.3: The theoretical framework model for this research**

## **2.7 CONCLUSION**

Chapter 2 presented the theoretical framework for this study as the pillar of the research process. It was indicated that the research without a theoretical framework is like a house without a foundation. Thus, all the components of the theoretical framework were discussed and illustrated with their contribution to code-switching as a communication technique in teaching and assessing Grade 4 EFAL learners. The three theories served as the lens for this study. The social constructivism perspective demonstrates that learners have to construct their knowledge individually and collectively, whereas the socio-cultural theory addresses language as a tool that can assist learners to construct their knowledge and experiences. Cognitive learning theory revealed the functionality of the mind. The next chapter investigates the views of different scholars on the use of code-switching.



## CHAPTER 3

### THE USE OF CODE-SWITCHING IN TEACHING AND ASSESSING

#### 3.1 INTRODUCTION

This chapter provides a review of the literature to serve as the basic rationale for conducting this research and to achieve a richer insight into the use of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 EFAL classroom. It was important to consider a review of the literature when conducting this study, as Creswell (2005) affirms that literature is conducted not only to give a general overview of a body of research but also to document how the study adds value to the existing literature. Secondly, Galvan and Galvan (2017) explain that the literature review reveals what has already been done well, so that time is not wasted on 'reinventing the wheel' but it directs the study to gaps in the existing literature to support the research.

Education serves the purpose of equipping an individual learner to be a productive member of society through imparting knowledge. Education imparts knowledge and skills as well as awakening and developing the intellectual potentials of the learner, but one needs to consider the importance of the role that language plays (Jegede, 2011). Therefore, the effectiveness of the teaching-learning process at whatever level is dependent on whether or not effective communication has taken place between the teacher and the learner. The language/medium of instruction or the language in which education is conducted has far-reaching consequences in all educational systems (Jegede, 2011).

The language of instruction poses a problem, especially when the contents or concepts being taught are not in the learners' home language (Jegede, 2011). In this study, English as the First Additional Language for Grade 4 learners might be a problem as it is not their home language. Therefore, the purpose of this chapter is to present and review the literature on the use of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 English First Additional Language.

The chapter begins with a review of the concept of bilingualism. Thereafter, consideration was given to teachers' proficiency in learners' home language which enhances learning. The use of code-switching as a communicative technique in the teaching and learning process in assessment is explored. The benefits of using code-switching in teaching and assessing, the challenges of using code-switching in teaching and assessment, strategies that can be employed to improve teaching and assessment of Grade 4 EFAL learners were also interrogated. It was for the researcher's view to first understand bilingualism as most language factors were caused by interacting through using more than two languages.

### **3.2 BILINGUALISM**

Bilingualism is an international phenomenon where two languages are used as a mode of communication during teaching and learning (Aljoundi, 2015), as in the case of this study where learners bring the home language to the class as well having to use English as the language of learning and teaching (LoLT). Aljoundi (2015) indicated that bilingualism occurs in every country, in all classes of society, and at all age levels. Therefore, it was for the benefit of the study to first understand bilingualism before looking at other themes that relate to this study.

Although many researchers offer a broader definition of bilinguals that includes individuals who have various degrees of language abilities in different domains of both languages (Aljoundi, 2015; Grosjean, 2010) defined bilingualism as a phenomenon where a person can listen, read, speak and write in two or more languages. For example, the person proficient in the Home language later acquires proficiency in another language dominantly used in the community or at school. An individual's use of two languages embraces the existence of two or more different language communities. Bilingualism enhances metalinguistic awareness and executive control that supported second language (L2) learning (Bialystok, 2007; Bialystok & Senmann, 2004). They further explained that positive bilingualism is marked by the transfer of knowledge and skills from the first language (L1) to the second language (L2), and is not only limited to bilingualism in socio-economic, cultural, and political circumstances.

The advantages of bilingualism and multilingualism is of one being more flexible, as it alerts minds and offers greater and quicker thinking capacity, based on the greater

volume of memory which a person would have in mastering two or more languages with different language systems, different vocabularies, grammars, sound structures and idiomatic expressions (Vuzo, 2015). Most scholars believe caution is warranted when using bilingualism. Verhoeven (2007) said if exposure to L1 and L2 is correlated, either positively or negatively, transfer between the languages may be over- or underestimated. The researcher viewed that the exposure of two languages should be well controlled, especially during the teaching and learning process.

### **3.2.1 Categories of Bilingualism**

Záňová (2011) categorised bilingualism in terms of how the concepts of the language taught should be encoded in the individual's brain. He believed that these differences resulted from how the languages have been learned and they were represented as follows: *Coordinate bilingualism* which has two sets of meanings and two linguistic systems (for example, a person with L1 and learned L2 later at school), that person learned two languages in separate environments, that is at home and school. The words of the two languages are kept separate with each word having its specific meaning, which should lead to the development and maintenance of two independent languages. *Sub-coordinate bilingualism* is a primary set of meanings with another linguistic system attached to them. In this sub-type of coordinate bilingualism, bilinguals interpret words of their weaker language through the words of the stronger language. *Compound bilingualism* is when one set of meanings and two linguistic systems are attached to them. The person learns the two languages in the same context simultaneously so that a single concept would have two different verbal labels attached to it. In this case, the languages are interdependent.

Harding and Riley (2003) identified further bilingual classification, according to the age of acquisition which was: *Infant bilingualism*, which is a simultaneous acquisition of two languages when the child proceeds from not speaking at all to speaking two languages. The second one is *Child bilingualism*, which is a successive acquisition of two or more languages (first one language, then another). The final classification is *Later bilingualism*, often associated with non-native accents, and is present in adolescents after puberty or adults.

Baker (2011) in contrast, indicated that most people think that a bilingual person is fluent in both languages or bilingual means literacy in two languages, but it does not necessarily mean that. He alluded to the fact that a learner may be able to understand spoken English as a first additional language. This means that a learner may be able to speak their home language fluently but English only haltingly, read in home language with a reading age of eight but may only read and write poorly in English or not at all. Based on the above statement, Butler's (2012) study indicated that the narrowness of bilingualism eliminates the majority of people from being categorised as bilinguals. He argued that bilinguals are only fluent in one language that can produce complete meaningful utterances in the other language, therefore the definition of bilingualism neglects the fact that the ability and use of home language can also vary by context and can change over time. However, the main point of the study is not about bilingualism but to address the use of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 EFAL as a second language.

### **3.2.2 The Use of Bilingualism in Different Countries**

The use of bilingualism in three countries, Canada, Tanzania, and South Africa, is reviewed. Canada experienced the success and popularity of French immersion; therefore, the bilingual education programmes followed an immersion model (Dicks & Genesee, 2017). There were three forms of immersion models used in Canada and included the French immersion model which is English-speaking majority students and now populated by learners from a non-official minority background (Taylor, 2009). The second model was Heritage language (HL) programmes for students with backgrounds in non-official languages such as Ukrainian, German, and Mandarin, and the last one is indigenous language programmes for aboriginal students, comprising students of Inuit, Mohawk, or Cree backgrounds (Dicks & Genesee 2017). Each model type addressed two fundamental principles which were the assumption that acquisition of a second language brings personal, social, cognitive, and economic advantage without negative effects on the first language or academic development. The second fundamental principle is that learning a language when it is used as a medium of general curriculum instruction in an intensive and extensive period, is sometimes challenging (Taylor, 2009).

In Tanzania, there is a bilingual educational structure with Kiswahili being the language of instruction in primary schools and English the language of instruction in secondary schools (O'Donnell, 2013). The policy serves as the main feature of Tanzania's education system and is regarded by officials as a cornerstone to the country's progress. There are approximately 120 different tribes in Tanzania, each of which speaks their language; however, since independence in 1961 Kiswahili has been promoted as a national language used to unify the country.

In the post-apartheid era, South Africa adopted a language policy that gave official status to 11 languages, including English, Afrikaans, and nine African languages. However, English has remained the dominant language of business and politics, and it has increasingly become the language of instruction at schools (Posel & Zeller, 2015). The increased use of English did not mean language shift, in the sense that English is replacing the African languages in both public and private arenas (Deumert 2010). Rather, English was used alongside an African home language, bilingualism that remained stable over time and that served as an end-product of linguistic contact rather than a precursor to monolingualism.

### **3.3 TEACHERS' PROFICIENCY IN LEARNERS' HOME LANGUAGE**

For the researcher to understand the proficiency of teachers in learners' home language, she first wanted to understand learners' proficiency in their home language

#### **3.3.1 Learners' Proficiency in their Home Languages**

Language proficiency is a measurement of how well an individual has mastered a language and is measured in terms of receptive and expressive language skills, syntax, vocabulary, semantics, and other areas that demonstrate language abilities (Cief, 2006). Rao (2015) presented four domains of language proficiency which are reading, writing, speaking, and listening. He outlined language proficiency levels which include the basic knowledge or elementary level, equivalent to 101 college courses; the Intermediate level, where the speaker can handle a variety of uncomplicated, basic, communicative tasks and social situations; word proficient level which is a well-advanced skill level in terms of language and the last level is the fluent level, which

referred to the proficiency of a foreign language or another learned language. At the fluent level, a speaker has fluid speech as opposed to halting use.

### **3.3.1.1 Understanding the concept of Home Language**

Home language is mostly the mother tongue, or the language used at the learners' home. Ball (2009,2011) described home language as a means by which people define their identity and claim their distinctiveness, language shapes and communicates one's perception of reality. Seifi (2014) explained that 'mother tongue' or home language or language that learners use at home comprise the linguistic skills of a child developed by the mother and, therefore, the language is spoken by the mother is the primary language that the child would learn. The mother tongue/native/first language is what a person has learned from birth or within a critical period, where the ability to acquire a language is biologically linked to age, and thus becomes the basis for social identity (Baker 2011). The mother tongue/home language is part of a child's personal, social and cultural identity which is gained from speaking the mother tongue taking into account successful social patterns of acting and speaking. Different social backgrounds make a unique and interesting society; therefore, the mother tongue is an essential instrument for the development of intellectual, physical, and moral aspects of education (Seifi, 2014). He further indicated that the mother tongue also forms habits, conduct, values, virtues, customs, and beliefs, although weakness in the mother tongue indicates a paralysis of all thought and power of expression. Home language plays an important role in the learners' relationships and it is used for thinking and imagination. First concepts of the language are formed in learners' minds with his/her home language (Seifi, 2014).

The researcher first considered International countries, African countries, and the researchers' country of origin. Canada was chosen as one of the most linguistically diverse countries in the Commonwealth with over 200 languages used as a home language or mother tongue, as reported in the 2011 Census of the Population. Tanzania is one of the African countries which introduced Kiswahili as the language of teaching and learning in their primary school and South Africa is chosen as the country where the research is conducted.

In Canada, one-fifth of the population (6.8 million people) has a mother tongue other than English or French, and 17.5% of Canadians (5.8 million people) speak at least two languages at home (Statistic Canada, 2013). Canada, like many Commonwealth countries, has remained deeply colonial in many of its federal, provincial and territorial policies, societal attitudes, and institutional practices. The education sector was no exception. In a study conducted by Ball (2010), the discussion highlighted the potential of mother-tongue based on multi-lingual education to honour commitments of equality and respect for cultural rights, diversity, and supporting the active contributions that young people could make to the society, set out in the Commonwealth Charter in 2012. Recognising that language is the primary vehicle for sustaining identity, community, culture, and lifestyle, the newly consolidated federal government anticipated that if Indigenous children were prevented from learning in their mother tongue, their cultures would likely die out. However, the Indigenous children in Canada were legislated to attend Indian residential schools, and parents who did not comply were incarcerated (Truth and Reconciliation Commission of Canada, 2012). Ball (2010) emphasised that language death occurred when one group is colonised and assimilated by another and adopts its language, either forcibly or by choice.

Motallebzadeh and Babae (2010) emphasised that learners should be fluent in their heritage or home language before they can be fluent in any language. Home language should be maintained for personal, social, and cognitive reasons and for children to communicate with their grandparents. The findings of the Canadian study indicated that learners lost access to the cultural knowledge carried by their ancestral language. Canada's Indigenous rights activists, parents, linguistic scholars, and child development specialists have emphasised the loss of identity, cultural knowledge, personal well-being, and social belonging and it was arguably caused by language-in-education policies that denied children the right to learn in their mother tongue (Motallebzadeh & Babae 2010). They further indicated that opportunities for early learning in the mother tongue promote children's positive identity. This assisted children and their parents in becoming interested in formal schooling, especially if children can transit smoothly to primary school in their mother tongue. It was the researcher's idea that if early childhood education established literacy in the mother tongue, it opened doors to the active involvement of parents and grandparents, and

reinforced positive cultural identity, it would, in turn, promote wellness and the likelihood of a successful transition in school.

In the study conducted in Tanzania, Petzell (2012) found that as Tanzania is a multi-lingual country, many languages were spoken, but no one language is spoken natively by a majority or a large amount of the population. The country offers two main languages at schools. English is the international language used in secondary and higher education and Kiswahili is used in primary schools. According to the Official National Linguistic Policy announced in 1984, it declared Kiswahili as the language of the social and political sphere as well as primary and adult education, whereas English is the language of secondary education, universities, technology, and higher courts (Legère, 2010). The former president, Julius Nyerere, contributed greatly to the consolidation of Kiswahili. Being a teacher of both English and Kiswahili, he translated (and published) Shakespeare's Julius Caesar into Kiswahili himself. He proclaimed the use of the languages and it was during his leadership that Tanzania became the first country in Africa to make an African language the national one (Legère, 2010). When Kiswahili was declared the national language in 1984, several institutes and organisations were established to coordinate and maintain the language. In a study conducted by Legère (2007), which was carried out in the second half-year of 2007, four schools of the Vidunda Ward 16 were sampled and 532 learners in grade/standard 1, standard 5, and standard 7 were interviewed concerning language acquisition in early childhood. All interviewees stated that their mother tongue (MT) was Vidunda. The findings showed that although most people around the area speak their mother tongue, the area is now dominated by the use of the second language as learners at school learn in Kiswahili, again parents are working outside the area where most people communicate in Kiswahili. This turns the area to be a bilingual environment. It would seem that as most learners in Tanzania are not taught in their mother tongue but taught in the mother tongue of the school it could result in difficulty in learning becoming fluent in the language of teaching and learning.

In the study conducted by Tshotsho (2013) about the proficiency of learners in a home language in South Africa, the study evaluated mother tongue debates and the South African Language in Education Policy (LiEP). The policy aimed to redress the injustices of apartheid where English and Afrikaans were given a higher status at the



expense of other languages. The policy was based on the principle of additive multilingualism that promotes the utilisation of the home language alongside an additional language. Before 1994, English and Afrikaans were used as official languages throughout South Africa. Only students whose mother tongue was English, or Afrikaans were at an advantage. The majority of South Africans speak African languages as home languages (National Department of Education, 1992) All that changed after 1994 when 11 languages were declared official languages and given the same status. This was a way of promoting African languages and provinces were allowed to choose which official language was the official language at the provincial level.

Since the National Education Policy (National Department of Education, 1992) in South Africa was amended, learners are expected to learn in their language with the second language (L2) only being introduced at Grade 4-level as a medium of instruction. The idea was that most cognitive demanding skills should be taught in their language for a longer period so that learners could benefit from the support of their mother tongue (van Staden, Bosker & Bergbauer, 2016). Learners only transitioned to the L2 when they had acquired the necessary language and cognitive skills. However, some of the findings from studies, revealed that most black parents were not happy for their children to learn in their mother tongue as they preferred their children to be taught in English (Howie, Venter & van Staden, 2008). The reasons for this preference are that all final examination question papers at the exit level of education (Grade 12) are either in English or in Afrikaans and the selection for positions in higher education and the job market are based on the achievement of students from the final Grade 12 examination (Pandor, 2005). Howie, Venter, and van Staden, (2008) and van Staden *et al.* (2016) report that the LiEP (Language in Education Policy) has failed to recognise the complexity of the situation as many schools teach learners in Grade 1, 2, and 3, the Foundation Phases, in a language of learning that differs to that spoken at home. Therefore, most learners did not necessarily receive mother tongue education in their first three years of schooling, as stipulated by the LiEP. This means that the difficulty of some learners to acquire proficiency in home language is because the language of the school (African language offered by the school) is not the mother tongue of the learners, therefore the language taught at this level should be considered the learners' First Additional Language and once the learners move into Grade 4,

English should be considered the Second Additional Language. This has disadvantaged many learners, more especially learners from the minority African languages like XiTsonga or Tshivenda, as indicated by Tshotsho (2013), who reported that they are only 2% to 3% of the South African population speaking these languages as compared to isiZulu and IsiXhosa at 22% and 16% respectively. In townships, as compared to rural areas, those learners who speak minority African languages are compelled to learn either IsiZulu or IsiXhosa, which is the dominant language.

It, therefore, means a challenge to provide quality education to a multi-cultural learner population that speaks 11 different languages and where there is currently no evidence that a solid mother tongue foundation was formed. That means that the home language offered by most schools is not necessarily the mother tongue of all learners at school.

### **3.3.1.2 The importance of Home Language proficiency**

Home language competency is vital for the process of attaining other languages like First or Second Additional Languages (Steyn, 2017). Home language learning takes place in a formal setting, where organised instruction is offered to learners to pronounce, acquire vocabulary, grammar, and structures of language. Yule (2016) has indicated that activities related to learning are mostly directed at gaining knowledge about the language rather than confidence in using the language. According to CAPS (DBE, 2011) learners in the Foundation Phases develop home language proficiency in speaking, reading, and writing. Studies have shown that proficiency in the mother tongue enhances the learning of First Additional Language (FAL) as alluded to by (Cummins, 2000). Butzkamm (1998) concurred that competency in mother tongue resulted in being the mother of all languages (that is, the foundation); therefore, every new language can be established if learners excel in their home language. Learners who are adept in mother-tongue reading, automatically develop an interest in reading other languages. Shatz and Wilkinson (2010) asserted that the mastering and love of reading in the mother tongue has a positive effect on learners' interest in reading other languages. Reading ability in the home language facilitates learners' EFAL phonological awareness (Uchikoshi & Marinova-Todd, 2012), with learners who display balanced and higher levels of home language proficiency, showing significantly

higher scores on all phonological awareness tasks in contrast to learners with lower home language competence demonstrating the lowest phonological awareness skills Shatz and Wilkinson (2010) and Gonzalez, Yawkey, and Minaya-Rowe (2015) reported that numerous studies have shown that successful literacy attainment and cognitive competency is the results of learners' proficiency in their home language. This means that home language proficiency is vital for the acquisition and development of English as an additional language (Barwell, Wessel & Parra, 2019; Clarkson, 2006; Domínguez, 2011; Norén, 2015; Planas, 2014) and could assist learners to participate in EFAL language activities (Norén, 2015).

Uchikoshi and Marivona-Todd (2011) conducted a study with 113 Cantonese-speaking kindergarten learners in Canada and the United States. The study was composed of three subsamples from three different locations. The study described the language proficiency and early literacy skills of Cantonese-speaking language in kindergarten. The results showed that the Cantonese-speaking learners performed below average on vocabulary measures as compared with monolingual English speaking, but at above average on English letter-word identification and phonological awareness (PA) tasks. These findings indicate the importance of learners' fluency in their home language in the acquisition development of a second language.

There should be a relationship between home language and the development of a first additional language. Strong support of home language instruction and its beneficial effects on the literacy development of a first additional language was noted by Genesee and Lindholm-Leary (2012) who stated that the relationships and influences between learners' home language and EFAL result in good performance of learners. The statement was also supported by Yazici, Gencilter, and Glover (2010) that mother tongue plays a key role in a child's social and personal development, education and second-language learning form a complex relationship amongst the three areas. They further indicated that by using the mother tongue, learners learn how to think, communicate and acquire an intuitive understanding of grammar. Where learners do not speak the language of instruction, authentic teaching and learning cannot take place. It was purported that such a situation largely accounts for school ineffectiveness and low academic achievement. It was therefore important to encourage the use of home language as the LOLT, especially in the earlier years of schooling (DBE, 2010).

This means that the mother tongue/home language, therefore, serves as the greatest asset to the task of foreign language learning and provides a language acquisition support system.

### **3.3.1.3 Factors affecting Home Language development**

Several factors affect home language development. Socio-economic status was one of the factors that impact the proficiency of learners' mother tongue. Raviv, Kessenich, and Morrison (2004) stated that there is a difference between the home language proficiency of learners with high socio-economic status as compared to learners with low socio-economic status. Those with high socio-economic status had more opportunities to experience input that stimulates language development. Deckner, Adamson, and Bakeman (2006) concurred that learners with high socio-economic status, who participate more frequently in-home literacy activities such as shared book reading, use of rich vocabulary, creation of complex and information-dense sentences develops their proficiency in home language early. Their language skills are strongly related to their experiences with language input in the home context and this assists them in learning the second language very easily (Leseman, Scheele, Mayo & Messer, 2009).

The issue of early childhood development is another factor that influences language development. Yazici *et al.* (2010) realised that learners do not have the same level of mother-tongue competence therefore the learning of a second language differed based on the level of mother tongue competency. They found that nursery education or pre-school in the mother tongue could raise levels of competence in the second language and increase wider educational opportunities, as well as contributing to mutual respect, social cohesion, and harmony. This was because there is a complex relationship between mother-tongue development, children's self-esteem, educational opportunities, and second-language learning. Uchikoshi (2006) also found that learners with higher vocabulary in their home language at the beginning of kindergarten also have higher scores on the English elision and sound matching tasks. This means that if learners do not attend a pre-school where the home language is fully developed, it could affect further development in formal education phases and ultimately on second language acquisition.

Further factors have been reported by Gupta (1997) who noted that in some language situations, primary education in the mother tongue may not be desirable. He outlined factors like difficulty in determining the mother tongue which is a problem in multi-lingual settings. In multi-lingual settings, the maintenance of social cohesiveness may be of more importance than the benefit of mother-tongue education. This included a social class of learners, mother-tongue education, competency at an early stage, and also a political situation where policy makers are people who do not understand what is happening in education.

A further factor could be the implementation of language policies. A research project, funded by the Norwegian Research Council, analysed the language policies of Tanzania and South Africa, as well as the practices of language policies in the classroom. The results showed that the language policies of Tanzania were described as confusing, contradictory, and ambiguous. In Tanzania, Kiswahili is seen as the national language, and again both Kiswahili and English are official languages for teaching and learning. The issue of language has, however, disappeared from the constitution in Tanzania.

In South Africa, the Constitution (RSA, 1996a) dealt with the subject of language in a variety of inter-related ways, that is, the status of official languages in the country and the right of all to receive education in the official language(s) of their choice in public schools. The founding provisions of the Constitution noted the 11 official languages of the Republic of South Africa as being Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu (Wits, EPU, 2010) and all official languages should enjoy parity of esteem and should be treated equitably. This aspect was verified in the South African Schools Act (SASA) (RSA, 1996b) with the Department of Education adopting the Language in Education Policy (LiEP) in 1997, and further clarifying this policy in the Revised National Curriculum Statement (NCS) of 2002. (Brock-Utne & Holmarsdottir, 2004; DoE, 2002; DBE, 2010; Mrawushe, 2016; Steyn, 2017).

The Language in Education Policy (LiEP) stipulates that children should start learning at school in their home language until Grade 3. In most schools, the language of instruction for all subjects undergoes a change in Grade 4 from an indigenous African language to English, which means that more than 80% of South African pupils learn

in a language that differs from their home language (Potgieter & Anthonissan 2017). However, as reported earlier, Howie *et al.* (2008) and van Staden *et al.* (2016) report that the LiEP has failed to recognise the complexity of the situation in a country such as South Africa where many languages are spoken with many schools teaching learners in the Foundation Phases, in a language of learning that differs to that spoken at home.

In practice in both countries, the majority of learners tend to struggle with the use of English as the LoLT to learn academic content. Potgieter and Anthonissan's (2017) research findings suggest that whatever the official policy may be teachers in the classrooms should use language they and their students felt most comfortable with. Considering the Grade 4 South African learners in the context of this study, exposed to only three years of mother-tongue teaching in Foundation Phase, national surveys, such as the Annual National Assessment (ANA), and international studies such as Progress in International Reading Literacy Study (PIRLS, 2001) revealed that learners' language use and understanding are very poor more especially learners from the township and rural areas (DBE, 2014).

Garcia, McKoon, and August (2009) however, reported that language proficiency is a multidimensional construct difficult to measure, as assessments of language proficiency do not predict how well students will perform on standardised reading or content areas. What does emerge from PIRLS cycles conducted in 2006, 2012 and 2016, is that teacher competency plays a major role in language development, reading literacy, and learner performance (Howie *et al.*, 2017).

### **3.3.2 Teachers' Proficiency in Learners' Home Language**

Effective language teachers are expected to possess a range of pedagogical skills and knowledge to enable them to create and deliver lessons that encourage learners to acquire language, as language proficiency is a core skill required to meet internationalisation requirements (Penh, 2017)

Teachers should be proficient in the use of the home language in the classroom to comply with this pursuit and in addition, need to be proficient in English if this is to be

the LoLT used even as a second or additional language. One factor that should be considered by teachers to be proficient in a language is their qualification.

### **3.3.2.1 Teachers' qualifications**

In addition to language proficiency, teachers need to be competent and effective teachers. As the school curriculum implementation agents, they are expected to comply with the requirements of the profession, which are listed in the official documents of the Ministry of Education and the Council of Higher Education. A holistic approach incorporates concepts such as teacher knowledge or the skills and knowledge which a teacher needs to have to teach their subjects effectively.

The topic of teacher qualification, as the focus of literature, has resulted in a consensus of what makes a good teacher (Guo & Pungur, 2008). As teachers are responsible for the operation of the educational system, they need to be equipped with strong and efficient professional competencies. According to Selvi (2010), teachers' competencies should be reviewed and be redefined depending on the development of the whole life of humans and education. Teachers' competencies should include Language Competencies, Curriculum Competencies, Lifelong Learning Competencies, Social-Cultural Competencies, and Emotional Competencies in addition to Field competencies, Pedagogical competencies, and Cultural competencies (Selvi, 2010). Competencies are related to the question of "what should school teach?" and refer to the content that the teacher should teach, and the content that learners learn (Cetinavci & Yavuz, 2010). Field competencies include academic studies about content with teachers being competent regarding the subjects they teach. Field competencies were deemed as the most important competency based on the concept that teachers are responsible for transmitting the knowledge through teaching. To acquire the field competency, teachers should study and qualify related to what they taught.

A qualified teacher holds a teaching certificate and/or is licensed by the state owning at least a four-year bachelors' degree from an institution of higher learning (Saad & Usman, 2012). Musau and Abere (2014) offered a more holistic picture of a qualified teacher as the one who possesses knowledge of the subject matter, human growth and development, ethical values, instructional planning and strategies, assessment,

learning environment, communication and advocacy, collaboration, and partnership, continuous professional development, code of conduct and skillful use of information communication technologies.

The study conducted by Guo and Pungur (2008) in Canada indicated that effective teacher qualification integrates an abundance of content knowledge and pedagogical methodologies. A qualified teacher should understand how to assimilate a range of subject content knowledge, an understanding of learning styles, methods, and how to translate such knowledge into effective instructional methods that will contribute to meaningful learning. Canadian teacher qualifications focus on academic disciplines, pedagogical training, and an emphasis on field experience to enhance professional competency. However, Thomas (2013) argued that although theoretical courses play a role in Canadian teacher education programmes, there seems to be a need for more practical pedagogical courses that relate to such areas as planning and classroom management. The teacher as a professional should critically observe, assess, and act through inclusive pedagogies and practices and understand child development, learning methodologies, subject knowledge, and knowledge of pedagogies.

The study conducted by Kasuga (2019) in Tanzania, indicated that teaching as a profession requires a high set of skills, intellectual functioning, and knowledge that are not easily acquired and not widely held. Wills (2014) further concurred that teaching qualification requires a balance of both literature and reality. In his study, Kasuga (2019) emphasised that the duration of training in the colleges and universities (two and three years respectively) is not adequate to ensure that they are professionals in comparison to other professions like medicine training which is extended over five years. Hardman, Abd-Kadir, and Tibuhinda (2010) concurred that when comparing their level with international standards, academic qualifications for those entering Primary Teacher Training in Tanzania are low, having normally completed 4 years of lower secondary school and graduating with an ordinary level secondary education certificate. They further explained that 80 percent of primary school pupils were being taught by teachers with a Junior Secondary School Qualification (known as Grade A teachers) and 16 percent with no more than a primary leaving certificate (known as Grade B teachers) (SACMEQ, 2010). Since teaching requires commitment in the acquisition of subject content and pedagogical knowledge it is important for teachers



to be knowledgeable and equipped to handle the classroom's teaching. Wills (2001) refers to teachers as needing to be able to multi-task as they are not only classroom managers who should study management courses, they should know psychology especially on learning theories, they need to know educational foundations and they need to know curriculum including curriculum evaluation and interpretation. Sumra and Katabaro (2014) reported that the lack of subject content knowledge is a problem not only in Tanzania but also in other developing countries. It was found that when assessing the content knowledge of Tanzanian teachers in English, results showed that only one out of ten teachers managed to complete all the questions on the primary language curriculum. Teachers had acquired certificates and diplomas, but they were not efficient and effective enough to produce good learner outcomes.

In South Africa, there are three possible routes to qualify as a teacher (Verbeek, 2014). The first one is the four-year Bachelor of Education degree (BEd.); a three-year degree capped by a one-year Postgraduate Certificate in Education (PGCE). The BEd. and the PGCE qualifications are both pegged at level 7 on the National Qualifications Framework (NQF) and are broadly aligned with international practice. Post-1994, for a limited period to address issues of redress and to accommodate those who have been teaching without qualified teacher status, the National Professional Diploma in Education (NPDE) was offered, followed by an Advanced Certificate in Education (ACE). All qualifications stated above addressed all people of different diversity and backgrounds and aimed at adding to the strength that the education system in South Africa was striving for (Verbeek, 2014).

### **3.3.2.2 Teachers' language and professional competence**

Many teachers in the multi-lingual or monolingual environments have limited exposure to English as a language of communication and as a qualification, as evidenced in a study conducted by Evans and Nthulana (2018) in a rural Tshivenda-speaking area. Teachers claimed that they only engaged in English whilst studying at the local teachers' training college or at University where English was used as a medium of instruction. Most teachers had never had an opportunity to socialise in English because the majority of their learners and colleagues were African language speakers, not English. Some of the teachers had completed their academic qualifications at the

tertiary level via correspondence and thus only had exposure to English in written form through their study material and examination papers. Arocena-Egaña, Cenoz, and Gorter (2018) also added that most teachers do not use English outside the classroom, and this results in lacking confidence when speaking and feeling embarrassed when making a mistake. They further indicated that sometimes learners' attitudes for studying English are affected by factors such as showing disinterest on the part of teachers in motivating the learners. A suitable atmosphere needs to be created to ensure that effective learning takes place. If not, lack of pressure to perform and deliver positive results from the examination point of view places them under heavy pressure. It seems from the above discussion that the only time that most teachers use English, especially teachers from the township and rural areas, is when they teach learners in the class, and it is limited for giving basic instructions and explanations.

Makewa, Role, and Tuguta (2013) declared that qualification is not the main issue; teachers should be motivated to teach and their competency in subject content and pedagogical knowledge will enhance the teaching and learning process. In addition, Wayne, Yoon, Zhu, Cronen, and Garet (2008) suggest that motivation will be maintained if teachers participate in ongoing professional development such as programmes to assist in the effective teaching of EFAL. However, for teachers' professional development programmes to be successful, their purpose must be aligned with the intended outcomes.

In South Africa, an empirical inquiry was carried out on the language proficiency of teachers (Stander, 2001). Portfolios (evidence of practical teaching including lesson plans and learners' work) submitted by final year student teachers enrolled at a large distance teaching university for the Advanced Certificate in Education (ACE): Inclusive Education was scrutinized. Stander (2001) indicated that a comparison between the teacher and the learner was made. It was found that the limited language proficiency of teachers influenced the learners' English language acquisition and academic progress. Therefore, teachers need to be held accountable for inadequate language input due to their limited English proficiency. Transference from one speaker's use of language to another speaker's use of language can be viewed as a contamination factor in the use of the L2. The knowledge of L2 by the teachers was not on an

acceptable standard to be used as the LoLT, and as a result, their poor usage and knowledge of the language were transferred to the learners (Stander, 2001).

Scholars such as Feng and Sass (2010), Murunga, Kilaha, Wanyonyi (2013), and Musau, Migosi, and Muola (2013) found that teachers' professional qualifications were not significantly related to achievement or improvement in the subject. Instead, most of the scholars believed that in-service professional development for teachers or refresher courses and career growth of the teachers may lead to teachers' satisfaction resulting in being more committed to the teaching. Knowledge gained by the teachers does not guarantee the transfer of knowledge into the classroom but is to continually provide the teachers with feedback and ongoing collegial support. The process of knowledge gaining, practicing, coaching, and sharing with colleagues greatly influences teaching performance. Looking at the findings of the three studies, it was concluded that although teacher qualification was of importance, one factor that should also be considered was effective teacher training and continuous professional development to impact the improvement of academic performance of learners.

### **3.4 CODE-SWITCHING**

English is a compulsory subject in most schools internationally. This was affirmed by Fachriyah (2017), that English should not be seen as a foreign language, but more as an additional language. In other words, learning English in schools is no longer viewed as something optional, but essential. This then begs the question: *How do Grade 4 teachers use code-switching as a communicative technique to enhance teaching and assessment of Grade 4 English in selected Gauteng primary schools?*

The word code is used to refer to any kind of system, that is two or more people employed for communication, whether a language or dialect or pidgins and creoles, all are codes (Iqbal, 2011) which means that the term "code" denotes any system of signals including numbers and words with real meanings (Jingxia, 2010:10-11). The term "code", as explained in linguistics, was borrowed from information theory, where they delineated the original and derived usage of the term as a mechanism to pair two sets of signals in non-ambiguous, reversible, and context-free ways (Lin, 2013:196). It was a notion that was systematically applied to speech, first by information theorists

such as Giorgio Fano (1885-1963) and then, fundamentally, by Roman Jakobson (1896-1982). Wardhaugh and Fuller (2014) defined a code as a strategy used by more than one bilingual speaker for communication with switch referring to a change from one language to the other Jingxia (2010). Thereafter, Redouane (2005) defined code-switching as a switch by bilinguals who change from one language to the other to appropriate changes in a speech situation, or the rapid succession of several languages in a single speech event.

Looking at the word code-switching, Grant and Nguyen (2017) described it as the concept or word that does not have a specific definition, but heterogenous definitions which many researchers use. They further indicated that the most general definition of code-switching is the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation. This was further contended by Dykhanova (2015) that the earliest definitions of code-switching, described people speaking two languages as persons switching from one language to the other due to change in conversation. It was the shift that occurred between two or more languages simultaneously or interchangeably within one conversation (Aljoundi, 2015). Code-switching that occurs in the community is often regarded as a strategy for use in conversations. Sometimes this strategy was used in terms of stylistic influence, which relates to its use for reinforcing or weakening speech acts such as requests, denials, switching topics, elaborations or comments, validations, or clarifications (Fachriyah, 2017).

As much as different scholars define code-switching, there are some controversies in the definition of code-switching. Vuzo (2012) indicated that the tendency to define code-switching as a unitary and identifiable phenomenon was questioned by Winford (2003) who referred to code-switching as a fuzzy-edged concept. He emphasised that code-switching intersects with other kinds of the bilingual mixture and it is difficult to establish the boundaries. It was hard to distinguish between code-switching and code-mixing as it appears to be a grammatical or lexical distinction rather than a psycholinguistic one. Most scholars do not agree on what kinds of alternations should be included under the designation of code-switching.

Looking at definitions by different researchers, it is the researcher's view that code-switching addresses the social constructivism theory used in the study as learners and

teachers rationalise their experience by creating a model of social interaction and use of language through code-switching as the most essential system through which humans construct reality.

The use of code-switching has the value of creating natural speech events within a community of bilingual speakers, for example, as a debate between the two languages where one language is actively used more than the other looking at the level of competency of that language (Cook, 2013). Fachriyah (2017) further confirmed that code-switching is used for self-expression and modification of language for personal intentions and builds intimate interpersonal relationships among members of a bilingual community. Modupeola (2013) added that code-switching serves as a tool for creating linguistic solidarity especially between individuals who share the same ethnocultural identity. In some situations, code-switching is used deliberately to exclude a person from a conversation but can also be seen as a sign of solidarity within a group.

Niazi (2015) indicated that there are factors that result from the use of code-switching within the languages. Code-switching eases effective communication as fluency increases understanding. However, it can tend to allow some to dominate others through communication, like literate people using code-switching to dominate the illiterate ones. Code-switching is also used for clarification if there is confusion among listeners in the group. Vuzo (2012) looked at the function of code-switching as a referential function that involved a lack of knowledge of one of the languages or lack of facility in that language on a certain subject. The directive function includes a person more by using her or his language or the opposite to exclude a person from portions of the conversation. There is also an expressive function where speakers reveal a mixed identity through the use of two languages in the same discourse. The phatic function involves code-switching to indicate a change in tone of the conversation, the metalinguistic function is used when speakers switch to impress the other participants with a show of linguistic skills, and finally, the poetic function involves switching for instance in-jokes (Vuzo, 2012).

### **3.4.1 Code-switching as a Communicative Technique in Teaching and Learning**

In this section, the use of code-switching in teaching and learning, type of teaching methods, types of code-switching, and reasons for code-switching are all discussed in the following sections.

#### **3.4.1.1 The use of code-switching in teaching and learning**

The researcher viewed that teachers interacted with learners through teaching for the learners to learn. Therefore, code-switching occurred during teaching and learning. The researcher found it necessary to first outline the meaning of teaching and learning before embarking on what code-switching entails during teaching and learning. Fry, Ketteridge, and Marshall (2009) defined teaching as the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. This means learners engage with the teaching to enable their understanding and application of knowledge, concepts, and processes which implies active construction of knowledge. On that note, Hattie (2009) affirmed that learning occurs during teaching as learning and is a process of developing sufficient surface knowledge and conceptual understanding. Hattie (2009) further indicated that learning is more important than teaching as it helps the teacher to determine, evaluate and refine their instructional techniques, refining and clarifying the objectives. Hattie (2012) further indicated that learning involves time, energy, deliberate teaching, and effort. Fry, Ketteridge, and Marshall (2009) further indicated that the conceptualisation and designing of the curriculum are determined by how teachers plan the learning experiences (teaching, learning, and assessment) for their learners. The researcher agreed with what is indicated by different scholars that through effective teaching and learning, learners become motivated to learn and develop skills, attitudes, and values that could be applied both in the classroom and the real world. The researcher believed that for effective teaching to take place, correct teaching methods must be used, which is discussed below.

#### **3.4.1.2 Types of teaching methods**

Engaging the learners in the learning process positively influences their motivation and persistence to learning (McGlynn, 2007). Therefore, it is important to use the

teaching methods that would assist the learners in understanding the concepts. The researcher agreed with Dorgu (2015) that when educating a learner, you impart knowledge, positive judgment, and well-developed wisdom through a learning process. Therefore, teaching methods denote various strategies that the teacher uses to deliver his/her subject matter to the learners in the classroom based on the instructional objectives. Vikoo (2003) explained that teaching methods could be presented under three main categories which are cognitive development methods, affective development methods, and psychomotor development methods.

*Cognitive Development Methods* are recommended to develop intellectual skills in learners. This method helps learners to comprehend, analyse, synthesize and evaluate information. It helps learners develop good cognitive abilities. Cognitive development methods are essentially didactic, and it includes discussion method, questioning/Socratic method, team teaching method, talk chalk/recitation method, field trip/excursion method and team-teaching method.

*The Affective Development Method* includes objectives that describe changes in interest, attitudes, and values. It also deals with the development of appreciation and adequate adjustment. The examples are the modelling method, simulation method, dramatic method, simulation games, and role-playing method.

*Psychomotor Development Method* is an activity-based method of teaching that aims at motor skills development in learners. This method requires learners to illustrate, demonstrate, or perform certain skills using their manual dexterity. It is a heuristic method of teaching that involves inquiry and discovery methods of teaching. It is a more learner activity-based method. This method includes the Inquiry method, discovery method, process-approach method, Demonstration method, Laboratory/Experimentation method.

Now that teaching and learning had been explained, the researcher looked deeply at the use of code-switching during teaching and learning. It is important to first clarify the difference between code-switching and code-mixing during teaching and learning as the two terms tend to be used interchangeably. Ansar (2017) specified that code-

switching is commonly used in multi-lingual and multi-cultural communities more especially in foreign language teaching where the phenomenon involves switching from one language to another in the same discourse. On the other hand, code-mixing is seen as the unsystematic result of not knowing one of the languages involved very well and is a form of linguistic decay. Code-mixing happens when the speaker cannot remember an expression but can recall it in a different language (Moghadam *et al.*, 2012). Ansar (2017) also referred to code-mixing as a term that uses one or more languages for consistent transfer of linguistic units from one language into another, and by such language mixture, it developed a new restricted or not restricted code of linguistic interaction. In this study, code-switching is a practice that enables learners to connect to their home language as a learning resource and code-mixing as borrowing a word if the appropriate one is not known in the language of teaching and learning.

As the study explores the use of code-switching as a communicative technique in teaching and assessing EFAL Grade 4 class, the researcher looked at different scholars on how they use code-switching during teaching and learning. Lin (2013; 2017) first defined classroom code-switching as language alternation using more than one linguistic code in the classroom by any of the classroom participants such as teachers, learners, and teacher aides. Modupeola (2013) stated that classroom code-switching is a communication phenomenon, providing learners with opportunities to speak and understand concepts, and facilitate the flow of the classroom instruction, to start from the known to the unknown, clarifying and stressing meaning, and stress the importance of content. Classroom code-switching thus serves as a learning resource occurring at different levels (Iqbal, 2011). If on one hand, there is a switch for grammatical items that is, verbs, adjectives, and linkers for example, then, on the other hand, this switch involves registers and technical language. Alvarez-Caccamo (2001) agreed that code-switching in the classroom is mainly practiced as a tool for communication, offering opportunities for learners to understand the taught concepts well and enhancing a smooth continuity of the classroom instruction. This implies that the practice of code-switching in the classroom helps to bridge miscommunication between the teachers and the learners. It also allows for the communication of instructions, ensuring discipline, and expressing key issues to facilitate and enhance teaching and learning (Macaro & Lee, 2013). Isaac (2011) argued that the use of code-



switching is a necessity in the classroom to aid instruction and express pertinent issues and therefore should be perceived as vital for enhancing teaching and learning in the classrooms.

There is an assumption that the use of two or more languages in the school curriculum automatically leads to the raising of standards, more effective outcomes, and a more child-centered education (Iqbal, 2011). The first language affects the second language, therefore interaction and switch between languages result in understanding the second language (Ansar, 2017). Iqbal (2011) reported that code-switching is used in schools internationally and nationally at classroom levels with the majority of teachers using code-switching to stress a particular statement or to make a statement clearer for learners to understand (Azlan & Narasuman, 2015). Even in the teaching of English as a second language, teachers tend to switch to the home language to communicate with learners to scaffold their understanding of concepts. In turn, learners code-switch to show identification with a group or due to lack of registration. Being a home language speaker, always make it hard to maintain the use of EFAL as well as finding appropriate terms and concepts.

### **3.4.1.3 Types of code-switching**

Heeti and Abdely (2016) have identified three types of code-switching that could be used for teaching and learning. They were *tag-switching*, *inter-sentential switching*, and *intra-sentential switching*. Tag-switching is phrased as the insertion of words that could be put anywhere within the boundary of a sentence or speech without violating the grammatical rules of that sentence. It involved inserting a tag or short phrase in one language into an utterance that is entirely in another language. This type of code-switching occurs most easily as tags typically contain minimal syntactic restrictions; thus, they do not break syntactic rules when inserted into a sentence that is given in the home language, (Lanvers, Hamers & Blanc, 2001). Poplack (1980) gives an example of tag switching below.

***Tag-switching:*** “No one at the office was willing to say anything except that is ka order ooper se ayah ai.”

Inter-sentential switching involves a switch at a clause or sentence boundary where, for example, the clause or sentence might have been in a home language before changing to the second language.) Inter-sentential code-switching involves switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other language (Stapa & Khan, 2016). Eldin (2014) stated that since inter-sentential code-switching takes place within the same sentence or between speaker turns, it necessitates fluency in both languages so that the speaker can follow the rules of the two languages. Poplack (1980) gives an example of Inter-sentential switching below.

***Inter-sentential switching:*** “Main to Yahan Hun. What happened?”

Intra-sentential switching occurs when words or phrases from another language are inserted into a sentence of the first language (Cakrawarti, 2011). Heeti and Al Abdely (2016) further indicated that intra-sentential switching is possibly the most complex type among the three, as it can occur at clausal, sentential, or even word level. A good example to cite here might be the one given by Poplack (1998).

***Intra-sentential switching:*** “Hum Kya Keh Rahy Hain, He never bothered about it.”

It is used toward a typology of code-switching when two different languages were utilised in a sentence.

#### **3.4.1.4 Reasons for code-switching**

There are reasons for teachers to code-switch during teaching and learning (Al-Qaysi, 2018) such for academic purposes but also frequently for social reasons as well as for classroom management purposes (Uys, 2010). Modupeola (2013) indicated that teachers’ use of code-switching in classroom situations, sometimes, is performed unconsciously as they are not always aware of the functions and outcomes of the code-switching process. He indicated that code-switching essentially serves some basic functions for teachers during teaching and learning which were a topic switch, affective functions, and repetitive functions. Sert (2005) explained that a topic switch is when the teacher alters his/her language according to the topic that is under discussion. This is mostly observed in grammar instruction, where the teacher shifts

the language to the mother tongue of learners to deal with particular grammar points taught at that moment. The teachers' use of code-switching addresses the socio-cultural theory used as a lens for this study, as it creates learning processes that lead to the Zone of Proximal Development (ZPD) as Grade 4 EFAL learners understand the language content through the assistance of skilled personnel.

The learners' attention is directed to the new knowledge by making use of code-switching into the home language. A topic switch serves for the expression of emotions to build solidarity and intimate relations with the learners. Fachriyah (2017) explained that the second function of code-switching during teaching and learning is the affective function, used during teaching and learning when teachers code-switch to express their emotions for example if learners are not cooperative, the teacher would shout at the learners to express his/her anger and afterward codeswitched back to the language of teaching and learning. Sert (2005) also indicated repetitive function as the other function where the teacher uses code-switching to transfer the necessary knowledge to learners for clarity. The teacher code-switched to the home language of learners to clarify meaning, and in this way stresses the importance of the second language content for efficient comprehension. He indicates that there is a tendency to repeat instructions in the home language that may lead to undesired learner behaviour. A learner who is sure that the instruction in a foreign language will be followed by a home language translation may lose interest in listening to the former instruction which will have negative academic consequences. When code-switching is used to maximize communication and to strengthen not only the content but the essence of the message, it can be considered an asset, not a deficiency but when used in great abundance, and to the degree that it interferes with communication, it can be considered a deficit (Butler, 1989).

Learners too may unconsciously resort to code-switching to serve a particular function (Al Qaysi, 2018; Bilgin & Rahimi, 2013; Sert, 2005). Conflict control is utilised to minimize misunderstandings that occur when the precise meaning of the lexis is unknown in the communication. The underlying motives behind using this strategy vary following learners' intentions, purposes, or needs. Floor-holding is used to avoid any stopgap with the appropriate target language structure or lexicon and to maintain fluency while communicating in the foreign language, this includes singly developed

floor and a collaborative venture. The third consideration in learners' code-switching is reiteration strategy, which is commonly used for emphasising, reinforcing, and clarifying messages systematically as home language speakers make use of repetition technique in native tongue due to their inability to transfer the exact meaning in the target language (Sert,2005). Equivalence is the last function of code-switching in which learners use second language lexical terms in the target language and code-switch to the home language to overcome target language deficiency problems. Equivalent technique functions as a defensive mechanism allowing learners to communicate continuously by bridging the gaps that result from second language incompetence (Bilgin & Rahimi, 2013; Sert, 2005).

In the study conducted in Canada by Hamid (2017), switching from English was employed as the communication strategy in the classroom. The research revealed that teachers code-switch in the conversations in the classroom, despite their claim that they should not. The English teachers employed code-switching to minimise learners' miscomprehension of the lesson or difficulties in understanding the English lesson. Most of the time, the English teacher made use of code-switching for questioning, to strengthen requests or commands, for repetition, for clarification, a reiteration of a message, to give advice, and to create humour. In turn, learners code-switched to convey the message and to be understood by the teachers.

In Tanzania Vuzo's (2012) study focused on the opinions of stakeholders on the use of code-switching for teaching and learning. English-Kiswahili code-switching was employed intensively in the classrooms by both teachers and learners, as a coping strategy to attain meaningful learning. This practice was not permitted officially as per Tanzanian Education policies; however, it was used as a strategy to move away from the difficulty faced in using English only to communicate in teaching and learning. The findings of the study indicated that code-switching appeared to be a very natural, obvious, and necessary practice. It stressed that the use of code-switching improves the teaching of English and Kiswahili and it should be used by qualified language teachers. The findings also indicated that teachers themselves were used to code-switching and students assumed that it is a normal practice that the teacher should code-switch. In addition, students responded that in cases where the teacher did not apply code-switching, students demanded that code-switching be used.

Following its attainment of democracy, South Africa adopted multilingualism in all domains, including education. As previously discussed, schools were supposed to operate to practice the principles dictated by the language policy. However, home language instruction at lower phases showed only very little commitment in acknowledging the language policy. The Minister of Basic Education, Angie Motshekga in 2012, speaking at the release of the Annual National Assessments (ANA) results, observed and acknowledged that there was a need to review the curriculum because there was too big a leap between the Foundation Phase (Grades 1-3) and the Intermediate Phase (Grades 4-6). It was proposed that teaching of English should happen alongside home language instruction, as additive bilingualism or multilingualism (DBE, 2011:110) In other words, learners in Grades 1 to 3 access their education through their mother tongue while at the same time learning English as a language. The use of code-switching was deemed important in aiding the transition from the home language to English as LoLT. Thus, code-switching was proposed to help learners acquire English and understand what is taught. However, code-switching is not a policy in South Africa.

Uys's (2010) study conducted in the Northern Cape Province of South Africa on the use of code-switching during classroom interactions found that teachers used code-switching mainly for academic purposes such as explaining and clarifying the concepts, for social reasons to maintain social relationships with learners and also for being humorous, as well as for classroom management purposes such as reprimanding learners. Code-switching functions as a means of decreasing the social distance between the teacher and the learners. Teachers tend to code-switch regardless of the language policy of their school but to support learning. On his recommendation, Uys (2010) suggested that code-switching should be encouraged in the classrooms, especially where the medium of instruction is the home language of very few of the learners in that school.

Looking at the studies above, the researcher argues that most scholars internationally and nationally support the use of code-switching to close the gap of understanding by learners for learning to take place, even though it is not the policy.

### **3.4.2 Code-Switching as a Communicative Technique in Assessment**

Although a plethora of studies have been devoted to code-switching on learning and teaching, an important aspect that had been neglected is the impact of code-switching as a technique in assessment. Mussawy (2009) defined assessment as an integral part of teachers' classroom practices, and its effective use has the potential to significantly improve learning and learner performance. Dreyer and Mawela (2020) further defined assessment as a process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experience. The effective use of assessment lies in identifying and addressing specific learner needs during the early phases of schooling to develop and enhance learners' cognitive and affective capacities for learning new knowledge and skills, thereby establishing a foundation for future development (Kanjee & Mthembu, 2015). McGlynn and Kelly (2017) explained that through assessment, teachers made a professional judgment on learners' performance in every teaching and learning session undertaken, whether consciously or subconsciously. Using these professional judgments and translating them into feedback on the quality of individuals' work is vital for the teaching and learning process. The following assessment approaches were discussed.

#### **3.4.2.1 Assessment approaches**

Earl (2003) identified three approaches of assessment which are *assessment for learning* (Formative assessment); *assessment of learning* (Summative assessment) and *assessment as learning*. Assessment for learning is an informal assessment that could be used to check the learners' understanding and to differentiate future instructions (Alber, 2011). Although there are many different types of formative assessment, it is important not only to assess learners but also to use the assessment data for making future instructional decisions. Flores, Simão, Barros, and Pereira (2014) reported that formative assessments inform both teachers and learners about their progress, indicating that the methods of formative assessments assist the assessor in considering the learning styles to be used; for example, if learners are hands-on, consider using a kinaesthetic method of assessment. If they seem musically

inclined, allow them to demonstrate their knowledge of the content musically. Assessment *for* learning happens during learning so that learners understand exactly what they are learning, what is expected of them and at the end of the activity, feedback and advice are given on how to improve their work. Anderson (2017) suggests that successful assessment for learning strategies results in improved learner progress continually where the principal characteristic is effective feedback provided by teachers to learners on their progress.

Summative assessment is defined as a traditional assessment, a well-established tool for documenting and communicating student achievement (Houston & Thompson, 2017). It is linked with the end of learning experiences, such as a subject or course, and it serves to judge the learning achieved by the student. Summative assessments are tools to help evaluate the effectiveness of programmes, school improvement goals, alignment of curriculum, or student placement in specific programmes. The purpose of summative assessment is to determine the student's overall achievement in a specific area of learning at a particular time which distinguished it from all other forms of assessment (Harlen, 2004).

Assessment as learning is defined. as the type of assessment that is used to reinforce and extend the role of formative assessment by emphasising the role of the student, not only as a contributor to the assessment and learning process but also as the critical connector between them (Earl, 2003). Torrance (2007) explained that assessment as learning requires a significant change of the teacher and the learners' roles, a change in teacher mindsets, and a change in instructional practice. He further outlined that through assessment as learning, teachers foster a stronger link between assessment, learning, and teaching.

#### **3.4.2.2 Assessment**

The researcher also looked at the importance of using assessment techniques in teaching and learning Grade 4 EFAL class. Assessment plays a central role in process of effective instruction. Mirham, (2015) indicated that classroom assessment techniques are formative rather than summative approach and their purpose is to improve the quality of learning and to provide the teacher with feedback about their

teaching. Therefore, classroom assessment techniques are meant to be types of formative assessment that allow teachers to adjust a lesson based on learners' needs. Cross, Angelo, and Thomas (1988) concurred that in using assessment techniques, teachers gain insight into which concepts their learners understand best and which are most confusing. Through this information, they can decide when there is a need to be more instructional, and when the class is ready to move on to the next topic.

Walker (2012) agreed that the classroom assessment technique promotes deep learning techniques and enhances knowledge and motivation. He further indicated that there are types of classroom assessment techniques which amongst others are knowledge probe, minute paper, one-sentence summary, directed paraphrasing, application cards, and muddiest point. A knowledge probe is used at the beginning of the lesson for learners to answer pre-set questions (open or multiple choice) to assess their existing knowledge. Minute paper is when the teacher at the end of the lesson asks learners to write what they understood most and what was the least clear to them. A one-sentence summary is used at any time during class to test knowledge about the topic by summarising what they have learned. Directed paraphrasing is when the teacher asks learners to write a summary of any principle taught. This assesses their ability to comprehend and transfer concepts. Through application cards, the teacher asks learners to write down on real-world application for a procedure covered and the muddiest point is when the teacher asks learners to write down the concept that they felt they have not as yet understood. However, Cross, Angelo, and Thomas (1988) alerted that when using classroom assessment techniques, it must be applied in such a way that it does not confuse the learners. Martin (2011) concurred that it is important not to use too many different classroom assessment techniques in a lesson because learners' responses are more useful when they are comfortable with a particular technique. The researcher's view was that the Grade 4 EFAL teachers should use classroom assessment techniques that are pitched at the level of Grade 4 learners as some of the techniques may cause confusion or misunderstanding.

### **3.4.2.3 The use of code-switching in assessment**

The results in a study conducted by Becker (2001), showed that code-switching was used when the teacher conducted oral assessments like story retelling, oral language



usage to enhance narrative skills. The narrative skills that oral story retelling provides were consistent with attributes of written text, discourse structure awareness, characterisation, and thematic development. Becker (2001) indicated that the findings showed that code-switching of story retelling, provided learners with the opportunity to gain experience with the linguistic, psycholinguistic, and social-communicative aspects of two languages and to signal meaning by shifts in language. Code-switched story retelling appears to be an untapped resource.

Although the South African curriculum promotes the teaching of reading in learners' L1 during the first three years of schooling (DBE, 2011), further learning from the fourth grade will most likely take place in English (EFAL) for the majority of learners. This implies that learners do not only need to be able to read for meaning in their L1 but also English (Kotzé, Fleisch, & Taylor, 2019; Schaefer & Kotzé, 2019). However, the PIRLS report indicates that the reading literacy rates concerning all languages are very low in South Africa, with 78% of Grade 4 learners not having reached the low international benchmark in their first language (L1) (Howie et al., 2017). If learners' reading literacy performance is below average in the home language, they will be challenged in being able to read and write in English as a second language.

A reading assessment 2019/2020 project conducted by the Gauteng Department of Education (GDE) to assess the reading ability and fluency in Grade4 EFAL class, showed that most learners cannot read in EFAL (Gauteng Department of Education 2019 -2020). Most of the time, teachers code-switched as learners could not carry the instructions. This was evident when the provincial coordinator (researcher) requested learners to read. Learners did not respond until the teacher code-switched in learners' mother tongue, in that case, learners were able to follow the instructions. Only 10% of learners who were assessed by the provincial coordinator (researcher) could read fluently with understanding, 30% of learners were able to read but without understanding and 60% of learners could not read fluently with understanding. Most studies focus on the use of code-switching during teaching and learning; however, this study verified that most literature addressed the use of code-switching during teaching and learning and that learners were disadvantaged as teachers assess in English.

In South Africa, Setati and Adler (2001) indicated that it is difficult to learn and teach language in a primary classroom where there are relatively large numbers of learners

(50+), the teacher and all the pupils are multi-lingual but none are proficient in the language of learning and teaching (LOLT). They, therefore, indicated that code-switching assisted learners to talk to learn, which is the function of fluency and ease in the language of communication. The use of the learners' home language in teaching and learning serves as the support needed for the learners to continue to develop proficiency in the language of learning and teaching (LOLT). Setati and Adler (2001) emphasised that although teachers code-switch during teaching and learning, the problem arises when assessing learners, as the activity is in EFAL not in learners' home language, this disadvantages the learners as they cannot interpret the question in EFAL. The researcher was of the idea that code-switching during assessment addresses cognitive learning theory in the second language as it assists learners in processing the information to develop knowledge, skills, problem-solving, and disposition to understand the world around them.

### **3.4.3 The Benefits of Using Code-Switching in Teaching and Learning**

English is requested as the medium of instruction and learning in many schools and many countries; however, many learners struggle to cope academically as English is usually a first additional language (Simasiku *et al.*, 2015). Sakaria and Priyana (2018) indicated that some scholars believe that the use of learners' home language significantly enhances target language development, and it should, therefore, be incorporated in second language teaching and learning. The integration of the first language in the process of teaching and learning second languages essentially makes it easier not only for teachers concerning grammar explanation and discipline, but it also helps learners in understanding difficult concepts, which subsequently consolidates their target language competencies. Looking at the township schools where most EFAL teachers are bilingual and teaching multi-lingual learners, code-switching serves as a tool for teachers to achieve teaching goals in content-based lessons involving learners who lack proficiency in the instructional language (Then & Ting, 2009). Ustunel (2016) concurred that code-switching assists teachers and learners to achieve the target language because it enhances learners' learning of the second language and improves the way learners answer.

Azlan and Narasuman (2015) stated that code-switching should be applied correctly and skilfully, to elicit rich and detailed language content, that serves as a

developmental process for literacy skills. It also has a positive effect on literacy transfer from home language to second language (Belibi, 2016; Probyn, 2010). The researcher argues that the correct application of code-switching could promote the level of learners' mastery of the second language. Learners tend to switch language because their language ability is not equal to others in the class or their teachers' mastery level (Peregoy & Boyle 2013; Ustunel, 2016). However, the use of home language should only be used as a facilitating tool that teachers may use to assist their students' learning of a target language (Azlan & Narasuman, 2015). Choy (2011) suggested that although code-switching on its own is a pedagogical strategy, its usage may only be maximised if it produces outstanding outcomes rather than being used as a mere teaching and learning technique. It should also be strictly reemphasised that learners' home language is an extraordinarily powerful realm that should not be ignored in second or foreign language classrooms.

Considering socio-cultural theory, Gupta (2006) alluded to the fact that social processes between teachers and learners' learning, including reading and writing in EFAL environment, are important. In its unique cognitive operation as well as its socio-cultural roles and functions, code-switching facilitates the incorporation of learners' life experiences and allows for learner-centered curriculum development (Van der Walt, 2013). Modupeola (2013) encouraged teachers to use code-switching holistically to facilitate learner's knowledge construction in the target language, and most significantly, to enhance interpersonal interaction between themselves and the learners and to increase teaching and learning efficiency. Learners interact socially and culturally through their home language, therefore code-switching serves as an additional resource for meeting classroom needs and understanding of their second language. It is a tool that develops proficiency in English, and also reduces anxiety and enhances the environment for learning (Van der Walt 2013)

Teachers during teaching and learning of the second language require learners' interaction, attention, and understanding. The researcher argues that code-switching acts as communication facilitation by the teachers when they encountered difficulties in conveying the content in a second language, a notion supported by Yao (2011) that code-switching as a communication tool offers opportunities for learners to understand the taught concepts well, and develops smooth continuity of the classroom instruction.

Code-switching is not only about communication purpose, but it also attracts learners' attention. Jingxia (2010) argued that the use of code-switching by teachers is to regain pupils' attention and to clarify, enhance or reinforce lesson content. Researchers Nurhamidah, Fauziato, and Supritadi (2018) and Sert (2005) asserted that teachers shift their language to the mother tongue of learners in dealing with particular grammar points to draw the attention of learners to new knowledge, which does not only benefit the teachers but also learners and promotes their understanding. Uys and Van Dulm (2011) showed that teachers' use of code-switching serves as a translation of material since some ideas are only available in the home language. This means that teachers had no option except to translate the idea to involve learners in the lesson.

Nguyen (2013) suggested that sometimes when teaching difficult vocabulary, pictures and actions and other visual aids are ineffective in explaining, therefore code-switching to learners' home language is necessary. This strategy benefits learners, as they learn and understand the new knowledge more clearly in their home language. Most of the findings of studies related to code-switching showed that teachers used code-switching in their English instruction in different forms (Nguyen,2013). One of the most noticeable forms was English interjection, during the instruction of language teaching units and during the instruction of classroom process.

In a study conducted in Canada, 11 first-grade Cantonese American learners ranging from limited English proficiency to fluent English proficiency were studied. Two types of lessons were conducted and analysed, that is reading in English with a Cantonese-English bilingual teacher, and oral language with an English monolingual teacher. The findings of the study revealed that the interactions of the English monolingual teacher with limited-English-proficiency students in the oral lesson were characterised by a higher proportion of conversational acts such as 'attention-getters, 'requests for action' and 'protests', indicating a certain lack of teacher control and a frequent loss of student attention. On the other hand, the bilingual teacher used Cantonese L1 of the students very rarely (less than 7% on average) in the English reading lessons. She told the researchers that she tried to avoid using Cantonese during these lessons and was surprised to find she had used L1. Guthrie reported that code-switching in L1 by the bilingual teacher was used for solidarity, to clarify and check for understanding, to contrast variable meaning in L1 and L2, and to anticipate likely sources of confusion

for students (Guthrie, 1984). Frohlich, Spada, and Allan (1985) report that teacher usage of L1 in L2 classes assists in exercising control over the classroom activities and allows teachers to reach their goals.

In Tanzania, Kisuda's (2018) findings indicated that even though English is a language of instruction and examination in Tanzania, teachers tend to code-switch from English to Kiswahili to ensure students' understanding. This tendency had been viewed as unavoidable to support the learner acquisition of language and content skills. Teachers and students understand that code-switching is not the language of instruction in Tanzania, but it is a teaching and learning strategy that supports both teachers and students to acquire learning objectives. It aims to emphasise points, save time during lesson development rather than a teacher referring to the dictionary and provide the direct meaning of sentences. It also assists students in increasing their vocabulary. Skillful and appropriate use of code-switching can enhance teaching and performance in the multi-lingual classroom context (Fennema-Bloom, 2010).

Mrawushe's (2016) study investigated the occurrences and nature of code-switching in the classroom context in Matatiele, KwaZulu-Natal, South Africa. The study investigated whether the use of code-switching in a classroom context is in line with the Language in Education Policy (LiEP). The functions of code-switching were examined as well. The findings concluded that code-switching plays a significant role in an English as First Additional Language (EFAL) classroom context as it has the potential to help teachers obtain better results if they use it consciously and strategically especially in the lower grades. The findings indicated that teachers' perceptions about using home languages in the EFAL classroom were mostly positive with the majority of participants supporting the use of code-switching in teaching and learning valuing it as a scaffolding device in an English LoLT classroom.

#### **3.4.4 The Challenges of using Code-Switching in Teaching**

The target language should be the main language taught in second language classrooms, both as a language of instruction and communication (Sakaria & Priyana, 2018). The statement above was aligned to this study as according to CAPS (DBE, 2011), English as an additional should be used as the language of instruction

from Grade 4 onwards. The extensive language exposure of the target language encourages learners to develop proficiency and to exclude home language usage in second language classes (Simasuku *et al.*, 2015). This introduces authenticity in the process of teaching and learning and substantially facilitates learners' familiarity with the target language (Fachriyah, 2017). Learners progress successfully if their language proficiency in the language of teaching and learning is sufficiently developed to be able to communicate academically (Simasuku *et al.*, 2015). In considering the body of knowledge, it seems that the use of code-switching during teaching and learning is discouraged by some of the researchers because they believe code-switching influences the effective use of language and leads to language decay. The perception is that code-switching is considered a sign of limited language proficiency and is perceived negatively by monolingual speakers and the majority of cultural and generational groups in terms of understandability, attractiveness, and correctness (Fachriyah, 2017).

Moore (2010) indicated that code-switching poses a dilemma for the EFAL classroom as when teachers code-switch, they interfere with the learning of EFAL by mixing two languages and learners do not understand what they are learning. Iqbal (2011) concurs that code-switching is considered unfavourable by some teachers as they believed it is biased and shows signs of laziness. Again, teachers who give instructions or ideas in one language and repeat the same instructions in another language within the same period, break the process of learning the target language and could disadvantage learners of multi-lingual backgrounds. Abete-Daga (2015) concurred that code-switching is more effective when learners share the same home language; however, considering the multi-lingual society from different learners' background, it could create psychological problems as some learners felt left out in the teaching process and this then defeats the objective of the learning process.

The literature also highlighted that some teachers preferred to use only one language during teaching and learning. Khasinah (2014) supports the statement as he believes that teachers who prefer to use one language adheres to the policy, resulting in learners understanding the target language and developing communicative techniques to master the language well. This opinion is supported by Taha (2008) who found that some teachers believe that alternation between English and the home

language in the classroom should be discouraged and that all members in the classroom should be obligated to use the medium of instruction designated for Grade 4, which is English First Additional Language. Although Nurhamidah, Fauziato, and Supritadi (2018) indicated that few scholars agree that code-switching should not be employed in second or foreign language classrooms, the researcher argues that those scholars believe that the use of home language in second or foreign language classrooms hinders the acquisition of the target language. This infers that regular code-switching by language teachers demotivates students' interests in listening to the target language and eventually gains low proficiency in the target language (Van der Walt, 2009). Scholars who are against the use of code-switching in teaching and learning, believe that learners do not have to understand everything said by the teacher and thus there is no real need for code-switching and further indicate that certain techniques should be followed for language to become real and for learners to build their language system only when the target language is taught (Al-Qaysi, 2018).

Yankova and Vassileva's (2013) study conducted in Canada, revealed that code-switching resulted in the uneven distribution in the use of L1 and L2. They further indicated that most of the time L1 is used not only for personal, informal, family communication but also for reserving the formal functions of work, communicating with official bodies, for the L2. Hence, participants experienced a harder retrieval of words or phrases which come from the less frequently used domain in that language.

In the study conducted by Johanes (2017) in a secondary school in Tanzania where English is used as a medium of teaching and learning, the findings revealed that code-switching and code-mixing influence student's failure to learn the English language, create lack of confidence in speaking, limit students' practice in speaking the English language, retard the ability of students to master English language and fail to understand and master the English language. In addition, the study revealed that, teachers were the main source for code-switching and code-mixing and that more efforts be placed on training English teachers to improve their pedagogy skills. Malekela (2004) concurred that experienced and realistic teachers often switch from English to Kiswahili language when they realize that their students are not getting the message being conveyed in English, and this happens despite the directive that teachers should use English only when teaching EFAL. The study is supported by the

findings of the study conducted by Nordin, Ali, Zubir, and Sadjirin (2013) where Tanzanian teachers were dealing with two languages that do not share the same culture and do not apply similar grammatical and phonological properties. They believe that code-switching should not be allowed in second language classrooms as it may hinder the learning process. This was based on the argument that learners depend too much on teachers' code-switching and lose their eagerness to learn and the ability to guess and infer in new linguistic environments of the second language. This causes confusion and internalisation of errors in learners. Frequent use of code-switching might influence the way learners communicate in the second language.

Setati and Adler (2002) agreed with Van der Walt (2009) that teachers teaching in public schools in South Africa are bi- or multi-lingual, but very few could code-switch in languages that accommodate all learners from different cultural backgrounds. If language support for learners is to be provided, all teachers will have to be trained to do so for uniformity. The findings of their study revealed that when teachers code switched, some learners were disadvantaged as their home language was not used for code-switching.

### **3.4.5 The Challenges of using Code-switching in Assessment**

It was stated by most scholars that teachers code-switch during teaching and learning; however, when coming to assessment code-switching is not used. Yevudey (2014) argued that in oral assessment teachers code-switch when they ask learners oral questions, however, they did not allow learners to answer in their home language. Al-Adnani and Elyas (2017) agreed with Yevudey (2014) that teachers often code-switch to make learners understand the content; however, this solution has created another problem as learners understand when teachers code-switch but in assessment, all test and examinations are set in English and learners to have to answer in English. Ariffin and Husain (2011) indicated that to reformulate the concepts in the learners' mother tongue, learners need to receive and produce the content in English as it is the language that they will be assessed with. Therefore, the practice of code-switching in class might jeopardise learners' ability to answer examination questions in pure English.



In schools in the townships of Gauteng Province in South Africa, most teachers code-switched but assess learners in English. While the proponents believe that the use of code-switching in the classroom situation is considered an asset to language development, the opponents see it as an obstacle to achieving learning goals which are to acquire the target language (Nurhamidah *et al.*, 2018). Songxaba *et al.* (2017) study recommended that although code-switching is used by teachers to facilitate language development, there should be a gradual move from a high code-switching usage to low usage. They also state that learners' poor performance in the assessment is generally because of language-related issues rather than intellect.

Although code-switching is not a policy, Van der Walt (2009) suggested that code-switching could become a powerful resource once it had been formalised and included in teacher training courses to ensure its responsible use as a teaching tool. Teachers have not been trained to use it in the classroom which is why they often randomly revert to the mother tongue to explain content ideas at a broad level while failing to develop learners' ability to use English to carry out academic tasks in English, including writing tests and examinations (Leung & Franson, 2001). Thus, the question that arises is what does it help to understand code-switched lessons when assessment maintains a purist stance? (Songxaba *et al.*, 2017). The researcher aligns with Songxaba *et al.* (2017) in that inequalities in the teaching and learning situation are indicative of the challenges found in classrooms particularly during assessment when non-mother tongue learners struggle to master the questions while their mother tongue counterparts do not experience this hardship.

### **3.5.6 Code-Switching Strategies to Improve Teaching and Assessment**

Thomas (2019) defines strategy as an action that is used to attain a goal and its various components to achieve the desired goal. Yıltanlılar and Çağanağa (2015) view teachers as the sources of knowledge and also as authoritarian figures although the teacher's role has changed when considering today's world. The roles assigned to teachers have changed as a result of the reforms, policies, and changes done in the language teaching field (Chowdhury, 2012). Teachers are seen as facilitators, guides, and controllers of the class, whereby many methods and techniques are proposed regarding the role of a language teacher in the class. Teachers should therefore apply

different strategies to promote teaching and learning. However, the researcher argues that code-switching on its own is a strategy to improve learning and teaching. Classroom management is vital to keep order and to save more time in explaining material (Grant & Nguyen, 2017). Uys and Van Dulm (2011) indicate that during the teaching and learning process, disruptions of noise caused by disruptive learners need to be managed by the teachers to give a clear warning to the learners. In that regard, code-switching should be used as a strategy to control discipline and help to facilitate the flow of classroom instruction. Teachers should not have to spend so much time trying to explain to the learners or searching for the simplest words to clarify any confusion that might arise. Teachers code-switch when the level of English used in the textbook or the concepts to be taught are beyond the learner's ability or when the teachers have exhausted the means to adjust the speech to the learner's level (Grant & Nguyen, 2017).

Van Roekel (2009) indicated that in teaching, teachers should meet both the instructional needs and the linguistic needs of EFAL before they can even apply code-switching during teaching. For teachers to acquire linguistic and instructional needs, pre-service and professional development for in-service general education teachers is important. Azlan and Narasuman (2011) further indicated that there are communicative techniques and strategies of code-switching that can be employed to improve the teaching of EFAL, which are code-switching and code-mixing. They further argued that it is important to examine code-switching and code-mixing from various viewpoints such as form, location, patterns, and functions before putting them into practice. The core distinction between code-switching and code-mixing appears to be at the language level at which the phenomena occurred. Moghadam *et al.* (2012) stated that the reason for code-switching is to fill the linguistic gap. They were of the idea that to fill the linguistic gap, the teacher should first start a lesson in one language, and then switch to another language while ensuring that the learners comprehend both languages. A teacher should use code-switching for translation, clarification, comprehension check, procedure and directions giving, classroom management, and learning strategy to bridge the classroom level of language proficiency. On the other hand, learners can use it for translation, clarification, response, and identity sharing. As such, teachers and learners perceive code-switching as a helpful asset to bridge the communication gap during the teaching and learning process. Despite the benefits

and disadvantages of code-switching, it should be viewed as an asset because it offers so many functions for both teachers and students.

Uys and van Dulm (2011) proposed that code-switching functions as a means of translation. This means that during the teaching and learning process, when teachers and learners convey their ideas or even new words, they may encounter some problems. Hence, code-switching bridges the gap by allowing translating L2 into L1 so both teachers and students connect. Moreover, another function of code-switching is checking comprehension (Ahmad & Jusoff, 2009; Nordine *et al.*, 2012). Sometimes teachers know that students have not understood the material yet try to explain it in L1 as an option. This is a positive way of conducting code-switching in the EFL classroom.

As a learning strategy, code-switching assists teachers in smoothing the teaching and learning for learners to order for them to understand the concepts. This role is significant because, in the classroom, teachers may find that learners do not understand and can use code-switching as a tool to ease the material delivery (Uys & Van Dulm, 2011). Qing (2010) also mentioned that code-switching serves as a strategy for teachers to adapt to learners' English proficiency, teaching goals, and teacher roles. English teachers should switch between English and home language spontaneously, for direct translation or/ intentionally, which means teachers should spot when home language should be used and when to switch to English. The switching should be appropriate to enable comprehension and meaningful involvement of students' strategy in classroom interaction if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way. In other words, the use of code-switching builds a bridge from known to unknown and may be considered as an important element in language teaching when used efficiently. Meanwhile, I would advocate a more conscious and cautious use of code-switching in EFL classrooms, because excessive use of code-switching for translation is likely to result in negative influences. (Qing, 2010).

Sakaria and Priyana (2018) designated that the findings of the study conducted in Canada revealed that pedagogical code-switching strategy was relevant to be used during teaching and learning. Inter-sentential code-switching is an example of a pedagogical code-switching strategy, if used effectively it can maximise to produce

outstanding outcomes with regards to EFAL. Through Inter-sentential code-switching detailed explanations and instructions were clear and learners were able to understand what is being taught. They further indicated that the findings also revealed that through the pedagogical code-switching strategy, there is effective communication between learners and teachers.

The findings of the study conducted by Vuzo (2005) revealed that in Tanzania teachers used code-switching as a coping strategy. Although it was not a policy, English-Kiswahili was intensively used to attain meaningful learning. The major findings were from different stakeholders indicated that code-switching appeared to be a natural, obvious and necessary practice.

Considering strategies that can improve assessment when code-switching, Bolos (2001) outlined an effective strategy for improving the EFAL proficiency of learners through assessment. He indicated that learners are from varying levels of first language proficiencies, therefore the amount of language instruction required varies from one learner to the other. It is important that before instructions begin, teachers gauge each learner's level of proficiency to guide future instructions of whether code-switching is necessary or not. When the teacher assesses learner's language proficiency, they need to keep in mind that learners may sound fluent in English but may not be. He emphasised two levels of language proficiency that should be taken into consideration. He refers to basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) identified and researched by Cummins (1979). Therefore, it is of utmost importance that they hone their skills in the language and be trained to deliver English lessons with confidence.

### **3.6 CONCLUSION**

This chapter reviewed related literature to various aspects of the study. Teacher and learner language proficiency in both home language and English was discussed as an important element in the teaching and learning process particularly as language is the vehicle through which the content is taught. Teacher qualifications and experience were considered as teachers must be equipped with the relevant subject content and

pedagogical content knowledge to be successful in the classroom. benefit and challenges of code-switching. The diverse meanings of code-switching were offered as code-switching is considered a valuable tool in the classroom. Although there are benefits, challenges do arise as well, and these were also highlighted. The following chapter, Chapter 3, builds on the brief introduction in Chapter 1 and fully describes the research methodology used in this study.

## CHAPTER 4

### RESEARCH DESIGN AND METHODOLOGY

#### 4.1 INTRODUCTION

The previous chapter focused on the literature review, but this chapter aims to discuss the research design and methodology of the study to answer the research question *How do Grade 4 teachers use code-switching as a communicative technique to enhance teaching and assessment of Grade 4 English First Additional Language in selected Gauteng primary schools?* This chapter discusses the research paradigm, the qualitative research methodology, and the research strategy used. This chapter also addresses the role of the researcher, the research site, population, and participants sampling as well as the data collection methods and procedures. The chapter also presents the ethical considerations and trustworthiness of the study and in conclusion the summary for the whole chapter.

#### 4.2 RESEARCH PARADIGM

It is vital to understand the research paradigm as part of the research design and its impact on the research project. Shah and Al-Bargi (2013) indicated that the term paradigm was first introduced by Kuhn and was regarded as a combined cluster of substantive concepts, variables, and problems devoted to conforming methodological approaches and tools. It meant that the paradigm served as a belief that represented people's views on their world and its relationship. The above notion of a paradigm was supported by Hussain, Elyas, and Nasseef (2013) when they contended that it should be utilised for the institutionalisation of intellectual activity and for broad groupings of certain approaches and perspectives to study any subject. The general idea about the paradigms was that people could build a powerful effect that created the lens through which the world was viewed. The researcher argues that the use of paradigms in this study would assist the researcher to direct her thinking and served as a guideline to explore the use of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 EFAL (Jonker & Pennink, 2010). The following figure is a schematic diagram of the paradigm and how it informs the rest of the research.

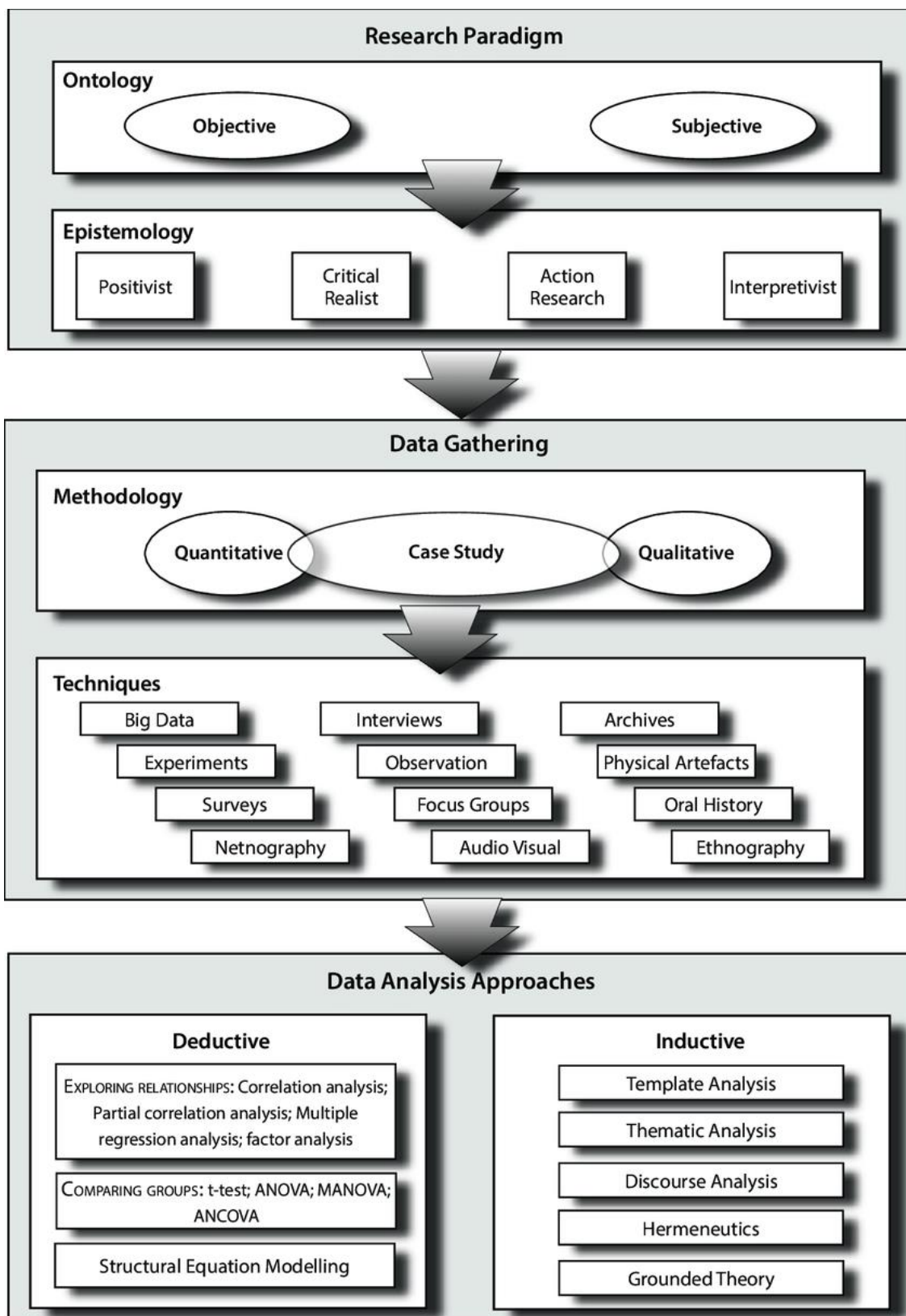


Figure 4.1: Schematic representation of the research paradigm, adopted from (MacIntosh & O’Gorman, 2015)

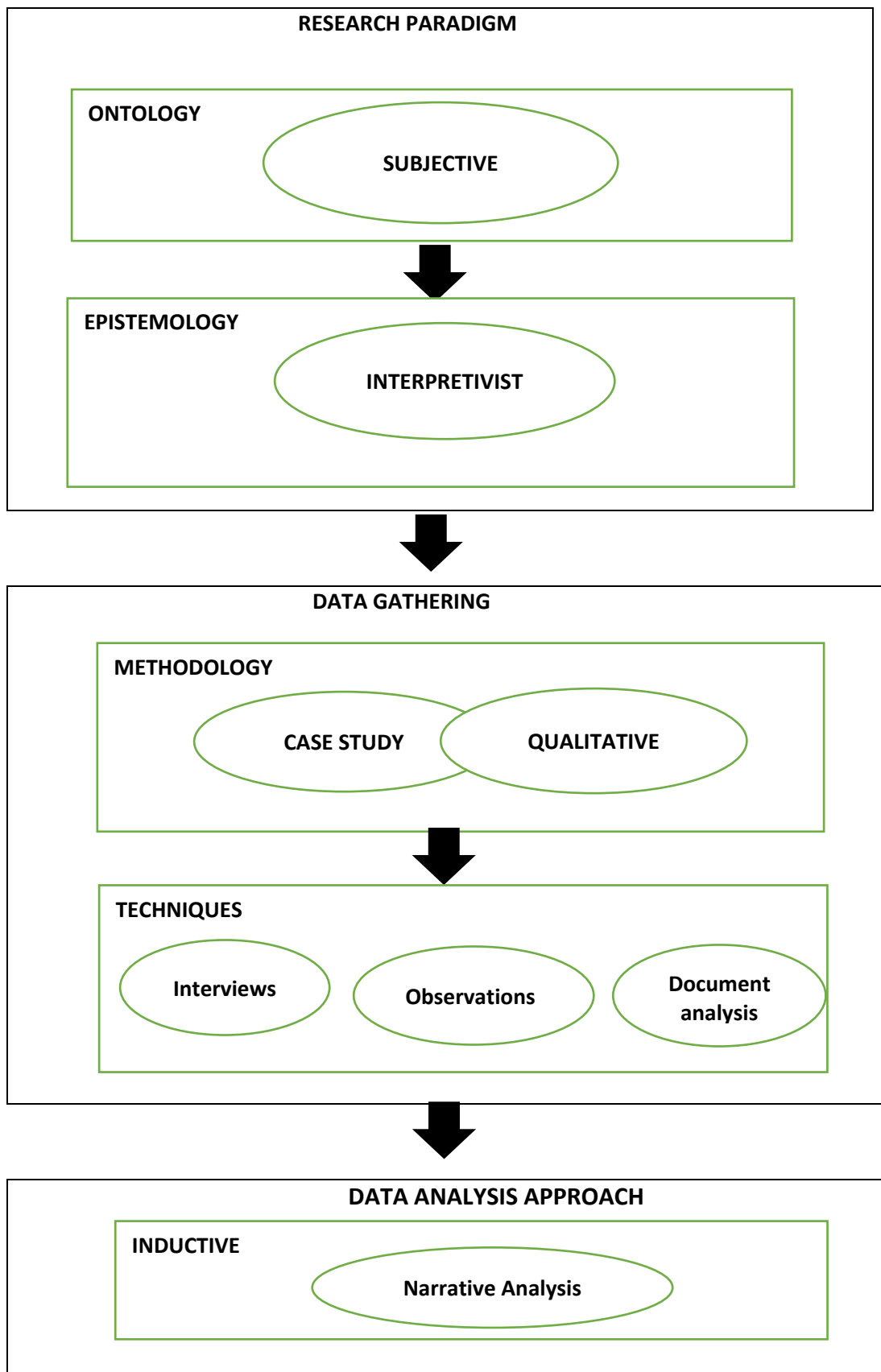


Figure 4.2: Schematic representation of the research paradigm, adopted from (MacIntosh & O’Gorman, 2015)



The schematic representation above showed the division and subdivisions of the research paradigm and how paradigms are used to describe the approach to this research study. This means that the research plan cannot be separated from what the researcher understands of the numerous paradigmatic worldviews. Grix (2010) indicates three major research paradigms whose aim is to seek connection among the ontology, epistemology, and methodology of the paradigm.

Ontology is derived from 'Onto' which means 'being' or 'reality' and '-logy' from the Greek word 'logos', which means the study of (MacIntosh & O'Gorman, 2015: 55). Ontology is therefore the study of being or reality with ontological assumptions being either objective or subjective. Objective ontology is a solid reality that can be measured and tested. Its measurement gives in the same results and same answers. However, subjective ontology looks at reality as it is made up of the perceptions and interactions of living subjects. It assumes that people's perceptions are shaped by reality with facts being culturally and historically located (MacIntosh & O'Gorman, 2015). Subjective ontology is considered the basic assumption of the nature of reality. The relativist is one of the elements of the interpretive paradigm indicated by Denzin and Lincoln (2011), where realities exist in the form of multiple and imperceptible mental constructions that are based on experience and are specific.

Epistemology is derived from "episteme" which means knowledge and "ology" which means the study; therefore, epistemology is the study of knowledge (MacIntosh & O'Gorman, 2015:59). The epistemological positions are positivist, critical, and interpretivist (Alexander, MacLaren, O'Gorman & Taheri, 2012). In this study, interpretive epistemology was considered and is a way in which valid knowledge is obtained and helped to clear the nature of any knowledge that we might make. The use of an epistemological stand in this study is that the inquirer and the inquired are fused into a single entity and their interaction leads to certain findings (Shah & Al-Bargi, 2018). This meant that it is a philosophy of knowledge of reality and the relationship that human beings construct.

The positivist paradigm is regarded as a method of science or science research, based on the rationalistic, empiricist philosophy (Kivunja & Kuyini, 2017). The interpretive paradigm is considered as constructivist, naturalist, humanistic, and anti-positivist which is in contrast to positivism for the understanding and interpretation of humankind

and social reality (Kivunja & Kuyini 2017). The critical paradigm challenges the positivist and interpretivist paradigms as it reveals beliefs and practices that bound human freedom. The critical paradigm also emancipates people through changing social, political, and cultural settings and addresses the questions of power and control with benefits to others (Scott & Usher, 2011).

The research paradigm deemed most suitable for this study was the interpretive research paradigm as it is subjective and recognizes what individuals interpret and understand of the social phenomena (Hussain *et al.*, 2013). The interpretive paradigm is relevant to the research as it involves an understanding of the use of code-switching in teaching and assessing Grade 4 EFAL. The teachers' knowledge and experiences provide the information that was valuable to answer the research question. The researcher can understand the phenomenon through the world view of the teachers – that is, the perceptions and experiences of teachers' use of code-switching. Their interpretations on the use of code-switching might differ from the interpretation of code-switching to other schools, provinces, or countries. Their understanding and meaning attributed to code-switching are different based on their perspectives and understanding drawn from their individual personal teaching experiences. That means their understanding and meaning are subjective as it is relevant to their reality. The above statements alert one to the fact that the world consists of many and different realities because the understanding and interpretations of people looking at the same phenomenon differ in many ways. It is therefore important for the researcher to value each participant differently as interpretations and understanding of the phenomenon are also different (Hathaway & Norton, 2018). The interpretive paradigm like any other paradigm is based on the three elements of ontology, epistemology, and methodology. The integration of the three elements forms a solid interpretive paradigm.

The last element of the interpretive paradigm to consider is the Interpretive methodology that seeks to understand the phenomenon from an individual's perspective, exploring the interaction among individuals as well as the historical and cultural contexts which people inhabit (Creswell, 2009). It is the researchers' understanding that these three elements cannot be separated from one another to know and understand how reality comes about (epistemology), to understand the philosophy of reality (ontology), and to use a methodology that helped the researcher

to identify approaches or traditions in which knowledge is gathered to reveal the completed information about the use of code-switching in teaching and assessing of Grade 4 EFAL. After identifying the relevant paradigm, it was important to address the research approach that was used for this study. Below in Table 4.1 is the schematic representation of the integration of the element of the interpretive paradigm. It shows that the components of the interpretive paradigm cannot separate from one another.

**Table 4.1: The epistemological, ontological, and methodological premises**

<b>Paradigm Assumptions/</b>	<b>Ontology</b>	<b>Epistemology</b>	<b>Data collection</b>
<b>Anti-positivist/ Interpretive:</b>	<b>Social Constructivist</b>	<b>Constructivist</b>	<b>Qualitative Data</b>
Determining meaning and understanding	Reality can be understood and interpreted, but not controlled.	Knowledge is gained through observation and interpretation	Non-participatory Observation, Document analysis and semi-structured interviewing
Gaining a unique perspective of the knowledge	Participants' internal and subjective experiences are important	The researcher is empathetic and subjectively involved	

(Adapted from Maree & Van der Westhuizen, 2007)

The reality to be constructed in this study is that teachers have perceptions and beliefs about the use of code-switching in the teaching and assessment of Grade 4 EFAL. Through their experience and participation, they construct and attribute to the use of code-switching. It is the researcher's view that teachers' views on the use code of switching constitute reliable knowledge.

## **4.2 RESEARCH APPROACH AND DESIGN**

The research methodology serves as a related set of assumptions that reflects the researcher's views of reality. Igwenagu (2016) defined research methodology as a systematic, theoretical analysis of the methods applied to a field of study which is comprised of principles associated with a branch of knowledge. The methodology integrates paradigm, theoretical model, research approaches such as quantitative or

qualitative techniques, and the research design. Amponsah (2014) reiterates that research methodology refers to the theoretical assumptions and principles that underpin a particular research approach, gives guidance to the researcher on how to answer the research question, and decides on what process and methods to use. The focus of the research methodology is to look at the research approach and processes as well as the kind of tools and procedures needed. Individual steps in the process of research should be considered and objective procedures should be employed when collecting data. Based on the definitions of the research methodology above, the researcher viewed that research methodology acknowledges specific practices to attain knowledge and understanding on how to collect data.

#### **4.4.1 Qualitative Research Approach**

Generally, when conducting research, different research approaches depend on the choice of the study. Creswell (2011, 2013) stated that the three research approaches that could be used when conducting research are qualitative research approach, quantitative research approach, and the combination of qualitative and quantitative research which is a mixed-methods approach. Qualitative and quantitative research approaches are generally utilised in different disciplines of education such as sociology, psychology, history, and so on (Rahman, 2016). Bryman (2012) defined quantitative research as a research strategy that emphasises quantification in the collection and analysis of data, and it denotes amounting to data. Rasinger (2013), concurred that a quantitative research method attempts to investigate the answers to the questions starting with how many, how much, to what extent. It uses deductive, logic and seeks regularities in human lives, by separating the social world into empirical components called variables which were represented numerically as frequencies or rate. Quantitative methods associate with each other and are explored by statistical techniques and accessed through researcher-introduced stimuli and systematic measurement (Rahman, 2016).

Creswell (2011, 2013) defined qualitative research as a process based on distinct methodological traditions of inquiry that explored a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting. Grosseohme (2014) defined

qualitative research as the systematic collection, organisation, and interpretation of textual material derived from talk or conversation, used in the exploration of meanings of social phenomena as experienced by individuals themselves, in their natural context. Ritchie, Lewis, Nicholls, and Ormston (2013) outlined the challenges of defining qualitative research clearly since it does not have its theory or paradigm nor an obvious set of methods or practices that are mere of its own (Denzin & Lincoln, 2011). They believed the term involves a vast array of methods and approaches within the different subjects of research. Hence Rahman (2016) defined qualitative research as research that produces findings that do not use statistical procedures, but it researches persons' lives, lived experiences, behaviours, emotions, and feelings as well as organisational functioning, social movements, cultural phenomena, and interactions between nations. It incorporates multiple realities.

Terrell (2012) defined Mixed-Methods studies as a method that emerged from the paradigm wars between qualitative and quantitative research approaches to become a widely used mode of inquiry. It is the methods that provide an investigator with many design choices which involved a range of sequential and concurrent strategies. Defining features of these designs were reported along with quality control methods, and ethical concerns. Useful resources and exemplary study references are shared in a mixed-methods study.

The researcher compared qualitative and quantitative methods and realised that when using the quantitative method an overarching structure is needed but it is not the case with qualitative research (Rahman, 2016). Creswell (2013) also outlined that each type of qualitative research is conducted following a specific philosophical bearing that is connected to each observable fact. Most qualitative research results are presented as themes and statistical analysis is normally avoided. Rahman (2016) further emphasised that participants do not make up a randomly selected representative sample like in quantitative research and in most cases, the sample size is quite small. It is also not necessary that all the participants are asked identical questions.

The definitions above give a clear indication that qualitative research, deemed appropriate for this study, is an accessible means of entry into the world of the research participants, the Grade 4 teachers and Departmental Heads, which elicit

deeper insights on how they use code-switching in teaching and assessment looking at the pedagogical subject content knowledge, teaching and assessment experiences, teachers' home language proficiency, their feelings, and understanding of code-switching (Hossain, 2011).

The researcher chose a qualitative approach to uncover an understanding of the use of code-switching as a communication technique enhancing teaching and assessing Grade 4 EFAL at selected Gauteng primary schools. As a qualitative researcher, the researcher works inductively to develop themes from participants' views on the use of code-switching rather than specifying them in advance of the research (Creswell 2013). The use of a qualitative research approach, which is a naturalistic approach, allows the researcher to gather multiple forms of data such as conducting observations, interviewing teachers, and analysing documents to triangulate the findings (Creswell, 2011, 2013).

The benefits of using a qualitative research approach allow for a thick and detailed description of participants' feelings, opinions, and experiences were produced to interpret the meaning (Maki, 2018). Qualitative research provides the relationship of information amongst participants and assists the researcher in understanding human experience holistically (interpretivism) to gather information for example as in this study, on the use of code-switching in the teaching and assessing of EFAL as a subject. Cohen *et al.* (2011) indicate that as data are subjective and detailed it is because there is an interaction between the participants and the researcher. Qualitative research has a flexible structure that could be constructed and reconstructed to assist in being thorough and appropriate when conducting the research. (Flick, 2011; Maxwell, 2012).

The challenges faced by a qualitative researcher, as stated by Creswell (2009, 2013), are the hours spent in the field collecting extensive data and trying to gain access, rapport, and an insider perspective. Engaging in the complex process is time-consuming as is the processing and analysis of data. The researcher is charged with gathering data to show multiple perspectives and thus needs to participate in social and human science research that does not have firm guidelines or specific procedures which could change constantly. Reducing an enormous amount of data to a few

themes or categories is challenging. As Wilson, (2014) and Tuohy, Cooney, Dowling, Murphy, and Sixsmith (2013) indicated a qualitative approach attempts to uncover, interpret and understand the participants' experience, and as a result, the researcher needs to ensure that all the aspects mentioned were covered. The researcher also needs to guard against low credibility when working with a small sample as Sallee and Flood (2014) indicated that most policymakers prefer the small sample size of a qualitative research approach.

However, the challenges experienced by the researcher need to be overcome to collect extensive, rich, and reliable data for the credibility of this study. To ensure accuracy in this research process, the researcher used a tape recorder and notebook to record notes (Maja, 2015). The researcher utilized the advantages to yield good results. However, it was imperative for the researcher to be authentic and conscious not to rely only on multiple realities but also on other factors that can impact positively in the search to answer the research question.

#### **4.4.2 Research Design: Single in-depth Case Study**

According to Akhtar (2016), the concept of research design was originated in 1960 as a recognized field of study at the conference of Design Method at Imperial College, London. It was where the Design Research Society was founded. The research design describes the plan to conduct research but at times is defined differently. Akhta (2016) and Peneil (2016) define research design as a structure that holds together all elements in a research project, and it is a plan of the proposed research work. The research design structures the research and shows how all of the major parts of the research project that is the samples or groups, measures, treatments or programmes, and methods of assignment worked together to address the central research questions (Kumar, 2011). The research design is a complete plan, structure, and strategy to obtain answers to research questions or problems and it outlines what the researcher would do to answer the research question (Kumar, 2011; Van Wyk, 2012). Ram (2010) explains that the research design ensures that the research is possible and professional to yield maximum information with a minimum expenditure of effort, time and money. It also helps the researcher to organize ideas in a shape whereby it would be possible to look for errors and shortages. Mustafa (2010) added that a good

research design is regularly characterised by flexibility, is appropriate, efficient, and economical which minimises bias.

Interpreting the definitions above, the researcher concluded that the research design focuses on the logic and the end-product of the research, which means it addresses the systematic way of conducting successful research through planning to collect and analyse data. In this study, the research design serves as a blueprint (Creswell & Plano Clark, 2011) to assist the researcher in understanding the use of code-switching as a communicative technique enhancing teaching and assessment in English Grade 4 Gauteng selected primary schools.

In an endeavour to answer the research question, the study followed a single in-depth case study as a research strategy that was suitable to explore the use of code-switching in Grade 4 EFAL class (Phelan, 2011) and landed itself in the context of where the phenomenon was being researched. The researcher took advantage of the features of the case study as they fulfilled what was intended to be demonstrated in this study, and then intensely prepared to experience every step in this research. Thus, the case study created ample opportunity to accomplish what was desired (Maja, 2015).

In this study, the case was about how Grade 4 teachers use code-switching as a communicative technique enhancing teaching and assessment of Grade 4 EFAL learners, for them to understand the content. A case study design enables the researcher to examine the data within a specific context of a small geographical area, working with a very limited number of individuals who were in this study, Grade 4 EFAL teachers, and Departmental Heads from selected primary schools in Gauteng Province. The case study method was a relevant strategy that assisted in answering the research question.

Yin (2017) defined a case study as an empirical inquiry that explores a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not evident and in which multiple sources of evidence are used. Njie and Asimiran (2014) stated that case study research consists of a detailed investigation, often with data collected over some time, of the phenomena, within their context, with the aim being able to provide an analysis of the context and

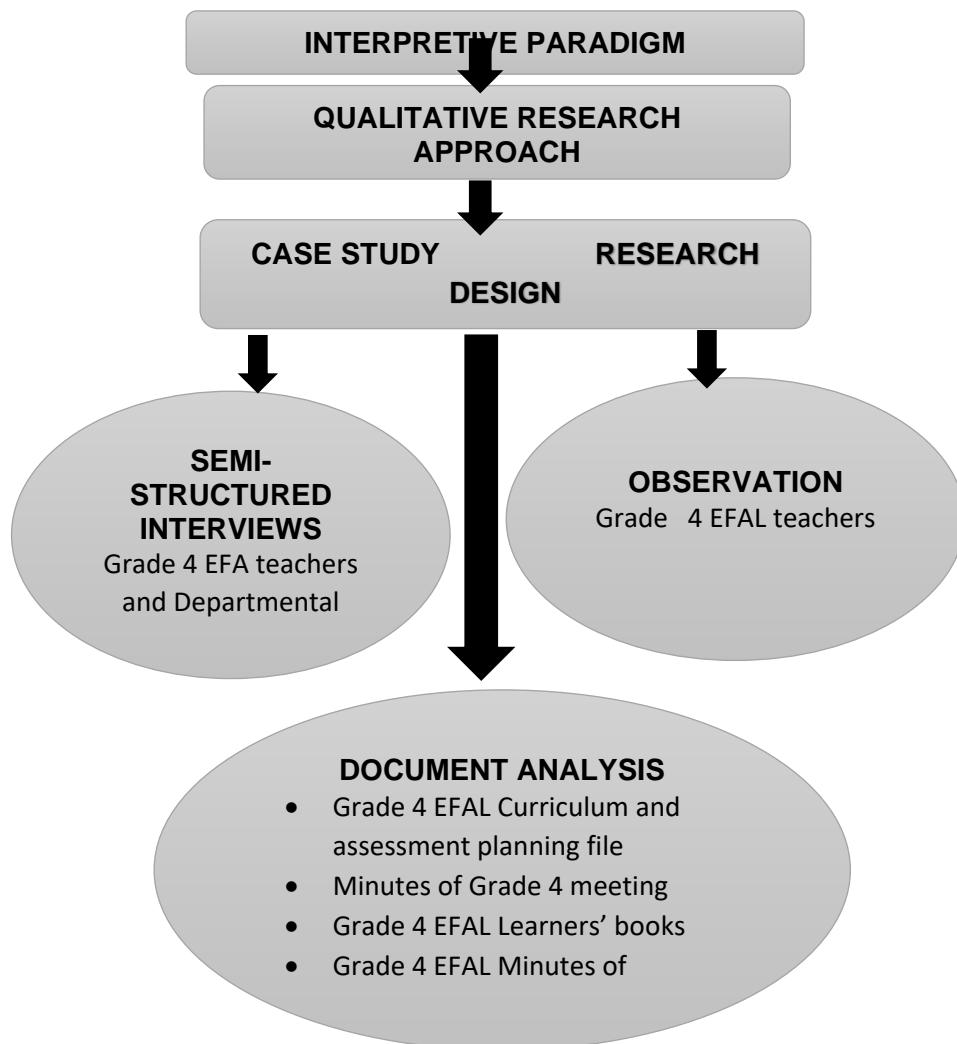


processes which illuminate the theoretical issues being studied. More literature on case study research explains that it allows in-depth review of new or unclear phenomena whilst retaining the holistic and meaningful characteristics of real-life events. Based on the definitions above, Harling (2012) indicated that a case study is a holistic inquiry, investigating a contemporary phenomenon such as a programme, an event, an activity, a problem, or an individual(s) within its natural setting where the phenomenon and setting were a bounded system that is set in time, place, events and processes. The definitions indicate how a case study research design is relevant to this study as it offers in-depth details and a thick description of the use of code-switching in an EFAL Grade 4 class (Harling, 2012).

A single in-depth case study allowed the researcher to provide a systematic way to explore Grade 4 EFAL teachers' practice and collected data on the use of code-switching (Harling, 2012). Looking at the two subdivisions of a single in-depth case study, the researcher chose to use an intrinsic case study rather than an instrumental case study as it assisted the researcher in learning more about the phenomenon (code-switching) and it distinguished it from another phenomenon that can be part of the study (Yin, 2017). In this case, as a researcher, it was possible to gain an understanding of code-switching through observing, interviewing Grade 4 teachers teaching the same language, EFAL, and perusing documents that were used in their practice (Njie & Asimiran, 2014).

A case study might be descriptive, explanatory, or exploratory as compared to other strategies. A case study sets out to describe the natural phenomena which occurred within the data. Explanatory case studies examined the data from the surface up to the deep level to explain the phenomenon. It deployed causal studies where pattern-matching could be used to investigate certain phenomena in very complex and multivariate cases, it was also not suitable for this study. An exploratory case study was most appropriate to explore the use of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 EFAL. It served as a starting point for the researcher to use open-ended questions through interviews, non-participatory observation, and document analysis to elicit more information about the phenomenon (Njie & Asimiran, 2014).

A case study as any other strategy has its advantages to yield positive results for the study and limitations that could impact negatively on the study (Slight, Creswell, Robertson & Huby 2011). Through the case study method, holistic and in-depth explanations were used to understand behavioural conditions through Grade 4 teachers' perspectives. The case study method helps to explain the processes and outcomes of a phenomenon through non-participatory observation, semi-structured interviews, and document analysis (Zainal, 2007). Cohen *et al.* (2011) stated that case studies were not easily open to substantiating, hence they might be selective, biased, subjective and lack rigor; therefore, the direction of the findings and conclusion should be influenced by the researcher. The diagram below presents a schematic representation of the research design:



### **Figure 4.3: Schematic representation of the research design for this study**

Every concept and component of Figure 4.2 is defined, and its contribution and relationships towards the use of code-switching in Grade 4 EFAL are discussed. It, therefore, creates the practical interaction of the research design.

#### **4.4.3 Research Sites, Population, and Sampling**

The research sites for this study were nine township primary schools from nine of the 15 districts of the Gauteng Department of Education (GDE). The schools attract learners from the township area and nearby squatter camps. For the benefit of the study, the researcher chose schools that offered one or more African languages and English as a Second Language. Gauteng Province is the only province that offers all eleven official languages as a home language. Based on this aspect, the researcher decided to choose schools teaching different home languages, to see if most languages were affected by code-switching when teaching and assessing Grade 4 EFAL. The selection was based on the home language that is used by most schools. The sampled schools offered isiZulu (three schools), Sepedi (two schools), isiXhosa (one school), Setswana (one school), Sesotho (one school), and Xitsonga (one school) with some schools offering three home languages. In Gauteng Province, more schools offered Isizulu than other languages, that is why three schools offering isiZulu were sampled, followed by Sepedi and then other schools. The selection was also based on the type of public schools classified under section 21. Seven out of nine schools were ordinary public schools, the other one is full service public ordinary school that accommodated inclusivity (more learners with learning barriers) and the last one is an ordinary public school with multiclass (Grades 4 and 5 in one class).

As the case study was subjective and delimited the population of the study, the researcher chose the population that addressed the qualitative method. Taherdoost (2017) defined a population as a group of individuals with one common characteristic, which distinguishes that group from other individuals. It was for this reason that it was necessary to have a target population, which in this study was Grade 4 EFAL teachers and the Departmental Heads teaching in public ordinary schools that were classified under section 21 (no fee-paying) schools. The Gauteng Department of Education (GDE) is responsible for the payment of learners' fees which includes Learner Teacher Support Materials (LTSM), maintenance, infrastructure, day-to-day functioning of the

school, and the school nutrition. Within the GDE, there were general public schools, full-service public schools (inclusive schools), and public schools with multi classes learners. During sampling, seven teachers were sampled from the general ordinary public school, one was from full service public ordinary school and the last teacher was from public ordinary school with multi-class (combination of Grades 4 and 5). Three Departmental Heads were sampled from general public ordinary schools, one from full service public ordinary school (inclusive school), and one from a public ordinary school with multi classes. The learner population from the general public and full-service public schools were at the maximum of +/-1800 learner enrolment with a teacher-learner ratio per class of 1:40 or above, as per policy. The public ordinary school with multi-class learners had a teacher: learner ratio of 1:17. As Curriculum Deputy Education Specialist, observing teachers in practice on daily basis, it was evident that Gauteng Province, is the most populated province, with teacher ratio from 1:40 to 1:70 at maximum level in some Grade 4 classes.

Sampling is a selection process from a bigger group or population that serves as a foundation to estimate and predict the outcome of that population as well as to detect the unknown piece of information. Sampling, as a representative of the population, selects the sub-unit or a portion of the population involved in the research project. Types of sampling methods used in research are probability and non-probability sampling (Smith, 2013). Probability sampling occurs when every item in the population has an equal chance of being included in the sample and non-probability sampling focuses on small samples and is intended to examine a real-life phenomenon, not to make statistical inferences concerning the wider population (Zhi, 2014). For this study, non-probability sampling was used by the researcher. Convenience, purposive, self-selection, and quota sampling are examples of non-probability sampling techniques to select a sample of subjects/units from a population. Although non-probability sampling has a lot of limitations due to the subjective nature (Etikan, Musa & Alkassim, 2016), the researcher chose convenience and purposive sampling.

Schools were chosen because they were township primary schools in Gauteng province. The sites were conveniently chosen because participants were willing to fully participate on the set dates. Convenient sampling is the type of sampling that does not represent any group except themselves and is easily selected units for inclusion to

access (Cohen *et al.*, 2011). As a GDE Specialist who observes Intermediate Phase EFAL teachers in practice, it was convenient for me to conduct this research at nine different schools from nine districts. However, purposive sampling assisted in choosing participants who could offer information about the impact of code-switching on teaching and assessing EFAL Grade 4 learners. Purposive sampling is judgmental, selective, or subjective sampling using the judgment of the researcher to select the participants (Walliman, 2011). Purposive sampling focuses more on the characteristics of a population to answer the research questions. Although both convenience and purposive sampling were used, the researcher made sure that convenience sample did not lead to under or over-representation of the sampled group or that purposive sampling was not prone to bias because of its judgmental and subjective component. The sampling selection assisted the researcher in becoming acquainted with participants to develop an understanding that would provide information about the use of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 EFAL classes.

The participants were chosen on the basis that they could provide answers to the research question, reinforcing the idea that the participants in a qualitative study are selected to provide valuable information and enhance the understanding of the phenomenon under study (Creswell, 2009/2013). A qualitative case study requires a small number of participants, and in this study, a total of 14 individuals participated in the process of the research. The researcher determined the sample by selecting nine Grade 4 EFAL teachers (six females and three males) from nine schools of nine districts and five Grade 4 EFAL Departmental Heads (two females and three males) from five different schools of five different districts in Gauteng Province. Consideration of home languages of the schools when sampling the Departmental Head was done as they were responsible for managing all the languages offered in Grade 4. This allowed the researcher to get more information about both the home language and the EFAL in the school. Again, participants were from general public ordinary schools, full service public ordinary schools, and the public ordinary school with multi classes. Consideration of the three public ordinary schools assisted the researcher in understanding how code-switching was used by the teachers and the views of the Departmental Heads. The identified participants were deemed qualified and experienced to provide comprehensive information and understanding about the use

of code-switching in Grade 4, guided by the research question of the study (Sargeant, 2012). Teachers and Departmental Heads volunteered willingly to participate in the research study, but it was agreed that no personal information would be discussed while participating. Their participation was focused only on the study.

The table below, Table 4.2, presents the sampled participants.

**Table 4.2: Sampling table for teachers and Departmental Heads**

Schools	Designation	Qualifications	Class and subjects
Primary school 1	Teacher 1(Female)	ACE-LO	EFAL Grade 4
Primary school 2	Teacher 2 (Male)	Diploma in Ed	EFAL Grade 4
Primary school 3	Teacher 3 (Female)	SPTD and Bed	EFAL Grade 4
Primary school 4	Teacher 4 (Male)	B Tech Ed Management	EFAL Grade 4
Primary school 5	Teacher 5 (Female)	Bed	EFAL Grade 4
Primary school 6	Teacher 6 (Male)	ACE-SS	EFAL Grade 4
Primary school 7	Teacher 7 (Female)	BEd. Hons	EFAL Grade 4
Primary school 8	Teacher 8 (Female)	BEd. Hons	EFAL Grade 4
Primary school 9	Teacher 9 (Female)	B Tech Ed Management	EFAL Grade 4
Primary school 1	Departmental Head 1 (Female)	BEd. Hons	EFAL Grade 4
Primary school 2	Departmental Head 2 (Female)	DHET	EFAL Grade 4
Primary school 3	Departmental Head 3 (Male)	Diploma in Tech.	EFAL Grade 4
Primary school 4	Departmental Head 4 (Male)	B Tech Ed. Management	EFAL Grade 4
Primary school 5	Departmental Head 5 (Male)	SPTD-ACE	EFAL Grade 4

#### 4.4.4 Data Collection Strategies

Data is the foundation of a study (Yin, 2011) and is used to answer the research question and achieve the aims of the study. This means that appropriate data collection methods need to be used. Data collection strategies include interviews, observations, and document analysis each of which is discussed below.

#### 4.4.4.1 Interviews

Interviews are used extensively in research and across all disciplines of social research to gather information in response to research objectives. Interviews assess instructional changes or innovations, acquire in-depth information, describe and understand the meaning of certain issues. They also probe into issues of interest and source stories from the experiences of the participants (Cohen *et al.*, 2005; Creswell, 2009/2013). Alshenqeeti (2014:40) defined interviews as a “conversation, whose purpose is to gather descriptions of the life-world of the interviewee concerning the interpretation of the meanings of the described phenomena”. Alshenqeeti (2014:41) further added that interviews are extendable conversations between partners. Interviews aim at having ‘in-depth information about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it’. They are also considered the most useful and prominent data collection tool that is used to access people’s perception, meaning, definition, and construction of reality.

As the interviews for this study were qualitative, Dörnyei (2007) indicated that a good qualitative interview has two key features: it flows naturally, and it is rich in detail. Therefore, the researcher needs to be attentive when interviewing the participants, remain neutral, and establish an appropriate atmosphere through which the interviewees feel more at ease (Berg, 2007). Creswell (2013) argues that interviews are used when the researcher wants to gain in-depth knowledge from the participants on a particular phenomenon, experiences, or set of experiences. To source information, the researcher depends on various aspects like the nature of questions asked, the number of people involved, the degree of control over the interview by the interviewer, and the setting in which the interview is taking place (Rubin & Rubin, 2012). In this study, the researcher used interviews to elicit the perspective of teachers and Departmental Heads to make sense of their meaning and experiences (Kvale, 2006) regarding the use of code-switching.

The commonly used forms of interviews are structured, semi-structured, or unstructured. The researcher used semi-structured interviews as one of the data collection methods to explore the use of code-switching as a communicative technique

enhancing teaching and assessment of Grade 4 EFAL. In this study, semi-structured interviews were chosen as the most appropriate method for collecting data. This data collection method was chosen for its interactive uniqueness as suggested by McMillan and Schumacher (2010) in which the interviewer interacts face to face with the interviewee to obtain valid and reliable information (Zohrabi, 2013). Semi-structured interviews were also used based on their consistency and on several key questions that helped the researcher to understand why teachers use code-switching when teaching and assessing Grade 4 EFAL. Semi-structured interviews allow the interviewer and/or the interviewee to deviate a bit to pursue an idea or response in more detail (Gill, Stewart, Treasure & Chadwick, 2008) and provide the researcher the opportunity to probe and ask follow up questions to understand. One of the main advantages for the researcher to use semi-structured interviews was that it was less costly than other processes of communication. It also increased the knowledge of both the interviewer and the interviewee where they interchange their views and ideas.

The interview schedule (Appendix F) was used as a guideline for Grade 4 teachers and Heads of Departments of selected primary schools in Gauteng province. The interviews were conducted from the last week of February 2020 to the third week of March 2020. The duration of the interviews was a month. In the preliminary stage of the interview, the researcher explained and informed the participants of the reasons and the details for conducting the research. The quality assurance of the ethical principles such as anonymity and confidentiality were outlined by the researcher.

The explanation of the procedures assisted the researcher to win the confidence of the participants and gave participants ideas about the interviews. The researcher encouraged participants to feel free to participate during the study. This increased the likelihood of honesty and it was also a fundamental aspect of the informed consent process. The data provided by the participants through interviews determined their perceptions on the use of code-switching in an EFAL Grade 4 class. Nine teachers and five Departmental Heads were interviewed individually guided by the interview schedule. The interviews were recorded using audio tape to provide accurate records of the conversation. The researcher also took notes to reflect on what was said during the interaction with the participants. It was the researchers' view that semi-structured interviews allowed for active involvement in the conversation. Their contributions and



thoughts provided the researcher with the information that was useful and important to answer the research question.

The value of interviewing enabled interviewees to “speak in their voice and express their thoughts and feelings” (Alshenqeeti, 2014). At the end of the interviews, the researcher appreciated the participants for their time to be part of the study and asked them anything they would like to add. It allowed the respondents to address issues that they have thought about that were important but have not been dealt with by the interviewer. Ultimately, it could lead to the discovery of new, unanticipated information (Gill *et al.*, 2008).

However, interviews do have their limitations which the researcher guarded against which could include the issue of the presence of the researcher that could influence the responses of the interviewee (Creswell, 2013). The use of ‘leading’ or ‘loaded’ questions might unduly influence responses and needs to be avoided and the researcher should also ensure that focus is maintained to guard against such limitations.

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#### **4.4.4.2 Observation**

Another tool used regularly to collect data is observation. Observation as a method of data collection strategy developed an overall understanding of the phenomena being explored most objectively and accurately. The principal purpose of observation is to acquaint the researcher with the setting in which issues and events occur to offer participants the opportunity to perform and the researcher to stand back to watch decisively when the events unfold (Leedy & Ormrod, 2001). Observation elicits a systematic description of the events, behaviours, and artifacts of a social setting

(Kawulich, 2012) and can describe situations as they exist through the five senses, thus presenting a sketch of a situation under study. Okoth (2015) further indicated that when using observation, the researcher does not participate and does not ask participants about their views, feelings, or attitudes; the researcher watched what participants do and listen to what they say. Showcat and Parveen (2017) indicated the two major types of observations, namely participant and non-participant observations. Participant observations involve being in the setting under study, as both observer and participant are actively involved. The non-participant observation is when the researcher is not part of the activity, but just observing.

In this study, non-participant classroom observations were used for three weeks to determine how Grade 4 teachers use code-switching as a communicative technique to enhance teaching and assessment of Grade 4 English First Additional Language (EFAL). five lessons for five educators were observed in practice. Each teacher was observed for an hour which is equivalent to 2 x 30 minutes periods. To capture proceedings during observation, the researcher developed an observation checklist (See Appendix G). The observation checklist instrument consisted of a list of criteria and the column for possible answers to be recorded as Emerson, Fretz, and Shaw (2001) indicated that it is not possible to observe everything at once. Therefore, the content of the checklist focused on the main goal of the observation guided by the research problem and the views of the researcher of what may be important and interesting. The Grade 4 class numbers ranged from 40-68 learners.

The researcher looked at the following areas of observation, which were the extent and nature of learners and teachers' involvement in constructive activity, thus the effect of different arrangements like the way Grade 4 teachers interacted with learners during EFAL lesson to explore the use of code-switching for learners' understanding of EFAL. The researcher also looked at the settings of the classroom and content knowledge of teachers and teacher qualifications as additional information that assisted to answer the research question. Cohen *et al.* (2011) indicated that through observation, the researcher has the opportunity to gather primary data from naturally occurring social situations, to explore what people do, and to learn from the experience to expand knowledge on the use of code-switching in teaching and assessing of Grade 4 EFAL.

As much as observation is one of the best ways to gather information in a natural situation, the researcher made sure that during observation, close attention and alertness were maintained to keep track of the start and end of every behaviour. Actual patterns of behaviour can be observed when teachers code-switch during lesson observation. Naturalistic observation is often used to generate new ideas as it allowed the researcher to study the total situation, it often suggests avenues of inquiry not thought of before (McLeod, 2015). The researcher explained clearly to the participants that the observation procedure was specifically for the research process not for work-related as a provincial coordinator.

#### **4.4.4.3 Document analysis**

The field of qualitative research as a broad spectrum utilises multiple ways to collect data (Creswell, 2013). One of the effective data collection tools is document review. Document analysis provides the researcher with stable, written records of events and decisions made (Sugarman & Sulmasy, 2010).

Glenn Bowen (2009) defined document analysis as a systematic procedure for reviewing or evaluating documents, both printed and electronic (computer-based and Internet-transmitted). The printed and computer-based data that is gathered through documents are examined and interpreted to elicit meaning, gain understanding, and develop empirically. The researcher uses analysis of documents to obtain information to guide the study and to structure relevant questions with information sourced from the statements acquired from the documents.

Yin (2017) indicated that the advantages of document analysis are cost-effectiveness and an efficient method that saves time and requires data selection rather than data collection. Availability of documents at school is used to peruse data with all necessary data already been gathered. Document analysis as any other source of data has its limitations but where gaps are identified, additional documents are perused.

Various categories of documents were reviewed. The documents that the researcher analysed were curriculum and assessment planning which includes the lesson plans, Annual Teaching Plans (ATP), assessment plans, assessment tasks and tools, year

plans, learners' recording tools and percentages awarded for different EFAL topics, Grade 4 EFAL learners' work, evidence of teaching strategies and the Departmental Heads' management files. The Curriculum Management Model (CMM) used by the GDE to monitor curriculum, assisted the researcher in checking teachers' resource files and Departmental Heads management files. In the resource files, the researcher checked curriculum-related documents such as curriculum and assessment policies, detailed lesson planning contextualized according to the need of the school, percentages on the Annual Teaching Plans (ATP), assessment, and recordings. In the Departmental Heads management files, the researcher checked the monitoring and support of teachers' work, moderation, report on learners' work, and feedback in the form of a comment to teachers. The documents assisted the researcher in whether code-switching by teachers is recorded in the documents.

The documents stated above were contextualized to questions that led to interviews and the situations that were observed to provide valuable information about the use of code-switching in a Grade 4 EFAL class. Document analysis was important as these documents provided supplementary data for the research questions. The documents assisted the researcher to provide a means of tracking change and development in and the findings were verified and corroborated from other sources of data collection strategy.

The researcher skimmed and interpreted the teachers' and Departmental Heads' documents to iterate elements of the content. The absence, sparseness, or incompleteness of information in the documents allowed the researcher to suggest something that provides information about the impact of code-switching in teaching and assessing. In matters that were given little attention or voices that were not heard, the researcher prepared additional, related documents, which filled gaps in the data and shed light on the issues being researched (Gocoglu, Korkmaz & Gunduz, 2017).

#### **4.4.5 The Process of Data Collection**

Data collection took place during the first term for observation and the second term for interviews totaling two months, using the management plan that the researcher designed. The management plan outlined how data was collected, see Table 4.3. The

inconvenience was avoided as the whole process of research did not disrupt the smooth running of the school.

**Table 4.3: Management plan for the interviews**

<b>Name of school</b>	<b>Interviews</b>	<b>Time Allocation</b>
School 1	Teacher and Departmental Head	30 min each
School 2	Teacher and Departmental Head	30 min each
School 3	Teacher and Departmental Head	30 min each
School 4	Teacher and Departmental Head	30 min each
School 5	Teacher and Departmental Head	30 min each
School 6	Teacher	30 min each
School 7	Teacher	30 min each
School 8	Teacher	30 min each
School 9	Teacher	30 min each

The management plan shows that in nine schools, teachers were interviewed and in five schools, Departmental Heads were interviewed.

**Table 4.4: Management plan for classroom observation**

<b>Observation</b>	<b>Time Allocation</b>
Teacher 1	2 x 30 minutes
Teacher 2	2 x 30 minutes
Teacher 3	2 x 30 minutes
Teacher 4	2 x 30 minutes
Teacher 5	2 x 30 minutes

The management plan shows an observation schedule for five teachers observed in practice for 2x 30 minutes.

**Table 4.5: Management plan for analysing data**

<b>Document Analysis</b>	<b>Time Allocation</b>
Teacher 1	2 hours
Teacher 2	2 hours
Teacher 3	2 hours
Teacher 4	2 hours
Teacher 5	2 hours
Departmental Head 1	2 hours
Departmental Head 2	2 hours
Departmental Head 3	2 hours
Departmental Head 4	2 hours
Departmental Head 5	2 hours

The management plan shows time allocation to analyse teachers' resource files and Departmental Heads' management files.

The researcher ensured that a harmonious relationship between the researcher and the participants was established and maintained throughout the research process. Establishing a rapport with the Grade 4 EFAL teachers and Departmental Heads was important as they became relaxed and at ease with the researcher (Creswell, 2013). Data collection with the initial sample indicated the need for an in-depth document analysis to gain insight into how the Grade 4 teachers interpreted these documents, most of which came as directives from curriculum policies in teaching EFAL in Grade 4. The researcher conducted semi-structured interviews due to the ability to engage participants in deliberative settings (Gamedze, 2014). The researcher used these three methods of data collection strategy to capture participants' perspectives accurately to acquire authentic results for data analysis and interpretation.

#### **4.4.6 Data Analysis: Qualitative Narrative Analysis**

The narrative analysis represents different approaches that could be used to report on in a story form (Riessman, 2013). This approach relates to the researcher collecting descriptions of events through data collection strategies and analysing the common themes to produce a description that applies to all which is then synthesised into a narrative (Gay *et al.*, 2012). This approach assisted in understanding Grade 4 EFAL teachers' experiences of using code-switching as a communicative technique enhancing teaching and assessing of Grade 4 EFAL (Earthy & Cronin, 2008). The diverse texts become a narrative when the events are selected, organised, connected, and evaluated meaningfully with sequence and consequence indicated. Narrative analysis is interpretative, and it addresses the awareness of theoretical assumptions and the importance of language and pre-understanding (Larty & Hamilton, 2011).

Riessman (2018) identified four models of narrative analysis. The first, thematic analysis emphasises the content of a text; structural analysis is the way the story was told; interaction analysis is when the teller and the listener interact through dialogue, through which the storyteller and questioner jointly participate in the conversation. The final analysis is a performative analysis which serves as the extended approach where interest goes beyond the spoken word. McMillan and Schumacher (2010) explained that qualitative data analysis works with data where the researcher organizes it by breaking it into small manageable units, synthesizing it, and then searching for patterns to discover its importance.

In this study, narrative analysis was used as an approach to analyse and interpret data inductively. Oliver (2020) designated that narrative analysis uses stories to describe human experience and action to construct meaning. This statement was aligned with the theory of social constructivism (*cf.* 2.2) that shared social experience in which meanings were jointly and actively constructed to help build and develop understanding. Oliver (2020) further added that people give meaning to their lives through the stories they tell, it seemed appropriate to this study as humans construct meanings of their life experiences. Thus, if the interest is in the information of teachers and Departmental Heads on the use of use-code-switching as a communicative technique enhancing teaching and assessment of Grade 4 English, a methodology is



needed that captures how people interpret the meanings of life experiences, and narrative analysis is the most relevant.

Through narrative analysis, the researcher identified 14 participants to explore the use of code-switching as a communicative technique to enhance teaching and assessment of Grade 4 EFAL learners. Data gathered through interviews, observation, and document analysis were analysed with the narrative emergent. The analysis presented in this study led to a questioning of some of the commonly held views on the use of code-switching in Grade 4 EFAL class. Grade 4 teachers and Departmental Heads' stories about the use of code-switching in teaching and assessment of Grade 4 EFAL, were interpreted within the context of research. Where the gaps were identified the researcher requested the participants to retell the story. Data collected from participants were coded into themes. The themes were subdivided into categories. The researcher analysed data looking at how the story is structured, what functions the story serves, what is the substance of the story, and how the story is performed. This assisted the researcher in understanding teachers' and Departmental Heads' experience on the use of code-switching during teaching and learning.

#### **4.5 THE RESEARCHER'S ROLE**

The researcher was the primary instrument in the collection of qualitative data and influenced the data collection process. The data was collected through semi-structured interviews for teachers and Departmental Heads, non-participatory observation of Grade 4 EFAL teachers in practice, and analysis of relevant documents to seek information about the use of code-switching in EFAL Grade 4 class. The researcher was a non-participatory observer who did not interfere with the progression of the lessons but only observe if, how, and when teachers used code-switching when teaching EFAL. The researcher as the interviewer collected and interpreted data without being biased (Creswell, 2011).

The researcher kept a close interaction and a good relationship with the participants and focused on the participants' subjective meaning and their perspective. The researcher designed interview schedules with leading questions for conducting interviews. Observation sheets were also designed to keep the researcher on track when observing the teaching practice of the teachers and documents relating to

teaching such as minutes of phase/grade meetings, curriculum and assessment planning which includes the curriculum planning, assessment planning, and management records were analysed. The research results were analysed through narrative analysis to report multiple and complex perspectives of the use of code-switching in the Grade 4 EFAL classes.

## **4.6 TRUSTWORTHINESS OF THE STUDY**

To ensure the trustworthiness of the study, certain methodological norms were considered and include credibility, transferability, dependability, and confirmability, each of which is discussed below:

### **4.6.1 Credibility**

Qualitative researchers indicated that credibility is important as it deals with the question, “How congruent are the findings with reality?” (Shenton, 2004:65). The researcher ensured that the adoption of the research method chosen for the study was well established to incorporate correct operational measures for the use of code-switching in teaching and assessing Grade 4 EFAL subjects. In the case of this study, the researcher applied a line of questioning to the participants to reflect on situations where clarity, understanding, and decision-making were made about the data collected.

The researcher also familiarised herself with the culture of the primary schools identified and the participants thereof before the data collection procedure was conducted. The researcher did a preliminary visit and looked for appropriate documents to the primary schools before actual research. This is recommended by Bouda (2011), that prolonged engagement between the researcher and the participants results in an adequate understanding of an organisation and also established the relationship of trust between the participants and the researcher. However, the researcher was very careful not to make too many demands on participants as they might have been deterred from cooperating with the researcher.

For the participants to be honest when contributing data, the researcher made sure that each teacher and Departmental Head approached to participate in the research was not forced but opted voluntarily to be part of the research. The researcher encouraged participants to be frank from the outset of each session, intending to establish rapport, and also indicated that there were no right answers to the questions being asked.

The researcher also applied iterative questioning and used probing questions to elicit detailed data, the researcher returned to previous matters raised by participants and extracts related data through rephrased questions (Thomson, 2011). It was important for the researcher to consult with the supervisor and colleagues during the data collection process to widen her vision of the study. After the completion of the data collection procedure, the researcher used member checks to allow participants to read transcripts of any dialogues in which they have participated to check if informants considered that their words matched what they intended. A tape recorder was used so that the responses were accurately captured.

The use of interviews, observations, and document analysis assisted the researcher in obtaining corroborating evidence and helped the researcher reduce bias as it cross-examined the integrity of participants' responses through triangulation. The study elicited a thick and detailed description of the use of code-switching in teaching and assessing Grade 4 EFAL learners as a starting point to promote credibility as it helped to convey the actual situations that have been researched and the context that surrounded them. The researcher also examined the previous research studies to check whether the study lies within the same context as other studies.

#### **4.6.2 Transferability**

Anney (2014), defined transferability as the degree to which the results of qualitative research are transferred to other contexts with other respondents, which is the interpretive equivalent of generalizability. Merriam (2002) reported that transferability concerned with the extent to which the findings of one study could be applied to other situations. In simpler terms, it refers to the extent to which results apply to other similar situations and is similar to external validity.

To guarantee transferability of the research results, the researcher purposively selected the sample to ensure that participants were all informed in the phenomenon under study which is the use of code-switching in teaching and assessing EFAL Grade 4 in selected primary schools in Gauteng Province. The researcher described in detail the population, sample, and sampling procedures, and their findings are fully discussed in Chapters 5 and 6. Since the findings of qualitative research are specific to a small number of particular environments and individuals, such detailed descriptions should not only enable behaviour and experience but also their context so that the behaviour and experience become meaningful to an outsider (Korstjens & Moser, 2018).

#### **4.6.3 Dependability**

The researcher addressed the dependability issue more directly by reporting the processes within the studying detail to enable future researchers to repeat the same work, if not necessary to gain more results. Thus, the research design may be viewed as a “prototype model” (Shenton, 2004: 71). Such in-depth coverage allows the reader to assess the extent to which proper research practices have been followed to enable readers of the research report to develop a thorough understanding of the methods and their effectiveness. Dependability is the dependability audit, in which the data was recorded as an audit trail in field notes to see how well the techniques for meeting the credibility and transferability standards have been followed. If the researcher does not maintain any kind of audit trail, the dependability cannot be assessed and therefore the dependability and trustworthiness of the study are diminished.

As a researcher, I ensured that logic was used in selecting the participants and events to observe, interviews were conducted using audio tape. My supervisor also assisted in making sure that relevant literature was reviewed to conceptualise the study, collect and analyse data, interpreted the findings, and at the end, give the findings in narrative form.

#### **4.6.4 Confirmability**

The concept of confirmability is the qualitative researcher’s comparable concern to objectivity. It was important for the researcher to ensure that the findings of the study

were the result of the experiences and ideas of the participants, rather than the characteristics and preferences of the researcher. It was therefore important for the researcher to use the role of triangulation in promoting such confirmability and reduce the effect of being biased. Miles and Huberman (1994) considered that a key criterion for confirmability is the extent to which the researcher admits his/her predispositions. To this end, beliefs underpinning decisions made and methods adopted should be acknowledged within the research report. The researcher's view was to identify an acceptable process of conducting the research inquiry so that the findings were consistent. In this study, to determine conformability, the researcher was neutral and objective when collecting data (Punch, 2009).

#### **4.7 ETHICAL ISSUES**

The study was commenced only after permission was granted by the Ethics Committee of the College of Education under the Department of Curriculum and Instructional Studies, University of South Africa (2019/11/13/8689628/06/AM). The researcher adhered to the rules of the University of South Africa on ethical issues policy. The GDE was also contacted to seek permission to research the nine research sites which were the primary schools in the nine districts of the Province.

##### **4.7.1 Informed Consent and Voluntary Participation**

The ethical conduct of research requires the informed consent and voluntary participation of the research participants. Nine teachers and five Departmental Heads completed and signed the consent form as an agreement to be interviewed and confidentiality was considered, as required by the code of ethics of the University of South Africa. Five teachers were observed in practice and their documents were analysed together with five Departmental Heads, with the total number of the participants being 14. Ferreira and Serpa (2018) indicated that informed consent is a critical procedure for the fulfillment of the ethical dimension in research. This was emphasised by Piper and Simons (2006) that those interviewed and observed should be willing to participate with full knowledge of the purpose of the research and the consequences thereof. The letter of consent in which the research process was described, was presented to all the participants at the beginning of each interview. Participants read the letter and where clarity was needed, asked questions, and then

signed the consent form if they were willing to be part of the research. Participants were also reminded of their right to withdraw at any time if they wished to do so.

#### **4.7.2 Confidentiality and Protection from Harm**

The participants and the research sites were respected by the researcher as she ensured that the research was not harmful to the participants. Any individual participating in the research had a reasonable expectation of privacy and anonymity. There was no identifying information about the participants. The information from participants was treated with confidentiality and participants were assured that any information given during the study would not be made public but would only be used for the research. At the beginning of each data collection session, the purpose of conducting the study, the processes to be carried out when conducting the research, and the assurance that strict confidentiality were applied to protect the anonymity of the participants were explained. The researcher also ensured that there was no intrusiveness with regards to participants' time, their space, and their personal lives during research.

### **4.7 CONCLUSION**

The chapter focused on the methodology used to conduct the study on the use of code-switching as a communicative technique enhancing teaching and assessment in Grade 4 EFAL. The study employed a qualitative approach and the case study design underpinned by an interpretive paradigm. The population was nine primary teachers and five Departmental Heads from nine primary schools in nine districts of Gauteng Department of Education. The participants were expected to air their views on their perceptions about the use of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 EFAL. Data were collected through semi-structured interviews, non-participatory observation, and document analysis, and data were analysed through narrative analysis. The next chapter focuses on data presentation, analysis, and interpretation.

## CHAPTER 5

### DATA ANALYSIS AND INTERPRETATION

#### 5.1 INTRODUCTION

The previous chapter presented a discussion of the qualitative research process which includes the research approach and design and the research methods and the procedure to be followed when collecting pertinent data. Data collection methods discussed in Chapter 4 included semi-structured interviews, non-participant observation, and document analysis. This chapter presents the findings emerging from the analysis of data in an effort to answer the following research question: *How do Grade 4 teachers use code-switching as a communicative technique to enhance teaching and assessment of Grade 4 English First Additional Language in selected Gauteng primary schools?*

As a qualitative researcher, I engaged in active and demanding analytic processes throughout the phases of this research. It was important to understand the aspect not only of doing qualitative research, but also of reading, understanding, and interpreting the data. The aim was to present the backgrounds of the participants, results of the data collected, and the emerging themes from interviewing nine Grade 4 teachers and five Grade 4 EFAL Departmental Heads, observing five Grade 4 EFAL teachers in practice and analysing their documents and the documents of their five Departmental Heads. The database consists of interview transcripts, field notes, observation, and document analysis instruments where teachers and Departmental Heads' resource files were perused to uncover knowledge about teachers and Departmental Head's views about the use of code-switching in teaching and assessment Grade 4 English. The researcher analysed and evaluated the significance and relevance of information and determined whether the information carried the study efficiently and effectively to reiterate the main research question. The significant themes are presented jointly.

To achieve the overall aim of this study, information was gathered through an empirical study based on the following research questions

1. What is teachers' proficiency in learners' Home Language?
2. What are the benefits of using code-switching in the teaching and assessment of Grade 4 EFAL learners?
3. What are the challenges of using code-switching in the teaching and assessment of Grade 4 EFAL learners?
4. What communicative strategies can be employed to improve the teaching and assessment of Grade 4 EFAL learners?

## 5.2 THE DEMOGRAPHICS OF STUDY PARTICIPANTS

Tables 5.1 and 5.2 present the demographic status of the participants and then the full explanation follows after each.

**Table 5.1: Demographic status of the participants**

District	School	Pseudonym	Gender	Age category	EFAL Grades management	Qualifications	Teaching and managerial experience
District 1	School 1	Departmental Head 1	Female	48-55	4-7	BEd. Hons Assessment and Quality Assurance Present study is Safety Management in Education.	20 years and 7 years
District 2	School 2	Departmental Head 2	Female	55-60	4 and 5	DHET	33 years and 15 years
District 3	School 3	Departmental Head 3	Male	45-50	4-7	Diploma in teaching	17years and 2 years



District 4	School 4	Departmental Head 4	Male	35-40	4-7	BTech Ed management	8 years
District 5	School 5	Departmental Head 5	Male	45-50	4-7	SPTD and ACE	19 years and 10 years

- **Departmental Head 1**

Departmental Head 1 from School 1 where the home languages are Sepedi and Setswana, has 20 years of teaching experience and seven years as Head of Department for EFAL Grade 4-7. She is a very committed hardworking person who follows her management plan to efficiently manage her Department. She is always available to her teachers and there is effective communication and teamwork amongst her subordinates. There was evidence of monitoring and support to moderate teachers' assessment activities, learners' activity books, teachers' resource files, and subject minutes. The teacher obtained a BEd Hons in Assessment and Quality Assurance.

### **Departmental Head 2**

Departmental Head 2 from School 2 where the home languages are isiZulu, IsiXhosa, and Sepedi, is a well-experienced teacher with 33 years' teaching experience and 15 years in a managerial position. She is a manager, mentor, and always motivates her subordinates. She believed that English should be introduced in Grade 1. She manages all languages from Grades 4 to 7, monitoring and supporting teachers in their work

- **Departmental Head 3**

Although Departmental Head 3 has 17 years' experience in teaching, in a managerial position he has only had 2 years' experience. Departmental Head 3 was from School 3 where the home languages of the school are Sesotho and Isizulu, had completed a Diploma in Education. He is furthering his studies as he has registered for a course. In the Departmental Heads' management file, there was evidence of monitoring and support tools given by the District EFAL subject advisor on curriculum matters. The teacher is eager to learn to assist teachers.

- **Departmental Head 4**

Departmental Head 4 from School 4 where the home languages are isiZulu, Sepedi, and Xitsonga, is acting in the capacity as a Departmental Head. He has not as yet had experience as a Departmental Head but has eight years' teaching experience. He attended Departmental Head meetings and the District EFAL subject advisor assisted him on the management of the curriculum in his Department. He had completed a BTech Management degree. The Departmental Head is willing to learn and is very committed to assisting teachers in his Department.

- **Departmental Head 5**

Departmental Head 5 from School 5 where the home languages of the school are isiZulu and Sesotho, is a well-experienced teacher with 19 years' teaching experience and 10 years in a managerial position. He completed an SPTD and ACE and will register for Honours Degree. He conducts monitoring and support of his Department and manages all languages from Grades 4 to 7.

The demographics of the teacher participants in the study are presented in the following table:

**Table 5.2: The demographics of the teacher participants**

<b>District</b>	<b>School</b>	<b>Pseudonym</b>	<b>Grades taught</b>	<b>Number of learners per class</b>	<b>Gender</b>	<b>Qualification</b>	<b>Teaching experience</b>
District 1	School 1	Teacher 1	4, 5 and 7	<b>52</b>	Female	ACE -LO	7 years
District 2	School 2	Teacher 2	4 and 5	56	Male	Diploma in Ed	16 years
District 3	School 3	Teacher 3	4 and 6	62	Male	SPTD and BEd.	18 years
District 4	School 4	Teacher 4	4 and 5	58	Female	BTech Ed Management	20 years
District 5	School 5	Teacher 5	4	60	Male	Bed	5 years
District 6	School 6	Teacher 6	4, 6 and 7	46	Female	ACE- Social Science	12 years
District 7	School 7	Teacher 7	4, 5 and 6 Inclusive	35	Female	BEd. Hons in Inclusive Education	14 years
District 8	School 8	Teacher 8	3 and 4 Multigrade	11	Female	BEd. Hons	8 years
District 9	School 9	Teacher 9	4 and 5 Inclusive	48	Female	BTech Ed Management	26 years

Nine teachers were selected from nine schools in nine districts of the Gauteng Department of Education. There were six female teachers and three male teachers. Six teachers were teaching Grade 4 EFAL class in public ordinary schools, two were teaching Grade 4 in public ordinary school (inclusive schools) and one was teaching in public ordinary school (Multigrade class Grade 4 and 5). Eight teachers were qualified to teach in primary school, and one teacher was qualified to teach in secondary school. The number of learners ranged from 11 to 68 in a class and most of the classes experienced overcrowding even though the policy stipulates that learner: teacher ratio in primary school is 1:40. In five schools, mobile container classrooms were used to accommodate learners. All the schools offered more than one home language. Home languages for public ordinary schools were: school 1 were Setswana and Sepedi, School 2 were Sepedi, isiZulu, and IsiXhosa, School 3 were Sesotho and Isizulu, school 4 were Xitsonga, Sepedi, Isizulu school 5 were Sesotho and isiZulu and school 6 were Isizulu and Sesotho, School 7 Sepedi and IsiZulu, school 8 were Isizulu and isiXhosa and school 9 were Sepedi and Sesotho. The researcher interviewed nine teachers and five Departmental Heads. Five teachers were also observed, and their documents were analysed.

The researcher interviewed 9 Grade 4 teachers and 5 Grade 4 Departmental Heads to examine their understanding of the use of code-switching as a communicative technique enhancing teaching and assessment.

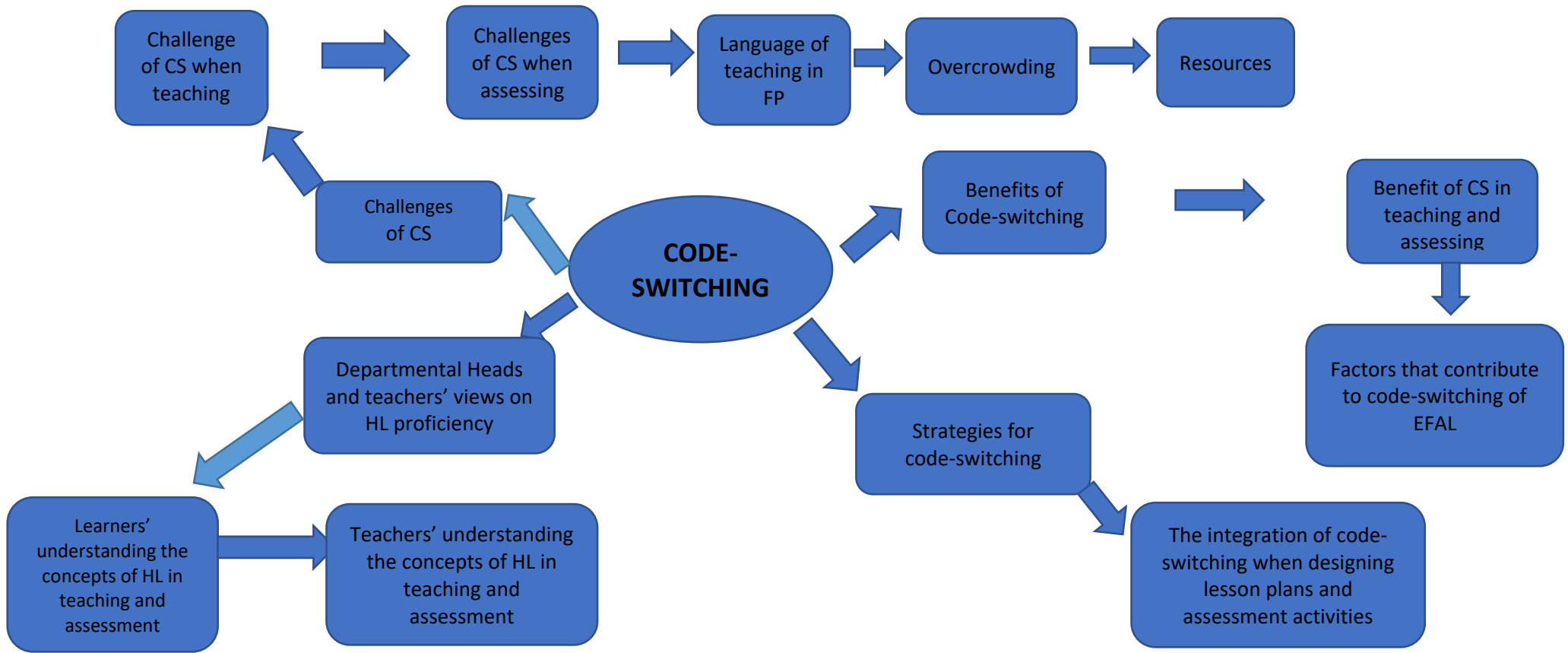
### 5.3 FINDINGS AND DISCUSSION OF EMERGING THEMES

Table 5.3 presents the classification of the themes and sub-themes.

**Table 5.3: Emerging themes and sub-themes**

Research Question	Themes	Sub-themes
1.What are teachers' proficiency in learners' home language	Grade 4 EFAL Departmental Heads and teachers' perceptions on learners' Home language proficiency	1.Learners' understanding of the concepts of Home language in teaching and assessment  2. Teachers' understanding the concepts of Home language in teaching and learning
2.What are the benefits of code-switching when teaching and conducting assessment in Grade 4 EFAL class?	2.Benefits of code-switching when teaching and assessing EFAL	1.Benefit of code-switching when teaching EFAL  2.Benefit of code-switching when assessing EFAL.  3. Factors that contribute to code-switching in EFAL.
3.What are the challenges of code-switching when teaching and conducting assessment in Grade 4 EFAL class?	3.Challenges of code-switching when teaching and assessing EFAL	1.Teachers' challenges of code-switching when teaching EFAL.  2.Teachers' challenges of code-switching when conducting an assessment.  3.Language of teaching and learning in the Foundation Phase  4.Overcrowding  5.Infrastructure
4.What strategies can be employed to improve teaching and assessment in Grade 4 class?	4. Strategies that can be employed to improve teaching and assessing EFAL.	1.The integration of code-switching when designing lesson plans  2. The integration of code-switching when designing assessment activities

Table 5.3 showed the four themes with their relevant sub-themes that emerged from the data. The researcher labelled and familiarised herself with the data and identified the descriptive data by structuring, labelling, and defining through coding. After recurrent themes were identified, the related themes which were Grade 4 EFAL Departmental Heads and teachers' perception on learners' home language proficiency, Benefits of code-switching when teaching and assessing EFAL, Challenges of code-switching when teaching and assessing EFAL, and Strategies that can be employed to improve teaching and assessing EFAL, were identified. The sub-themes under the main themes were also identified. Through narrative analysis, it became clear that themes through categories or sub-themes were integrated into the overall aim of this study which is to explore the use of code-switching as a communicative technique in enhancing the teaching and assessment of Grade 4 EFAL. To follow the process mentioned in Chapter 4 (*cf. Chapter 4.6*), the themes and sub-themes are presented in a diagram format to indicate the relationship between each other (see Figure 5.1).



(Adapted from Maja, 2015)

**Figure 5.4: Integration between themes and patterns**

Figure 5.1 shows the four themes that emerged from the data collected through interviews with nine teachers and five Departmental Heads, non-participant observation, and the analysis of documents of five teachers and five Departmental Heads. It became clear that the four themes were integrated to address the aim of the study which was to explore the use of code-switching in teaching and assessing Grade 4 EFAL learners. Different sub-themes emerged from the main themes to assist the researcher to answer the research question “*How do Grade 4 teachers use code-switching as a communicative technique to enhance teaching and assessment of Grade 4 English First Additional Language in selected Gauteng primary schools?*”

## **5.4 FINDINGS FROM INTERVIEWS**

This research had four sub-questions to be answered, therefore there were themes and their sub-themes which attempted to address the four questions. The findings from the interviews were as follows:

### **5.4.1 Theme 1: Grade 4 EFAL Departmental Heads and teachers’ views on learners’ Home language proficiency**

The Departmental Heads and teachers’ perceptions on learners’ home language proficiency emerged through the interviews with nine teachers and five Departmental Heads. As one of the four main themes, it comprised of two sub-themes which are, learners understanding the concepts of the home language in teaching and assessment and teachers’ proficiency in learners home language. This theme through the sub-themes sheds light on how Departmental Heads and teachers understand the concepts of learners’ home language in teaching and assessment in the Grade 4 EFAL class.

#### **5.4.1.1 Sub-theme 1: Learners’ understanding the concepts of the home language in teaching and assessment**

It emerged that all Departmental Heads and teachers agreed that learners in their schools are from bilingual and/or from multi-lingual backgrounds. Both Departmental Heads and teachers indicated that their learners are exposed to more languages that



resulted in the poor acquisition of their home language and a struggle to acquire any other language including EFAL. It was clear that if the exposure to the first language and the second language is correlated negatively, learners struggled to acquire both languages and it affects their understanding of both languages (Verhoeven, 2007). Teachers and Departmental Heads also indicated that this does not only affect teaching but some learners experienced difficulty when assessed in their home language. Departmental Heads and teachers responded as follows during the interviews:

*“Our learners can speak more than two languages; however, considering their home language, they are not fluent at all. As language teachers at the school both the home language and EFAL teachers, we interact and share the difficulty we experience with our learners. Most of us realised that our Grade 4 learners are not only struggling with EFAL but also with their home language. Grade 4 learners are much better when speaking their home language, unlike when they read and write it, even when assessed in their mother tongue it is very difficult for them to answer, as most of them their spelling is incorrect.” (Teacher 1)*

*“Yes, I think they are fluent in their mother tongue as they grow because they live in a township, they tend to mix their language with other languages. So, to answer your question, yes, they can speak their home language. Then at the end of the day, you find out that they read and write properly as they mixed with other languages.” (Teacher 5)*

*“In Sepedi class, there are learners whose home language is Xitsonga, but they are doing Sepedi as their home language at school. When do you ask about fluency in the home language, which language are you referring to? Sepedi or Xitsonga? Ok, based on my experience as a language teacher in our school, learners are not fluent in speaking Sepedi as at home they speak Xitsonga. It also happened in IsiZulu class where most of the foreign learners who are speaking Shona at home experience difficulties in learning IsiZulu as a Home language. They perform poorly as they are unable to answer questions in the home language” (Teacher 1).*

*“Some are fluent, and some are not fluent. Okay, because they are living in a township with more than one spoken language, they learn mixed languages. Like some are Isizulu and some are Sepedi, they will automatically have mixed Isizulu and Sepedi.”* (Teacher 2)

*“...I can't say so, but there are areas where they resulted using words which are taken from other languages, this resulted with them not understanding their home language vocabulary.”* (Teacher 6)

*“Although my class is a multi-class with few learners, most of them are fluent to speak their mother tongue but not all of them. Some mixed languages. The fact that they are from a multi-cultural background, it is not easy for them to be fluent in their home language.”* (Teacher 8)

The Departmental Heads also responded as follows:

*“Our learners are from the township and some are foreign nationals. Although the Home languages of the school are Sepedi and Setswana, learners still speak other languages, this affects the fluency of their home language. Some parents of learners were born in townships where they are used to mix languages. So, learners can't be fluent in their mother tongue whereas the parent is not. Sometimes the home language of the school is not the learners' home language. It is difficult for the learners to cope.”* (Departmental Head 1)

*“Our learners are not fluent in any language, not their home language, I mean their mother tongue, not English First Additional language nor the home language of the school or other learners' home language. They are from the township where there is no fluency in any language. Although learners try to speak their home language, it is difficult for them to read and write their home language. Teachers are struggling with their learners.”* (Departmental Head 2)

It can be seen from the quotes above that teachers 8,6,2,5 and 1 and Departmental Heads 1 and 2 experienced difficulties in teaching learners English First Additional Language since learners are not fluent in their home language. Learners should be

fluent in their heritage or home language before they can be fluent in any language. Home language is maintained for personal, social, and cognitive reasons and for children to communicate fluently within their communities (cf. Section 3.3.1.1). It was agreed by teachers above that the Grade 4 learners from township struggle to communicate in their mother tongue. Teachers 8,2,1,5,4 and 6 and Departmental Heads 1 and 2 emphasised that learners do not only struggle to be fluent in their home language, but some learners could not read and write in their mother tongue. It was also emphasised that foreign learners experienced the same problem that our South African Grade 4 township learners experienced.

#### **5.4.1.2 Sub-theme 2: Teachers' understanding the concepts of the home language in teaching and assessment**

The sub-theme implies that the first step in the use of code-switching was for teachers and Departmental Heads to be proficient in learners' home language as Potgieter and Anthonissan's (2017) research findings indicated that teachers in the classrooms should use language they and their learners felt most comfortable with. However, in many schools in Gauteng, a range of home languages are evident, as can be seen from the sampler for this study as learners come from diverse cultures and backgrounds. All the nine schools were Public Ordinary Institutions where diverse learners with diverse learning abilities should be catered for. Teachers' code-switching should suit the diversity; however, teachers' lack of fluency in learners' home language is a challenge. The teachers and Departmental Heads responded as follows:

*"I have learners from bilingual and multi-lingual backgrounds. However, I am not fluent in all learners' mother tongue. Most of our learners are foreign nationals with Shona and Ndebele as their home language. There are also learners within South Africa that I do not understand their home language."* (Teacher 4)

*"Remember we are leaving in Gauteng where most learners' parents are here for employment. Gauteng is a multi-lingual environment. It is difficult to be fluent in all learners' languages. A typical example is that our school is offering three home language which is isiZulu, isiXhosa, and Sepedi. I am Zulu speaking and*

*some of my learners are Sepedi speaking. When I code-switch, I use isiZulu not Sepedi because I don't understand the language.” (Teacher 6)*

*“This is a very complex issue. I as a teacher I am not fluent in learners' home language, however on the other side, learners also are not fluent in their mother tongue. Sometimes even when you code-switch to assist learners, not all of them understand your language. We are not hundred percent sure that our code-switching assisted the learners.” (Teacher 2)*

*“I am teaching at a school where the home language of the school is Sepedi and Setswana, but my language is IsiZulu. I am not proficient in learners' home language. When I code-switch, I use IsiZulu because I do not know Sepedi. There is also foreign national who used Sepedi as their home language, but they do not understand Sepedi at all. What can I say? these learners are living in the township, so some of the languages are not their home language.” (Teacher 1)*

*“As a full-service school, our learners are from diverse backgrounds and it is difficult to be fluent in all their languages. We offered three home languages which are Sesotho, Isizulu, and Sepedi.” (Teacher 9)*

The Departmental Heads also responded as follows:

*“The background of our schools is very complex. Every school in Gauteng offered more than two home languages, therefore some teachers are not fluent in other learners' home language.” (Departmental Head 4)*

*“Gauteng is a diverse environment, and we cannot master all learners home language.” (Departmental Head 1)*

*“Although we are not fluent with all learners home language, we are trying to speak the home language of the school.” (Departmental Head 5)*

This sub-theme implied that although code-switching was applied for learners' understanding, not all learners were catered for by the use of code-switching.

Teachers 4, 9, 2, 1 concurred with teacher 6 that a school with more than one home language suffered most because the home language of teachers differed from the home language/s of other learners as in this study, all schools offered more than two home languages. Learners who benefit were the ones with whom their home language is the same as the teacher. Teacher 4 further highlighted the issue of foreign nationals, where learners were exposed to more than three languages. For example, at home, the learner spoke Shona, learnt Sepedi as the home language of the school, the home language of the teacher is isiZulu and so when code-switching the teacher used his home language. Departmental Heads 4 and 1 experienced the same issue with the teachers. They supported what the teachers alluded to, that they were not fluent in all learners' home language and so code-switching did not advantage all learners.

#### **5.4.2 Theme 2: Benefits of Code-Switching when Teaching and Assessing EFAL**

The theme addressed the benefits of code-switching when teaching and assessing Grade 4 EFAL learners. This theme through its sub-themes sheds light on the benefits that teachers find with code-switching Grade 4 EFAL class. The sub-themes include the benefit of code-switching when teaching EFAL, the benefit of code-switching when assessing EFAL, and factors that contribute to code-switching in EFAL.

##### **5.4.2.1 Sub-theme 1: Benefits of code-switching when teaching EFAL**

This sub-theme established the benefits that teachers and Departmental Heads identified in the use of code-switching when they teach EFAL in Grade 4 class. Classroom interaction is a two-way process where the teachers interact and communicate with the learners and the learners interact and communicate with their peers. If communication is not effective, teaching and learning become ineffective. Throughout the interviews, most teachers showed that code-switching is essential as learners' participation contributed to effective learning as they gained knowledge. The views of Grade 4 EFAL teachers and Departmental Heads were as follows:

*“I code-switch for learners’ understanding so that they can be able to answer relevantly. If someone understands the questions, she/he will answer relevantly. They answer irrelevantly if they do not understand the question.”* (Teacher 9)

*“I code-switch in an African language to make follow up for learners’ understanding and also when asking a question.”* (Teacher 2)

*“Mmmm, I code-switch for learners to understand and to emphasise discipline as well. Remember these learners are from Foundation Phase.”* (Teacher 4)

*“I code-switch because they end up understanding the concepts which I am teaching. If I code-switch, they respond positively towards the question because they understand the questions.”* (Teacher 6)

*“Code-switching allows me to exchange language and be able to use learner’s language. By using another language, it helps me to understand and respect other people’s values and norms. It will allow each learner to have a full understanding of what she/he is going to do when teaching learners.”* (Teacher 5)

It was apparent from the above-mentioned statements that most teachers felt that the learners benefited from the use of code-switching. Alvarez-Caccamo (2001) agreed that code-switching in the classroom is practiced as a tool for communication, offering opportunities for learners to understand the taught concepts well and enhance a smooth continuity of the classroom instruction. Throughout the interviews with teachers 6, 4, 2, and 9, showed that the practice of code-switching in the classroom helps to bridge miscommunication between the teachers and the learners (*cf.* Chapter 3.4.1). All teachers mentioned above were concerned about Grade 4 learners’ understanding of EFAL. It was emphasised during the interviews that Grade 4 learners had recently moved from the Foundation Phase where the language of instruction was learners’ home language and most learners struggled to learn EFAL in Grade 4 as their English language proficiency was not adequately developed. Teacher 4 explained that code-switching also assisted in the discipline during teaching and learning as put by Fachriyah (2017), that code-switching is used when teachers

express their emotions to learners and afterward code-switched back to the language of teaching and learning. However, Teacher 5 viewed the use of code-switching in understanding and respecting other people's values and norms rather than for learners' understanding. This showed that the teacher's home language was not the same as the learners.

Alongside the responses from the teachers about the benefits of code-switching during teaching and learning, some Departmental Heads agreed to the use of code-switching and responded as follows:

*"Yes, the policy does not say anything about code-switching. Remember the Grade 4 learners, more especially in townships, in Grade 1, 2, and 3 they were taught in Sesotho. The minute they are in Grade 4, you have to teach in English. This forced you to code-switch as they are still at the level of Grade 3 especially in term 1. I must teach in English, but I must go back to explain in mother tongue for them to understand."* (Departmental Head 3).

*"The language of our children. English is not their home language and then sometimes they don't understand the teacher until you code-switch for those few, then you switch back to English when they can understand."* (Departmental Head 2).

Although the other teachers code-switched to ensure the learners' understanding, Departmental Head 1 asserted that if one needs progress in learners, one should never code-switch. She responded as follows:

*"Although teachers indicated that they use code-switching for learners' understanding, I always advise them during grade meetings not to use code-switching during teaching and learning because at the end we want learners to understand concepts in English. So, in the meeting, I tried to explain to teachers that code-switching is not good. As educators let us try to avoid this thing of code-switching, let us train our learners to speak English. We code-switch when teaching but during an assessment, we do not code-switch"* (Departmental Head 1)

To shed more light on this, when asked why they used code-switching during teaching and learning, Departmental Heads 3 and 2 agreed with what was alluded by the teachers that learners in Foundation Phase use mother tongue as the language of teaching and learning and when they reached Grade 4, it is difficult for them to understand the new language of instruction that is English. Some Departmental Heads during the interviews expressed their concern on the use of code-switching as they believed that code-switching disadvantaged learners. Departmental Head 1 believed that learners should be trained to speak English which would result in learners' fluency and understanding of the subject. It seems that there are contrasting views about the use of code-switching and this is a confusing practice as there is no policy to draw on. Alongside teachers' responses on the benefit of using code-switching, the researcher wanted to understand whether teachers were qualified to teach Grade 4 EFAL. It was indicated by 13 teachers that they are qualified to teach EFAL in the intermediate phase except teacher 3 whose specialty is to teach English in a senior primary, which is Grade 7 to Grade 8 (cf. 4.4.3 Table 4.2). However, the findings of the study conducted by (Evans & Nthulana, 2018) in contrast specified that many teachers in multi-lingual environments have limited exposure to English as a language of communication. Gorter (2018) also added that most teachers from multi-cultural background do not use English outside the classroom, and further indicated that sometimes learners' attitudes for studying English is affected by lack of interest on the part of teachers in motivating the learners.

#### **5.4.2.2 Sub-theme 2: Benefits of code-switching when assessing EFAL**

In this sub-theme, most teachers and Departmental Heads made it clear that code-switching was beneficial for informal and formal oral assessments, but difficult for written assessment. Teachers and Departmental Heads responded as follows:

*“When conducting the informal assessment, I code-switch so that learners understand what the question entailed, in this case, I was preparing them for the formal written assessment which will be in English.” (Teacher 6)*



*“In the form of written assessment there is nothing we can do because the tasks are moderated, but during informal assessment we code-switch so that learners understand the questions, again when learners do reading during a formal oral assessment, we code-switch to ask what they have read about.” (Teacher 5)*

*“Yes. When I assess them orally, I do code-switch, more especially to the under achievers, I do code-switch.” (Teacher 4)*

*“As I am teaching in an inclusive school, code-switching during assessment assists our learners to understand the questions. We code-switch during oral and written assessments. However, the disadvantage is sometimes when you code-switch some learners left behind whereas others are with you.” (Teacher 9)*

In a similar vein, Departmental Heads agreed with what the teachers alluded to and responded as follows:

*“Sometimes it is very difficult for the learners to follow the instruction in English, as a teacher you translate the question in the learners’ mother tongue for understanding. I code-switch when assessing oral assessment for learners to interpret the question” (Departmental Head 2)*

*“Well, it is beneficial but in the long run it does not benefit the learner. I mean we should train our learners to be able to answer in English.” (Departmental Head 1)*

Teachers 4,5,6 and 9 revealed during the interviews that although it is difficult to code-switch during a written formal assessment, they applied code-switching to assist learners when they write informal and/or oral formal assessments. Teachers 6 and 5 mentioned that code-switching during informal assessment prepares learners to be ready for formal assessment. Teacher 4 also concurred that the use of code-switching assisted in assessing oral formal assessment. However, teacher 9 from a full-service public school, considered the use of code-switching during written assessment as beneficial as most learners tended to experience learning barriers. Although Departmental Head 2 supported what teachers indicated, in contrast, Departmental

Head 1 believed that learners should be trained to read instructions on their own without the help of the teachers.

Feedback is more crucial as it gives learners an understanding of the content. The interviews revealed that Teachers 3, 5, and 4 and Departmental Heads 5 and 3 agreed on the use of code-switching when they give feedback to learners during teaching and learning and after assessment. They responded as follows:

*“I code switch verbally in learners’ home language when I give feedback so that they can understand the concepts.”* (Teacher 3)

*“Although written feedback in learners’ books is in English, for clarification I verbally code switch to give them feedback.”* (Teacher 5)

*“It is clear that when you do not code-switch when you give learners feedback, they will never understand the concept. I code switch verbally to explain further.”* (Teacher 4)

*“Considering the type of learners that we teach, if as a teacher I don’t use code-switching when I give them feedback, there is no way that learners can understand. So, during teaching and after every assessment I code switch verbally to give them feedback.”* (Teacher 7)

The Departmental Heads also agreed with teachers that they also code-switch when they give learners feedback and they responded as follows:

*“It is better to code-switch when you give learners feedback more especially after writing informal assessment so that when they write a formal assessment, they know exactly what is expected of them.”* (Departmental Head 5)

*“Feedback is very important for teaching and assessment. I taught learners using question and answer method, where the learner went wrong, I give immediate feedback and I code switch for learner understanding. The same applies to*

*assessment, after the oral and written assessment I code-switch when giving them feedback.” (Departmental Head 3)*

*“It is important to code-switch when you give feedback to learners as you emphasise the mistakes they did.” (Departmental Head 4)*

Teachers 3, 5, 4, and 7 together with Departmental Heads 5, 3, and 4 expressed their views on the use of code-switching when they give feedback to the learners. Teachers 3, 5, and 4 agreed that they code-switch to give verbal feedback to learners, as it is not possible to code-switch in their home language in their activity books. Teacher 7 from an inclusive school emphasised that it is important to code-switch when you give learners feedback due to the type of learners they are teaching. Departmental Heads 3 and 4 were of the same sentiments as the above-stated teachers.

#### **5.4.2.3 Sub-theme 3: Factors that contribute to code-switching in EFAL**

The interviews revealed that teachers and Departmental Heads from ordinary public schools do not agree that learners’ age and learners’ cognitive abilities are the contributing factors to use code-switching in EFAL teaching and assessment. However, two teachers from inclusion schools and Departmental Head 3 believed that learners’ age and cognitive level are the contributing factors to use code-switching when teaching and assessing in EFAL. Teachers and Departmental Head responded as follows:

*“I do not think that learners’ age and cognitive abilities are the reason for us as teachers to use code-switching. I believe lack of English vocabulary since learners are from Foundation phase is the contributing factor that pushes us to code-switch.” (Teacher 3)*

*“No, the cognitive abilities of learners has nothing to do with learners understanding of EFAL, because some learners of the same age group in the same class cope well when teaching them EFAL, the reason might be previous teachers did not cover the EFAL Annual Teaching Plan for the readiness of learners to be in Grade 4.” (Teacher 5)*

*“..... Mmmm, I think the problem here is not age or the cognitive abilities of the learners, the problem is lack of EFAL basics in their foundation. That’s all I can say.” (Teacher 6)*

*“The problem is not learners’ cognitive abilities but the methodology that teachers use when teaching EFAL. As an additional language, teachers must use pictures when teaching EFAL, textbook methods in Grade 4 are not working as Grade 4 is the transitional class.” (Departmental Head 2)*

*“Learners can cope as long as we do thorough preparation, I believe the age of 9 years to 10 years in Grade 4 is appropriate. Again, if a good foundation was laid, I do not think we would have experienced the problems we are experiencing today. Teachers must not complain but must come up with more teaching strategies to assist the learners” (Head of Department 1).* In contrast, Departmental 4 argued as follows:

*“My view is we have to code-switch more especially in Grade 4, remember the age of these learners, they are not yet ready to be taught in English in all the subjects.” (Departmental Head 4)*

Teachers 2, 3, and 5 agreed that age and cognitive abilities are not contributing factors for the teachers to use code-switching, but they emphasised lack of basic foundation in the lower grades. Although Departmental Heads 1 and 2 agreed with the teachers that age and cognitive abilities are not the contributing factors, their main concern was also poor planning by the teachers. Departmental Head 2 was more concerned with the use of teaching methods teachers used and Departmental Head 1 stressed poor lesson preparation by the teachers rather than age and cognitive level. In contrast, Departmental Head 4 agreed with full-service teachers, Teachers 7 and 9, that age and low cognitive abilities resulted in teachers’ use of code-switching when teaching and assessing.

The interviews further exposed that the main reason for code-switching is more on introducing new vocabulary and for learners’ understanding as the medium of

instruction in the Foundation phase was learners' home language. Teachers responded as follows:

*“Our learners did not get enough foundation of English from Foundation Phase as the language of teaching and learning in Foundation Phase is learners' mother tongue.” (Teacher 2)*

*“There are words that are very difficult for learners to understand, when you code-switch in their language is then that they understand the meaning of the words. I believe learners understand simple English, but the new difficult word needs to be code switched.” (Teacher 5)*

*“I am trained to teach Senior Primary Diploma not for Intermediate Phase, so some other things they taught in Foundation Phase I am unable to link them in Intermediate Phase as I have not specialised in Intermediate Phase.” (Teacher 3)*

*“Teaching in full-service public school is difficult because we are unable to give learners individual attention.” (Teacher 7)*

*“Difficult words that learners do not understand forced us to code-switch.” (Teacher 8)*

Different factors outlined by the teachers that forced them to code-switch were also experienced by the Departmental Heads and they responded as follows:

*“Our learners are used to one educator, one room, no changing of periods. They are now in a new environment and must adjust to more than six educators. Some teachers are shouting; some teachers do not want to be touched by learners as they are used with their Foundation Phase teachers. Learners are not comfortable at all, even those who are good in class become unsettled. Code-switching is the only alternative to assist with adjustment to this confusing environment.” (Departmental Head 3)*

*“.....to clarify the concept, let me say subject matter to learners is very difficult for learners to understand. Sometimes when you teach, you can see from their faces that they are lost, but to make them understand or to bring them on board, you just code-switch for that time only, only then you go back teaching English.”*  
(Departmental Head 2)

The above quotations explained how Teachers 8,7,3,2 and 5 and Departmental Heads 3 and 2 strived to create an English interaction atmosphere classroom as indicated by (Sakaria and Priyana, 2018) that some scholars believed that the use of learners' home language significantly enhances target language development and it should, therefore, be incorporated in second language teaching and learning. Teachers 5 and Teacher 8 showed their frustrations when they indicated that learners did not participate well in class when they could not understand the meaning of the word, which results in the use of code-switching to assist. Amongst the reasons for code-switching being favoured for use in the classroom is that it provides an understanding of the concepts and contents of EFAL to the learners. Departmental Head 3 on the other hand highlighted the uncertainty of Grade 4 learners as they move from Grade 3 in the Foundation Phase. He emphasised that learners in Grade 4 did not cope because they experienced learning barriers, do not have an adequate proficiency of English, find difficulty adjusting to the new environment so the use of code-switching assists learners in becoming accustomed to the new context and the processes of teaching and learning.

#### **5.4.3 Theme 3: Challenges of code-switching when teaching and assessing EFAL**

The theme addressed the challenges of code-switching when teaching and assessing Grade 4 EFAL learners and revealed how teachers from nine schools experienced challenges on the use of code-switching when teaching and assessing EFAL in Grade 4 class. This theme includes challenges of code-switching when teaching EFAL, challenges of code-switching when assessing, the language of teaching and learning in the Foundation Phase, overcrowding of learners, and finally, infrastructure as sub-themes.

#### **5.4.3.1 Sub-theme 1: Teachers' challenges of code-switching when teaching EFAL**

There were different perspectives when teachers and Departmental Heads were asked to state their opinions on the challenges they experienced when they use code-switching as a communicative technique enhancing the teaching of Grade 4 EFAL. Their responses were as follows:

*"I realise that when teaching English, learners do not concentrate because they know that after explaining in English, I am going to code-switch in their home language to clarify the concepts."* (Teacher 9)

*"My problem is the medium of instruction from Grade 4 is English and learners' vocabulary is very poor since in Foundation Phase the medium of instruction was their home language. Code-switching impacts negatively on their fluency of English as a language."* (Teacher 2)

*"The problem I experienced as a teacher is that, when I teach, I code-switch, but when I give them a written assessment, it's in English. Sometimes learners' answers are in their home language as they do not know the word in English."* (Teacher 4)

*"I teach learners from bilingual and multi-lingual backgrounds. Sometimes when I code-switch, I am not using learners' home language and you find the learner does not understand my language. That is, my code-switching did not benefit the learner. An example of this is foreign learners who only understand a bit of Isizulu, but when I code-switch using Sesotho, it is difficult for the learner to understand."* (Teacher 5)

*"The use of code-switching affected learners negatively, learners cannot cope in other subjects because they are taught in English. As teachers, we used it differently. There must be a uniform way of using it."* (Teacher 8)

The challenges of code-switching were not only outlined by the teachers but also the Departmental Heads who responded as follows:

*“It is so sad that when you ask learners questions in English, you find they know the answer in their mother tongue, not in English. That is the disadvantage of code-switching. I think code-switching should be minimal and there must be uniformity in using it”* (Departmental Head 3)

*“Code-switching is not important; it’s just our learners are not coping. I think as teachers we should stop it because learners’ level of English is very poor. Let us practice speaking English with our learners.”* (Departmental Head 1)

Concerning the teachers and Departmental Heads’ understanding, they strove to equally assist their learners so that they can reach their maximum potential in learning and understanding the English language as it is considered as a language of communication across the globe. It was clear from the participants that code-switching impacted negatively during teaching and learning. All teachers and Departmental Heads were not intended to code-switch; however, they have identified serious language gaps that force them to code-switch during teaching and assessment. Teacher 2 identifies the low level of English competency in Grade 4, vocabulary, and fluency. Teachers 5 agreed that there were learners who benefited from code-switching but there were some learners who did not benefit from it because they experienced language barriers. Teachers code-switched using their home language not learners’ or the school’s home language which meant that with more home languages of the school, learners were unable to understand during teaching. Teacher 8 and Departmental Head 3 believed that there should be a uniform way of using code-switching when teaching and it must be minimal. Teacher 8 was also concerned about the language of instruction in Grade 4 versus the number of subjects offered in Grade 4. If learners have not developed proficiency in English, or as Cummins (2001) put it CALP, that means other subjects, taught in English were a problem to learners. Departmental Head 1 supported the idea of teaching in English throughout without code-switching, as practice makes perfect.



Although teachers agreed that code-switching is a challenge, another factor that emerged from the interviews which most teachers were concerned about was the lack of teaching resources to teach EFAL. They responded as follows:

*“Lack of resources from my school impacts negatively on teaching EFAL. Looking at the type of learners we are teaching, resources like readers, charts, and word charts are very important. More especially when introducing new phonics to the learners.”* (Teacher 6)

*“Although sometimes my school provides resources, they are not enough to be used for the entire year. The SMT provides the resources that will cover only the first term and from the second term onwards there are no resources that can be used to teach EFAL in Grade 4. This forced us to code-switch for learners to understand the concept.”* (Teacher 5)

*“Sometimes the SMT is disadvantaging us as teachers, they want us to improvise with the resources to teach our learners. Sometimes we use our own money to buy charts, they indicated that the money from section 21 is reinvested for a specific activity, which means they cannot use money budgeted for maintenance to buy teaching resources. To increase learner vocabulary, readers must be used, but if you experienced a shortage of readers - it is difficult to teach the learners reading and word recognition.”* (Teacher 4)

*“To be honest, the school provides resources but due to overcrowding, we experience shortages. In the end, it is very difficult to cover all the learners. The school needs to prioritise the most wanted resources like readers and wall charts. Concrete resources assist learners to understand the concepts easily.”* (Teacher 1)

In contrast, teachers from full-service schools and the multi class school responded as follows:

*“Due to the small number of learners that we are teaching, resources for Grade 4 and Grade 5 learners in my class are enough.”* (Teacher 8)

*“Although we have many learners in our class, the school managed to buy teaching resources for our learners. Sometimes we received donations from Non-Government Organisation” (Teacher 9)*

Although some of Departmental Heads agreed with what the teachers alluded to, Departmental Heads 1 and 3 during the interviews disagreed and mentioned the following:

*“The school buys teaching resources, but teachers do not take care of the resources. We would buy readers for the learners, but you will find those readers scattered around the class. They do not even request parents of learners to cover the books. If teachers take care of the teaching resources, it is not necessary to buy teaching resources every year.” (Departmental Head 1)*

*“Sometimes the school would buy resources, but teachers do not use those resources when teaching learners” (Departmental Head 3)*

Teachers 4, 5, and 6 believed if enough resources were purchased, the use of code-switching would be minimal. The three teachers were concerned about the lack of readers. They mentioned that lack of readers impacted negatively on EFAL teaching, affecting the learners' acquisition of English vocabulary. Teachers 1, 4, and 6 mentioned a shortage of useful resources like charts and pictures, and concrete objects. They indicated that such resources are relevant for learners to understand the EFAL content. However, Departmental Heads 1 and 3 in contrast, indicated that even if resources are available, some teachers do not use teaching resources effectively. Teacher 8 from multi-class grade school and teacher 9 from the inclusive school stated during the interviews that they do not experience a shortage of learning resources.

Again, the interviews revealed that all teachers and departmental heads do not understand what theory to apply when they code-switch, and they responded as follows:

“should we apply any theory when we code-switch?” (Teacher 5)

“I don’t understand which theory should be applied when using code switching.”  
(Teacher 9)

“I don’t know which theory; I do not know.” (Teacher 4)

The interviews also revealed that even the Departmental Heads were not aware of the application of theory when they use code-switching. They responded as follows:

“We do not consider any theory when we use code-switching, we just code - switch for learners to understand.” (Departmental Head 4)

“No, no theory, we code-switch to help learners.” (Departmental Head 3)

The above quotes showed that teachers 4 and 5 and Departmental Heads 3 and 4 were not aware that the application of theory when using code-switching is important. They only code-switch to assist learners to understand without which theory was applied to assist learners.

#### **5.4.3.2 Sub-theme 2: Teachers’ challenges of code-switching when assessing**

Teachers and Departmental Heads did not only experience challenges of code-switching when teaching, but also when assessing learners and they responded as follows:

*“The problem I experienced as a teacher is, when I teach, I code-switch. But when I assess, the assessment is in English. It is difficult for learners to interpret*

*the questions. Sometimes learners' answers are in their home language as they do not know the word in English.” (Teacher 5)*

*“The challenge is in assessment, learners are not going to write assessment or activities in their mother tongue, they are going to write in English. I think this thing of code-switching forces learners to use their mother tongue when answering the questions. It is important to explain the question in their home language and again in English so that they must know their answer must be in English and not in their home language.” (Teacher 9)*

*“Even in oral assessment, after you use code-switching to translate the question in the learners' home tongue, it is very difficult for the learner to express him/herself in their home language. It is better to use English all the time.” (Departmental Head 1)*

*“The use of code-switching impact negatively on the performance of the learners, although we code-switch, we are forced to do so, but learners cannot interpret a question in English. When you translate in the home language, they want to answer in their home language.” (Departmental Head 5)*

The quotes above showed that as much as Teachers 5 and 9 indicated that code-switching benefited them when they assess oral and/or informal assessments, there were gaps identified. Their concern was that it is difficult to code-switch written assessments as Setati and Adler (2001) emphasised that teachers code-switch during teaching and learning, but the problem arises when assessing learners, as code-switching is not applicable. It showed that code-switching is not considered when planning for assessment. Learners understood content very well because teachers code-switched; however, they found difficulty in interpreting the questions, and in some cases, teachers indicated that some of the learners answered in their home language rather than in EFAL.

### 5.4.3.3 Sub-theme 3: Language of teaching and learning in the Foundation Phase

The sub-theme addressed the language of teaching in the Foundation Phase. All Teachers and Departmental Heads indicated that the language of teaching and learning in the Foundation phase was learners' home language and as per policy (cf. 5.4.2.1, Teacher 4). They responded as follows:

*“Learners in Foundation Phase are used to one teacher and the medium of instruction is their home language. Those learners in Grade 4 struggle because they must adjust themselves in a new environment.”* (Teacher 5)

*“Foundation phase learners are struggling with EFAL in Grade 4. They must first adjust themselves to a new medium of instruction, be used to different faces and a greater number of subjects.”* (Teacher 1)

*“For me, Grade 4 is a transitional class, in Foundation Phase, learners were used to one teacher now more teachers, I am still believing that if English was introduced in Grade 2, learners will be doing so well.”* (Departmental Head 3)

The policy stipulates that the language of learning and teaching (LoLT) in the Foundation Phase should be learners' home language, but this changes to English once the learners moved into Grade 4. The teachers showed that most learners moving from the Foundation Phase were struggling and not coping in Grade 4 (cf. 5.4.2.3. Teachers 2 & 3; 5.4.2.1. Teacher 4). Departmental Head 3 viewed Grade 4 class as a transitional class because learners were introduced to more teachers as compared to one teacher in the previous phase, experienced more periods, and introduced English as a medium of instruction (cf. Section 5.4.2.1. Departmental Head 2). Teachers during interviews believed that all this resulted in confusion of learners and an identified gap. Teachers were forced to use code-switching during teaching and learning to address curriculum coverage and conduct assessment. Howie, Venter, and van Staden, (2008) and van Staden *et al.* (2016) believed that the Language in Education Policy has failed to recognise that many schools taught learners in Grade 1, 2, and 3 in the Foundation Phases in a language of learning that differs to the one

spoken at home. Of interest, Departmental Head 3 felt that English should be introduced in Grade 2 or as early as possible so that learners have the opportunity to develop a basic foundation or BICS of English before they need to use English as a language of learning and teaching.

#### **5.4.3.4 Sub-theme 4: Overcrowding of learners in EFAL Grade 4 classes**

The sub-theme posed a very serious threat to all EFAL teachers as most of the township schools were overcrowded as there is a need to accommodate all learners. All teachers experienced overcrowding except the teacher with a multi-grade class. In all the schools visited, the number of learners ranged from 46 to 68 in the class. Teachers responded as follows with the problem of overcrowding:

*“I am teaching three Grade 4 classes. The classes are overcrowded. The first class has 62 learners. The second one has 54 learners and the last one has 53 learners. It is difficult to give learners individual attention due to overcrowding. A large number of learners deprived us to mark all learners' work on the same day and make corrections. We experienced backlog in marking learners' books”* (Teacher 3)

*“I am teaching 48 and 50 learners in the Grade 4 classes, due to overcrowding and the age from Foundation Phase it is difficult to cope to assist learners. The number of learners deprived us educators to conduct an intervention. How are you going to support learners with learning barriers in the overcrowded class? Teaching is very frustrating.”* (Teacher 6)

*“Most of our learners experienced learning barriers and teaching more than 40 learners in the classroom resulted in poor performance of learners. We plan for intervention but it's very difficult to implement the intervention strategy. Again marking of learners books is a problem because we are not detailed when giving learners feedback.”* (Teacher 9)

The interview revealed that teachers were teaching classes where the expected ratio of 40:1 learner-teacher ratio was far exceeded. Setati and Adler (2001) supported the

statement above that it is difficult to learn and teach language in a primary classroom in South African township schools where there are relatively large numbers of above 50 learners. Teachers were challenged in teaching such large classes and even though they were willing to support learners individually, a large number of learners in the classes meant they were unable to do so (cf Table 5.2). Teacher 3 indicated that the number of learners in Grade 4 classes were 62, 54, and 53 respectively, and with that number, it was difficult for her to intervene and offer individual support. The large numbers of learners in the township schools do not offer an environment conducive to the process of teaching and learning and where teachers want to implement various assessment techniques, such as learners working cooperatively as a group, the overcrowding and lack of space prevents this. Teachers 3 and 9 also mentioned that the assessment of learners was not effectively addressed. He emphasised that provision of learners with detailed feedback was not possible looking at a large number of learners in each of the classes. Cross, Angelo, and Thomas (1988) concurred that classroom assessment techniques are meant to be types of formative assessment that allow teachers to adjust a lesson based on learners' needs. and gain insight into which concepts their learners understand best and which are most confusing.

#### **5.4.3.5 Sub-theme 5: Infrastructure**

This theme emerged during the interviews with teachers and Departmental Heads as participants were sharing their perspectives concerning their experiences in the classroom. It was evident all classrooms visited were overcrowded as they had reached the capacity of more than 40 learners in the class except in the Multigrade class. Although three schools were provided with mobile classrooms, learners were not coping in those classes because during summer they were very hot and in winter they were cold, as indicated by teachers during interviews. Teacher 5 and teacher 2 indicated that it is difficult to assess learners in an infrastructure that is not conducive to teaching and assessment. When learners were given assessment activities, it is difficult for them to complete assessment activities because the classes are over packed, and teachers cannot reach all the learners to monitor their progress. Some were playing not doing what they were supposed to do. Most of the time learners' assessments are incomplete. Teachers responded as follows:

*“Shortage of infrastructure resulted in learners being overcrowded in one class. It is difficult to teach and assess learners in this class as overcrowding is a problem. If learners are overcrowded the setting arrangement for teaching is not effective. Most of the time learners are unable to complete the task given to them because as a teacher it is difficult to move around the class to check their progress in administering the assessment.” (Teacher 5)*

*“The result of overcrowding is the results of few classes that accommodate the learners. Due to overcrowding, it is difficult to assess all learners’ work. Again, after lunch time it is too hot for learners to concentrate in small classes and end up sleeping or playing. (Teacher 2)*

*“classes are too small for our learners to cope. that it is difficult for us to move freely to assist learners in the class. When learners are given group activity it is difficult for them to work together as there is no space, if the government can build extra classes teachers will be able to teach and assess learners effectively.” (Teacher 9)*

Departmental Head 4 and Departmental 2 agreed with the teachers that it is difficult to assess learners in a congested space. They responded as follows

*“Learners do not complete their assessment as it is difficult to monitor them. The Grade 4 learners need to be monitored after giving them an assessment to see if they are doing the activity given to them. Most learners at the back do not complete their work because it is difficult to reach them and make sure that they complete the task.” (Departmental Head 4)*

*“small classes impacted negatively in assessing our learners. learners cannot be assessed in a group because they are arranged in pairs to secure space.” (Departmental Head 2)*

The interviews revealed that teachers 5 and 2 agreed that infrastructure was a problem in that schools were oversubscribed, there were not enough built classrooms and even though the Department has supplemented these with mobile classrooms, there were



still overcrowded classes. It showed that this was an additional factor that resulted in affecting Grade 4 learners. CAPS is a learner-centered curriculum, and it is difficult for learners to conduct group assessments, working in collaboration at their own pace to construct knowledge. Due to overcrowding, Maja (2015) recommended that classes should be extended to assist in the process of teaching and learning, and this should be considered by the Department of Education.

This was supported by Departmental Head 2 and 4 as they indicated that they were unable to monitor the progress of their learners in terms of completing the assessment in time. This resulted in learners not completing the tasks given to them. Again, Departmental Head 2 was concerned with the types of assessment to be given to learners. It was difficult for Departmental Head 2 to promote cooperative learning as learners cannot work in groups.

#### **5.4.4 Theme 4: Strategies that can be employed to improve teaching and assessment for Grade 4 EFAL**

Effective teaching and assessment strategies could be used to assist learners in their performance. Teachers and Departmental Heads were questioned about the strategies they used to assist Grade 4 learners to improve their English and strategies to be employed to improve assessment.

During interviews with teachers, all teachers from all schools agreed that they applied strategies in their classrooms to improve teaching. They responded as follows:

*“Teaching strategies that I use is question and answer methods to involve learners actively in the presentation of the lesson.”* (Teacher 6)

*“The teaching strategy I used is a demonstration using a picture and real-life objects and using simple English for learners to understand.”* (Teacher 3)

*“Most of the time I apply question and answer methods.”* (Teacher 5)

Teachers 6, teacher 3, and teacher 5 during interviews responded that most of the time when presenting an EFAL lesson, question and answer was the method used. Teacher 3 further elucidated that demonstration using pictures and real objects assisted learners to grasp concepts easily. Teacher 3 further alluded that the use of simple sentences offered her an opportunity to assist struggling learners to spell the words. Teachers did not indicate only strategies to improve teaching but also addressed strategies to improve assessment. Three of the teachers responded as follows:

*“To improve learner performance in EFAL, after the presentation of the lesson as a teacher, I must ask learners to reflect on the lesson. They must explain what you taught them about.”* (Teacher 2)

*“I believe drilling of assessment activities can assist learners to understand the concepts before formal assessment.”* (Teacher 7)

*“Sometimes it is important to allow learners to answer in sentences and avoid yes or no question. This will help them practice their English.”* (Departmental Head 5)

This showed that Teachers and Departmental Heads were aware of assessment strategies that could be used to assist the Grade 4 EFAL learners. This was shown when Teacher 2 explicated that for learners to understand EFAL and be able to communicate using the language, reflection of the lesson by the learners was important. If they reflected, they would understand what was taught. Teacher 7 further agreed that drilling assessment questions assisted learners on how to answer the questions and always answered in sentence form. Although during the interviews all teachers agreed that they use code-switching during teaching and learning, however when they were asked about the strategies that can be used to improve teaching and assessment no one mentioned types of code-switching as strategies to improve teaching and assessment. The following subthemes were addressed:

#### 5.4.4.1 Sub-theme 1: The Integration of code-switching when designing lesson plans

This sub-theme reflected teachers' integration of code-switching when lesson plans were designed. Four teachers from a public ordinary school, one teacher from public ordinary school (full service/ inclusion), and one from public ordinary school (multigrade) responded as follows:

*"... Integrate code-switching when designing English lesson plans? No, we don't do that, we plan in English, we code-switch when it is necessary when we teach."* (Teacher 1)

*"No, not. I only code-switch when teaching learners, just to assist them."* (Teacher 6)

*"No, I do not integrate code-switching when I design lesson plans, I only code-switch to guide them during teaching."* (Teacher 2)

*"No, I don't, I code-switch during teaching to assist them. Where I see they do not understand."* (Teacher 4)

*"Yes, I do. Ja, honestly when I plan sometimes. I do so, but it happens automatically when I teach in the middle of the lesson."* (Teacher 5)

*"When we plan, we do not integrate code-switching, instead we come up with intervention plan for learners with learning barriers."* (Teacher 9)

All teachers do not intentionally integrate code-switching in their lesson planning; code-switching occurs instinctively or inadvertently when there is a need for greater understanding. Departmental Heads responded as follows:

*"No, not, I don't think they integrate code-switching when designing lesson plans. No, it is not integrated into their lesson plans. We also spoke about why they are code-switching during teaching."* (Departmental Head 5)

*“No, because the school-based subject policy (EFAL) does not indicate the use of code-switching when designing a lesson plan.” (Departmental Head 2)*

*“Lesson plans do not address code-switching, but as an educator, to make sure that I cater for all learners in my class, remember in the class you have different learners, who are very, very slow. The use of code-switching assisted them.” (Departmental Head 1)*

During the interviews, Teachers and Departmental Heads described their experiences of designing lesson plans within CAPS prescripts. All teachers except Teacher 5, explicated that they did not integrate code-switching when they designed their lesson plans, instead, they used code-switching when it is necessary during teaching. Teacher 5 contradicted himself during the interviews as he stated that sometimes he integrated code-switching when designing lesson plans and on the other side said when teaching code-switching came automatically.

The views of the teachers above expressed their concern on the use of code-switching during teaching more than the integration of code-switching when they design their lesson plans. Although the question was on the integration of code-switching when they design lesson plans, most of their responses were about the use of code-switching when teaching learners, It can be deduced from the above teachers' response that their frustrations and concerns about the level of English proficiency of their learners as they were not coping in Grade 4 EFAL class, which means that there is a need for the use of code-switching during teaching. Departmental Heads 1 and 2 emphasised that their concern was not only on the integration of code-switching when designing lesson plans but also during learning and teaching as they emphasised that it was not a policy.

#### **5.4.4.2 Sub-theme 2: The Integration of code-switching when designing assessment activities**

This sub-theme showed that teachers and Departmental Heads did not integrate code-switching when they designed assessment activities. Most teachers interviewed

consider the use of code-switching when teaching to ensure greater understanding for learners whose language proficiency was not adequate. They responded as follows when asked if they integrate code-switching when designing assessment activities:

*“No, I do not code-switch when designing assessment activities, I cannot code-switch written activities. Remember after setting a task we must submit to Departmental Head for moderation.”* (Teacher 5)

*“I do not integrate code-switching when designing assessment activity, learners should be assessed informally first before assessed formally. Through informal assessment, I prepare learners for formal assessment. When I design formal assessment tasks there is no need to integrate code-switching.”* (Teacher 3)

*“... remember my learners are from full-service public school, even though I do not integrate code-switching when designing assessment activities, I do-code switch when they write a task ... I always translate the questions in their mother tongue to assist them to answer the questions.”* (Teacher 7)

*“I do not code-switch when I designed assessment activities.”* (Teacher 4)

The excerpts above showed that Teachers 5, 3, 7, and 4 did not integrate code-switching when designing learners' activities. However, all agreed that when they assess such as with oral activities, they code-switch to ensure that learners understand what is expected of them. Teacher 7 who was an inclusive education teacher, expressed the same views with teachers from ordinary public schools as they indicated that integration of code-switching when designing their lesson plans was not done but everyone emphasised that when assessing, in one way or the other, they assisted the learners by code-switching to ensure that there was understanding of expectations.

The Departmental Heads shared the same sentiments with the teachers as they responded as follows:

*“No, no, no integrating code-switching when designing assessment activities, you can’t code-switch when designing assessment activities, but sometimes as teachers, we help them when they are doing oral assessment as sometimes it is very difficult for them to carry instructions.”* (Departmental Head 2)

*“Although we verbally code-switch to assist learners to understand the questions, it is difficult for us to code-switch when planning assessment activities.”*  
(Departmental Head 4)

The Departmental Heads 2 and 4 agreed with teachers that they do not integrate code-switching when they design assessment activities. This contrasted Curriculum and Assessment Policy Statement (CAPS, 2011) that stated assessment of learners should be in the language of teaching and learning not in learners’ home language.

## **5.5 FINDINGS FROM NON-PARTICIPANT OBSERVATION DATA**

Observation data were collected and analysed to obtain first-hand information on what transpired at the classroom level, as well as to corroborate findings from Semi-structured interviews. The non-participant observations focused on the use of code-switching as a communicative technique in teaching and assessing. The classroom observations took place in five Grade 4 classrooms in five schools in the Gauteng Province. A teaching hour was allocated to each class in 30 minutes timetable. The observation sheets that were used during data collection (Appendix G) and the notes the researcher took during observations were the focus of the analysis.

The five observed teachers were teaching EFAL in Grade 4 class. All five teachers designed their lesson plans guided by CAPS document and the lesson plans were planned in English. It was evident during observation that all five teachers did not follow their lesson plans to the latter as most of the time they code-switch when presenting. This statement was supported by teachers 2,5 and 8 and Departmental Head 3 and 2 during the interviews that they only code-switch when they realise that learners do not understand the content taught (cf,5.4.2.1 subtheme1 & 5.4.2.3 subtheme 3). The lesson plans consist of the topic, lesson objective, introduction, teacher and learner activities, expanded opportunities, resources, time- frame, conclusion, and assessment activities. The lesson plans of all teachers were not

moderated by their Departmental Heads as there was no evidence of monitoring tool where the Departmental Head sign and give comments.

In teacher 1 class, a comprehension test was taught. The teacher read out loud the comprehension test and learners followed. After every paragraph the teacher explained in English but when coming to new words, or difficult words the teacher code-switch for the learners to understand the meaning of the words. Teacher 2 introduced phonic-oes as a topic. The teachers asked learners in their home language to give examples of words with phonic-oes. This addresses what the same teacher indicated during the interviews that he code-switches when asking learners questions (cf. 5.4.2.1, subtheme 1) for them to follow instructions. Teacher 3 introduced the use of past tense as a topic. He explained what past tense entailed and come up with sentences that are in the present tense to be changed into past tense. He explained to learners how to change those sentences from present tense to past tense in English but when asking questions, he code-switch. Teacher 4 was using a big chart to tell learners story, during his explanation the teacher code switch to make sure if learners follow the story. In teacher 6 class, a comprehension test was read. The teacher referred back to the text through the question-and-answer method to see if learners understand, where learners struggled, the teacher automatically codes the switch, and learners would raise their hands (CF.5.4.3.1 subtheme 1). It was observed that all teachers used only one teaching strategy which is the question-and-answer method.

It was observed that during observation that most learners responded to the teachers' questions in English, however in teacher 3 and teacher 5 classes few learners were responding in their home language. This was indicated by teacher 4 and Departmental Head 3 during interviews that learners used to answer in their mother tongue if they do not know the word in English (cf. 5.4.3.1 subtheme 1). The two teachers addressed the issue of code-switching immediately by correcting learners. It was also evident that code-switching is used for discipline as all five teachers reprimanded their learners in their home language to control discipline.

The types of code-switching used by teachers during observation were Intra-sentential switching and Inter-sentential code-switching. The following were examples of types of code-switching used by teacher 1 and teacher 3

*“Why has the man decided not to join other men at the field?” “Gore eng monna a sa dumela go tsamaya le banna ba bangwe kwa masimong?”* (Teacher 1)

“Can you change lomusho olandelayo (the following sentence) into past tense?”  
(Teacher 3)

From the examples of the quotes above, it showed that teacher 1 used inter-sentential code-switching which involves switching at inter-sentential boundaries where one clause or sentence was in one language and the next clause or sentence was in the other language (Stapa & Khan, 2016). The teacher read the question in English and emphasised the same question in the learners’ mother tongue. This was in line with what teacher 9 indicated that learners do not concentrate because they know that after explaining in English, the teacher code-switches in their home language to clarify the concepts (5.4.3.1, subtheme 1). In the second quote, teacher 3 used code switching in one sentence. Cakrawarti, (2011) indicated that intra-sentential switching occurs when words or phrases from another language are inserted into a sentence of the first language. All five teachers were using this type of code-switching. Teacher 3 in one sentence started the question in English, then code-switched in the middle of a sentence and ended the sentence in English again. This means in one sentence the teacher code-switched twice.

It was observed that all teachers used to question and answer techniques when teaching. All teachers tended to use a teacher-centered approach rather than a learner-centered one as the teachers would talk and learners would listen.

One of the factors revealed by teachers 6, 5, and 4 during the interviews was the lack of resources for the teachers to teach EFAL lessons. During classroom observations in teachers 3 and 6 schools, it was clear that there was a lack of readers. It was very difficult for learners to read as four or three learners were sharing one book. Also, the picture chart that was used by teacher 4 for storytelling was very old and some of the pictures were invisible for learners to see. All teachers code-switched when asking learners questions. In all the classes observed there were no teaching corners for English vocabulary. The phonics that was taught before was not visible on the class



walls of teachers 1, 3, 6 to assist learners with incidental reading. Teacher 2 used A4 paper to write sentences, no big chart to be used by the teacher.

The other challenge observed by the observer was teachers in EFAL Grade 4 classes experienced overcrowding. This was revealed by teachers 4 and Departmental Head 2 that it is difficult for learners to complete their assessment as teachers could not reach them (5.4.3.1 subtheme 1 & 5.4.3.3 subtheme 3). Teacher 2 and teacher 9 concerns were that they could not move freely in the class to attend to learners individually and again teacher 2 experienced difficulty addressing other types of assessment like group assessment where learners should work as a group to promote cooperative learning (5.4.3.3 subtheme 3). The researcher experienced the same problem as it was very hard for all the teachers observed to take control of their classes.

Most learners were from diverse backgrounds. It was evident in teacher 2 and 4 classes where the home language of the two classes were IsiZulu and Sepedi classes. In both classes, more than 10 learners were foreign nationals, and they were disadvantaged as teachers code-switched in Isizulu. In Isizulu class 3 learners are isiZwati learners, 4 are Isixhosa learners. This concurred with (Howie *et al.* 2008 & van Staden *et al.* 2016) that the LiEP (Language in Education Policy) has failed to recognise the complexity of the situation as many schools teach learners in Grade 1, 2, and 3, the Foundation Phases, in a language of learning that differs to that spoken at home (cf.3.3.1.1).this problem affect learners in Grade 4.

It was evident during classroom observation that teachers differed in the planning of the assessment activities. Teachers 1, 3, and 6 planned for both formal and informal assessment, and Teachers 2 and 4 only planned for formal assessment activities. This was clarified by teachers and Departmental Heads during the interviews that although the structure of the lesson plan was the same, different districts operated differently (cf. Chapter 5.3). There was no evidence of a code-switched form of assessment. After the presentation of the lesson, all teachers gave learners assessment activities All teachers code-switch when giving learners instructions. Evidence of feedback was observed during teaching where all teachers provide immediate feedback.

## **5.6 FINDINGS FROM DOCUMENT ANALYSIS**

The analysis of the data also involved document analysis that was done in two phases: analysis of teachers' resource file and analysis of Departmental Heads management files. The resource files focused more on the analysis of relevant policy documents, lesson planning, and Annual Teaching Plans (ATP), teaching and assessment strategies while the Departmental Head Management files focused more on the management of the subject which addressed management plans, monitoring, and support, and intervention strategies. This type of analysis was essential to corroborate what the participants shared in the semi-structured interviews and observations as well as to dig deeper to gain a broader perspective on the use of code-switching at the research site (school). The analysis of the documents is presented in Table 5.5:

**Table 5.4: Analysis of teacher resource files and Departmental Head management plan**

Documents	Items	How they were utilised
<b>Resource files</b>	Policy Documents	Teachers 1, 2, and 5 had EFAL CAPS policy documents in their resource files. The policies were utilised as they were able to design school based EFAL subject policies guided by CAPS. There was no mention of the use of code-switching in the subject policies. The subject policies outlined the minimum number of informal assessments to be administered in a week.
	Lesson planning and Annual Teaching Plan (ATP)	<p>Planning was two folds: Lesson plans and Annual Teaching Plans. five ATPs showed the completion dates of the topics taught. The analysis of teachers' documents showed that content of teachers and Departmental Heads' weekly lesson plan designed by the districts, addressed learners' prior knowledge, knowledge focus, values, skills, resources, assessment task, forms of assessment, assessment tools, teacher reflection, expanded opportunities, teachers and learner activities for a week.</p> <p>Two lesson plans were not fully completed with regards to assessment, expanded opportunities, and the resources to be used. There was no evidence of where code-switching was integrated when designing lesson plans in all resource files.</p> <p>There was evidence of subject meetings in all teachers' resource files.</p> <p>There was no integration of code-switching in the lesson plans and Annual Teaching Plans</p>
	<b>Assessment</b>	<p>The school had a programme of assessment that indicated the date for the administration of formal tasks in the entire school.</p> <p>Each of the five teachers designed an assessment task plan for EFAL and shared the plan with parents, with parents' signatures serving as evidence.</p> <p>Three teachers designed formal and informal assessment and two teachers only designed formal assessment, all of which was based on the operation of different districts.</p>

Documents	Items	How they were utilised
		<p>Some teachers understood types of assessment, as formative and summative assessment were evident in all their resource files. However, diagnostic assessments were only evident in two teachers' resource files.</p> <p>Teachers set different forms of assessment like oral presentation, test, and marked formal assessment using relevant tools like Rubrics, a checklist, and a memorandum.</p> <p>There were assessment activities in all teachers' files, but code-switching was not used when the teachers designed their assessment activities.</p>
	<b>Teaching strategies</b>	<p>During observation, most teachers used teaching strategies like the question-and-answer method and teachers tended to use a teacher-centered approach rather than a learner-centered one.</p>
Management Files	<b>Management Plan</b>	<p>The five Departmental Head management files had year plans for EFAL activities. The management plan addressed all the activities performed during the year. However, in all Departmental Heads' management files, not all the activities were addressed.</p> <p>There were minutes of the phase meeting; however, nothing in the minutes addressed the use of code-switching when teaching and assessing.</p>
	<b>Curriculum Monitoring and Support</b>	<p>All Departmental Heads had monitored teachers' EFAL resource files and learners' activity books. Sampled learners' activity books were checked to ensure if teachers were in line with the Annual Teaching Plans. Written feedback in the form of corrections was reflected in learners' books; however, there was no evidence where the teachers used code-switching when giving learners feedback. Teachers' lesson plans and assessment tasks were checked by the Departmental Heads and stamped. With regards to monitoring tools, only three Departmental Heads had given feedback in the form of comments.</p>

Documents	Items	How they were utilised
	<b>Moderation</b>	<p>All the Departmental Heads conducted moderation of teachers' assessment tasks. However, in three files, Departmental Heads had conducted both pre- and post-moderation. Moderation tools were used but only two had commented through feedback on teachers' moderation tool.</p> <p>There was no evidence in the assessment where teachers used code-switching in the setting of learners' tasks.</p>

### **5.6.1 Analysis of Teachers' Resource Files**

Based on the resource files of the teachers, the information analysed from the documents above showed that teachers had all related policy documents such as CAPS, and assessment policies (NPA, NPPPPR) and understood the implementation thereof. Although teachers used code-switching during teaching and assessment, the EFAL subject policy did not address the use of code-switching when teaching and assessing. This was in line with what most teachers indicated during interviews that their plans did not involve code-switching (*cf.* Section 5.4.3. Subtheme 3) as it is not a policy. With lesson preparation for EFAL, there was no evidence of the use of code-switching when designing the lesson plans.

Five teachers observed had lesson plans and Annual Teaching Plans; however, some were not fully completed. The documents showed that teachers understood how to use the ATPs and the lesson plans, as was indicated by the teachers and Departmental Heads during the interviews, and that they had attended curriculum meetings organised by the District Subject Advisors. Both the content of the lesson plans and the Annual Teaching Plans were in English and there was no evidence of the use of code-switching.

It showed that all teachers understood assessment and the implementation thereof and all planned for assessment according to the school's programme of assessment. The assessment task plans were evident in the five teachers' resource files. However, three schools did not fully comply with the assessment task plan and they did not show the alternative programme that they had designed. Although teachers indicated that they understood the types of assessment, only two teachers' resource files showed that they used diagnostic assessment for intervention purposes. Most teachers applied teaching strategies for learners' understanding such as the question-and-answer methods and practical demonstration; however, most of the teachers applied teacher-centredness rather than learner-centredness.

### **5.6.2 Analysis of Departmental Heads' Management Files**

Most Departmental Heads' management files showed that some effectively manage their Departments. Teachers' qualifications were stipulated in management files. The management files showed that teachers attended CAPS training sessions and some teachers' experience displayed good knowledge of the aspects being dealt with in class. Departmental Heads' management files consisted of a copy of the year plan, the school assessment programme, the assessment task plan, assessment tasks, and assessment task tools. However, some teachers were behind with their assessment programme and two Departmental Heads had not developed a catch-up plan to address the issue.

Evidence of monitoring and support were available in all Departmental Heads' management files; however, only three Departmental Heads gave teachers constructive feedback by writing comments after monitoring teachers' work. Evidence of moderation showed that three Departmental Heads followed the correct procedure to conduct moderation in class. There was evidence of staff development through the Integrated Quality Management System (IQMS) process. Two management files showed that after the identification of areas for development in teachers, the developmental process was specifically based on the area for development as compared to general development made by the other three Departmental Heads.

## **5.7 CONCLUSION**

In Chapter 5, the researcher presented the results of the interviews, observations, and document analysis from the nine schools in Gauteng Province. The main themes that emerged from the collected data on the use of code-switching as a communicative technique in teaching and assessing Grade 4 EFAL involved how teachers integrate code-switching during the learning and teaching process but that this is not integrated into the lesson planning. Teachers also indicated that code-switching was used at times during assessment. Teachers felt that there were benefits in using code-switching when teaching and assessing EFAL as learners had just moved from the Foundation Phase into the Intermediate Phase and their English language proficiency

was not as well developed, so code-switching allowed them a greater understanding. The teachers identified challenges of code-switching when teaching and assessing EFAL in that Gauteng is a province where there is not only one home language used. It is a province of many languages including foreigners and so the use of the teachers' home language does not always advantage the learners.

Teachers and Departmental Heads expressed their experiences towards the use of code-switching during teaching and assessing. They also offered their opinions on how to use code-switching in an EFAL class, their understanding of the need to use code-switching, and its benefits. It emerged that teachers and Departmental Heads were concerned about Grade 4 learners who were taught in their home language in Grades 1 to 3 but on entering Grade 4, they transitioned to being taught in English, a language which was not fully developed and as a result, learners struggled with the medium of instruction and the number of subjects. They illustrated that code-switching should not be excessively used, it should assist teachers to explain some concepts and contents for learners' understanding.

All the teachers and Departmental Heads were aware that code-switching was not a policy. They understood CAPS compliance which is the reason for not integrating code-switching when designing lesson plans and assessment activities. They also acknowledged that CAPS advocates classroom teaching and assessment. Their recognition included the fact that understanding of curriculum enhances the learners' abilities to learn and CAPS as learner-centered and self-discovery learning. However, it was difficult for learners to be learner-centered and self-discovery as they were experienced difficulties in interpreting the language.

In Chapter 6, the researcher presents the summary, discussions of findings, and recommendations resulting from this study



## CHAPTER 6

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 6.1 INTRODUCTION

The previous chapter presented the analysis of data that was obtained through Semi-structured interviews, non-participants observations, and analysis of documents, based on the emerging themes and categories. This chapter summarises the overview of the study concerning the theoretical framework and literature review described in Chapters 2 and 3. Chapter 4 relates to the methodology and also the empirical research reported in Chapters 5 and 6. This chapter offer conclusion, and lastly, recommendations for further research are also delineated. The researcher presents a proposed model that could assist English First Additional language teachers and the Departmental Heads to apply code-switching as a communicative technique to enhance teaching and assessment of Grade 4 EFAL. This chapter begins by presenting a summary of all chapters.

#### 6.2 SUMMARY OF RESEARCH

This section presents a summary of the research chapter-by-chapter.

##### 6.2.1 Chapter 1: Summary of the Research Introduction

Chapter 1 served as an introduction and overview of the study. The chapter outlined the background information of the study and how it has been framed. It also provided the rationale of the study and the context of nine schools (*cf. Chapter1.1.2*). The problem statement, research question, and research sub-questions were also presented in this chapter to explore the use of code-switching in enhancing the teaching and assessment process to improve EFAL performance (*cf. Chapter1.1.3*) This chapter also explained how the research was conducted and guided by the interpretive paradigm which explores social meaningful actions through observing people naturally to understand and interpret their social world (*cf. Chapter 1.7.1*) and a case study research design that explored the research problem was used. The

criteria for confirming the trustworthiness of the study and the ethical considerations were concisely clarified (*cf. Chapter 1.1.8*).

### **6.2.2 Chapter 2: Summary of the Theoretical Framework**

The theoretical framework outlined the theories that underpin the study. The key theories that were discussed for the study are social constructivist theory, social-cultural theory, and cognitive learning theory in the second language. Social constructivist theory views teaching and learning as a shared social experience in which meanings are jointly and actively constructed and more knowledgeable people like teachers, teaching assistants or other children or adults help to build and develop learners' understanding (*cf. Chapter 2.2.3*). A social constructivist perspective directs teachers to situate learning activities in the context of students' out-of-school lives, thereby enhancing the meaningfulness of learning science (Tylor, 2010). The role played by culture and language in human development is essential in classroom interaction during learning and teaching (John-Steiner & Mahn, 2011). The above authors emphasised that the socio-cultural theory used for this study is a social interaction that leads to continuous step-by-step changes in children's thoughts and behaviour from culture to culture (*cf. Chapter 2.2.4*). The last theory was cognitive learning theory in second language learning which Mitchell, Hooper, and Marsden (1998) saw as a conscious and reasoned thinking process. Cognitive learning theory in second language learning involved the deliberate use of learning strategies that are special ways of processing information to enhance comprehension, learning, or retention of information (*cf. Chapter 2.2.5*). Figure 2.3 (*cf. Chapter 2.2.2*) illustrates in detail how the three theories form the components of the study. The impetus of using the three theories is also highlighted in Chapter 2 by the researcher as the theoretical framework relevant for guiding this study and providing a lens through which the findings are viewed (*cf. Chapter 2.2.6*).

### **6.2.3 Chapter 3: Summary of the Literature Review**

The literature review served as the basic rationale for conducting this research and also to document how the study adds value to the existing literature (Creswell, 2005). The reason is to achieve a richer insight into the use of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 EFAL

which is the focal point for this study (*cf.* Chapter 1 3.3.1). The chapter examined the literature on teachers' proficiency in home language. Teachers are expected to possess a range of pedagogical skills and knowledge to enable them to create and deliver lessons that encourage learners to acquire their home language, as language proficiency is a core skill required to meet internationalisation requirements (*cf.* Chapter 3.3.3.2). The chapter also addressed the benefits of code-switching which integrates the first language into the process of teaching and learning the second language. It makes it easier not only for teachers concerning grammar explanation and discipline but also helps learners in understanding difficult concepts, which subsequently consolidates their target language competencies (*cf.* Chapter 3.4.3). The challenges of code-switching in teaching and assessment, as discouraged by some of the researchers, influence the effective use of language and lead to language decay. The perception was that code-switching is considered a sign of limited language proficiency and perceived negatively by the majority of cultural and generational groups in terms of understandability, attractiveness, and correctness (*cf.* Chapter 3.4.4). The last theme was to explore code-switching strategies used in Grade 4 (*cf.* Chapter 3.2.3.1) to improve teaching and assessment of EFAL. The researcher considered the research objectives to address the use of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 EFAL.

#### **6.2.4 Chapter 4: Summary of Research Methodology**

Chapter 4 reported on the research design and methodology used to prepare for an empirical study. This section reported in detail on the research paradigm as it is subjective and recognises what individuals interpret and understand of the social phenomena (*cf.* Chapter 4.4.1). The research approach, which is a qualitative case study, was also used for this study as an accessible means of entry into the world of the research participants, the Grade 4 teachers, and the Departmental Heads which elicit deeper insights on how they use code-switching in teaching and assessment (*cf.* Chapter 4.4.1). Methods of collecting data included interviews, as is used extensively to gather information in response to research objectives, assess instructional changes or innovations, and acquire in-depth information. Describe and understand the meaning of certain issues, probe into issues of interest, and source stories from the experiences of the participants (*cf.* Chapter 4.4.4.1). Observations acquainted the

researcher with the setting where teachers were allowed to teach and assess learners whereas the researcher stood at the back and observe (*cf.* Chapter 4.4.4.2). documents were used to analyse observed teachers and Departmental Heads resource files. Document analysis provides the researcher with stable, written records of events and decisions made (Sugarman & Sulmasy, 2010). It was used by the researcher to analyse documents to obtain information to guide the study. Again, to structure relevant questions with information sourced from the statements acquired from the documents (*cf.* Chapter 4.4.4.3). Narrative analysis was thoroughly discussed in this section as its approach was to analyse and interpret data inductively (*cf.* Chapter 4.4.6). Features such as trustworthiness and reliability were reflected on, ensuring the strengths and weaknesses of the methodology (*cf.* Chapter 4.6.1), and ethical issues were also considered for the researcher to adhere to according to the rules of the University of South Africa on ethical issues policy (*cf.* Chapter 4.7).

### **6.2.5 Chapter 5: Summary of the Empirical Study**

The empirical study is aimed at providing an understanding of code-switching as a communicative technique enhancing teaching and assessment of Grade 4 EFAL. Chapter 5 represented the background of the participants, analysis, and interpretation of the study. Themes and sub-themes were developed based on the research question, sub-questions, and the objectives of the study, as outlined in Chapter 1. (*cf. Chapter 1.1.5*). The themes that emerged from the Semi-structured interviews were Grade 4 EFAL Departmental Heads and teachers' perceptions on learners' home language proficiency (*cf.* Chapter 5.4.1). It addressed learners' understanding of the concepts of their home language during teaching and assessment and teachers' understanding of the concepts of learners' home language in teaching and assessment. The second theme emerging from the findings was the benefits of code-switching when teaching and assessing EFAL (*cf.* Chapter 5.4.2). The sub-themes were the benefits of code-switching when teaching EFAL, the benefits of code-switching when assessing EFAL, and factors that contribute to code-switching in EFAL. Challenges of code-switching when teaching and assessing EFAL was one of the themes and the sub-themes were teachers' challenges of code-switching when teaching EFAL, teachers' challenges of code-switching when conducting an assessment, overcrowding, and infrastructure (*cf.* Chapter 5.4.3). The last theme for

the interviews was strategies that can be employed to improve teaching and assessing EFAL (*cf.* Chapter 5.4.4). The sub-themes were the integration of code-switching when designing lesson plans and the integration of code-switching when designing assessment activities (*cf.* Chapter 5.4.1- Chapter 5.4.4 & Table 5.3).

Through non-participatory observation, the researcher observed if the planning of teaching and assessment aligns with the presentation of the lesson. The following were observed by the researcher during lesson observation: Age of learners in Grade 4, how teachers used code-switching during lesson presentation, methods of code-switching used by the teachers, methods of code-switching used by the learners, learning resources used by the teacher, and learning resources used by learners, how feedback is given to learners, challenges experienced by teachers when teaching and assessing EFAL, lesson plans (teacher- or learner-centered), the teaching and assessment strategies that teachers used and overcrowding (*cf.* Chapter 5.4). Document analysis involved the analysis of teachers' resource files looking at policy documents, lesson planning and Annual Teaching Plans, assessment, and teaching strategies. In the Departmental Heads' management files, the management plans, curriculum monitoring, and support tools, intervention strategies programmes, and moderation reports were checked (*cf.* Section 5.6 Table 5.4).

## **6.2 6 Chapter 6: Synthesis of Research Findings**

The synthesis of research findings is drawn from the themes outlined in Chapter 5, the theoretical framework (*cf.* Chapter 2), and the review of the literature (*cf.* Chapter 3). The summary of the findings is linked to the literature review and the theoretical framework and the empirical study to accumulate new knowledge. The limitations and recommendations for future research are also indicated in this chapter. The following are the themes emerging from the synthesis of the research findings.

### **6.2.6.1 The Grade 4 EFAL Departmental Heads and teachers' views on home language proficiency**

The findings showed that there is no fluency of teachers in some learners' home language. In addition, some learners are not even fluent in their home language and

diverse learners are not accommodated in their multi-cultural classrooms (*cf.* Chapters 2, 3, 4, 5).

#### **6.2.6.2 Benefits of code-switching when teaching and assessing Grade 4 EFAL class**

The findings comprehend the use of code-switching to assist learners in understanding EFAL, use of code-switching for discipline, cooperative learning, and learner interaction (*cf.* Chapters 2, 3, 4, 5).

#### **6.2.6.3. Challenges of code-switching when teaching and assessing Grade 4 EFAL class**

The challenges are on the maximum use of code-switching in teaching and assessing, overcrowding where learners are above 50 in the class. The other challenge is code-switching is not effectively used when assessing learners especially written assessment. Township schools 1,2,3,4,6 have a shortage of infrastructure and schools 7 and 9 are available but not in a good state (*cf.* chapter 2, 3, 4, 5).

#### **6.2.6.4. Code-switching strategies to improve teaching and assessment of EFAL in Grade 4 class**

This theme addresses the integration of code-switching when designing lesson plans and assessment activities. The Model of code-switching EFAL application in teaching and assessing Grade 4 class was also introduced in this chapter to assist teachers and Departmental heads on the use of code-switching during teaching and assessing.

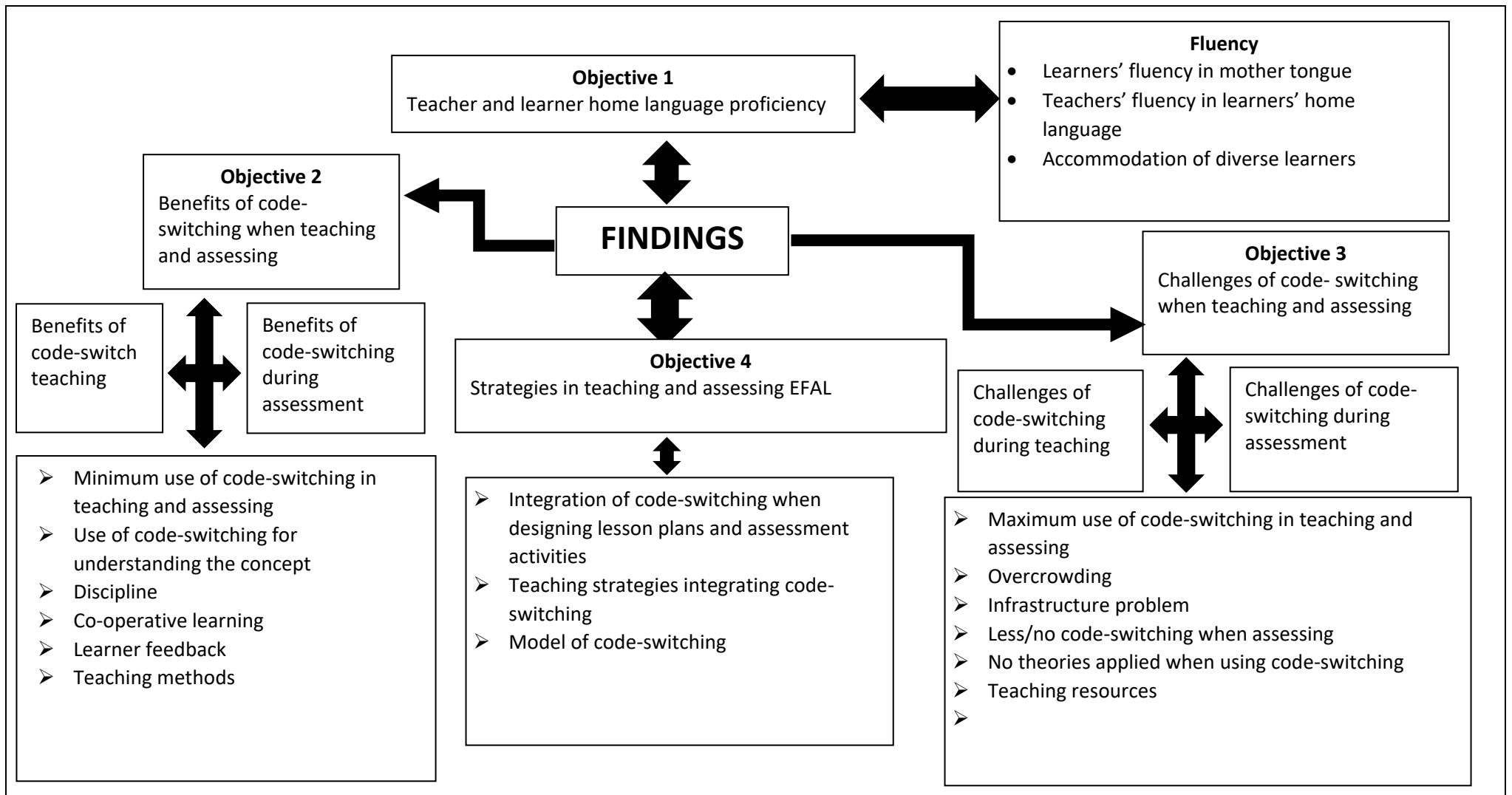
### **6.3 RESEARCH CONCLUSIONS**

The research conclusion for this study is used to answer the research question “How do Grade 4 teachers use code-switching as a communicative technique to enhance teaching and assessment of Grade 4 English First Additional Language in selected Gauteng primary schools. Based on the data that was analysed from the interviews, observations, and document analysis, the researcher positioned herself to answer all

the four research sub-questions as the building blocks to answer the main research question.

The discussion of these findings is divided into four parts. The first part deals with the Hs and teachers' views on teachers' proficiency in the Home language. The second part concerns the benefit of code-switching when teaching and assessing in Grade 4 EFAL class. The third part outlines the challenges of code-switching when teaching and assessing in Grade 4 EFAL class. The fourth part looks at code-switching strategies that can be employed to improve teaching and assessment for Learning EFAL.

The researcher extracts the illustration from Maja (2015) to showcase the findings of the study:



**Figure 6.1: The findings of the study**



The findings from the figure above are divided into three parts. Firstly, the findings address the objectives of the research and secondly, the theme from the objectives, and finally, the sub-themes which were formulated from the themes.

### **6.3.1 Finding 1: Grade 4 EFAL Departmental Heads and Teachers' Views on Home Language Proficiency**

This is the first finding to address the first research objective of the study: *To understand teachers' proficiency in Home Language*. The interviews for both teachers and Departmental Heads were conducted as part of the study and their documents were analysed, and in addition, Grade 4 EFAL teachers were also observed in practice. Ball (2009; 2011) described home language as a way people define their identity and claim their distinctiveness (*cf.* 3.3.1.) The above scholar emphasised that home language served as a foundation for all languages to build on and if learners have a solid foundation, the acquisition of other languages is facilitated. Teachers 1 and 5 (*cf.* Sub-theme 1, 5.4.1.1) were very clear that their learners speak more than two languages that resulted in them not being fluent in their home language. Fluency means learners can speak, read and write in a particular language (Aljoundi, 2015). Seifi (2014) explained that 'mother tongue' or home languages that learners use at home, comprise the linguistic skills of a child developed by the mother at home, and therefore, the language spoken by the mother is the primary language that the child would learn. The mother tongue/native/first language is what a person has learned from birth or within a critical period, where the ability to acquire a language is biologically linked to age, and thus becomes the basis for social identity (Baker, 2011). Teachers 5 and 2 during the interviews indicated that another confusion that exists within the township school environment was learners from minority African languages who suffer the consequences of not acquiring and developing their home languages. They indicated that there are learners whose home languages are not offered in schools within their proximity and they are forced to attend schools that offer different home languages from their mother tongue. This signifies that it is the home language of the school and not of the learners, which means that the home language taught at the school becomes the second language of the learners. The learners may experience difficulty in the proficiency of the language offered by the school, but one would normally find that the learner is proficient in his/her mother tongue. Teacher 8

(*cf.* Sub-theme 1, Section 5.4.1.1) from a multigrade school also added that although there only a small number of learners in her class with a maximum of 11, some of them still lack home language proficiency because the home language of the school is not the home language of the learners. Based on the statement, Howie *et al.* (2008) and van Staden *et al.* (2016) reported that the LiEP has failed to recognise the complexity of the situation in a country such as South Africa as a multi-cultural country with many schools teaching learners' home language in the Foundation Phase. However, the home language of the school thus is not necessarily the home language of all the learners. Yazici *et al.* (2010) were of the idea that schools must be aware that learners do not have the same level of mother-tongue competence, therefore, the ability to learn a second language differs, based on the level of mother tongue competency. They found that competency of mother tongue in nursery education or pre-school is very important as it could raise levels of competence in the second language and increase wider educational opportunities, as well as contributing to mutual respect, social cohesion, and harmony.

It is the researchers' view that it is important to equip pre-schools with effective resources that could assist learners in developing their home language competency at an early stage. Effective resources should not only be provided in pre-schools but also Foundation Phase classes. Township schools should also learn to understand different learners' backgrounds to assist them, and in this case, they must know that not all learners' home languages are the home language of the school. Some learners experience difficulty in language proficiency because of contextual factors, such as being foreign learners and learners from minority African languages. These learners should be identified and be given attention through intervention programmes to improve in the school-home language at Foundation Phase.

One of the crucial findings is teacher proficiency in learners' home language. Teachers' well-being and influence had been regarded as significant to learners' learning and it should be a primary objective of educational leaders. The main function of teachers is to help learners to learn effectively and efficiently. Systematic presentation of language is a requisite for teaching effectively with instruction being

conducted in a logical sequential manner. It is therefore important for teachers to be proficient in the learners' home language.

Vygotsky (1978) referred to a cognitive view of language development as being very important. He was inspired by Piaget in two ways, which were understanding the important relationship between the cultural and social environment and language learning and cognition related to language. The statement above emphasises the cognitive theory and the socio-cultural theory used in this study (*cf.* Sections 1.6; 2.5 Figure 2.2). This is considered a dynamic process since learners' cognition improves along with their interaction with people around them. Vygotsky further indicated that language acquisition is obtained through daily conversation with adults, which aligns with Cummins (1979), that learners need to first develop conversational fluency or BICS and thereafter learners will, with this foundation of basic interpersonal communication skills, develop CALP or Cognitive Academic Language Proficiency necessary for success within an academic environment. This showed that for learners to be proficient in their home language, teachers are needed to serve as a support system. Therefore, teachers need to be fluent in learners' home language.

The findings during interviews revealed that most teachers are not fluent in learners' home language. Teacher 6 (*cf.* Sub-theme 2, Section 5.4.1.1) indicated that although their school offered three home languages, this does not mean that teachers understand all the home language offered by the school. This was a concern because most teachers during the interviews specified that they code-switched to learners' home language for conceptual understanding. This concern was raised by Teacher 1 (*cf.* Sub-theme 2, Section 5.4.1.1) that his home language is isiZulu and he is from KZN where the dominant language is primarily isiZulu. The teacher, at the time of the study, was teaching EFAL to the learners whose home languages are Sepedi and Setswana. The teacher indicated that when he uses code-switching, he code-switches to his home language, which is isiZulu. He indicated that because learners are from multi-cultural backgrounds only some of them understand isiZulu. The same teacher was observed in practice and what he indicated during the interviews was experienced by the researcher during a classroom observation. The teacher code-switched to

isiZulu in a Grade 4 class in which learners' home languages were Sepedi and Setswana.

Penh (2017) explained that teachers should be proficient in the usage of the home language in the classroom to comply with this pursuit and in addition, need to be proficient in English as the LoLT and was used even as a second or additional language. He further indicated that for effective language use, teachers are expected to possess a range of pedagogical skills and knowledge to enable them to create and deliver lessons that encourage learners to acquire language, as language proficiency is a core skill required to meet learners' needs. However, Teacher 4's concern was more with the foreign learners. He indicated that teachers do not understand the home languages of foreign learners. When teachers code-switch, it is difficult for foreign learners and learners from minority languages to understand them. He indicated that most foreign learners perform poorly because of the language barrier and not necessarily because learners are struggling academically. Learners do not cope because they are exposed to many languages at the same time. For example, at home, the learner communicates in Shona/isiNdebele, but in the class, the learner must communicate in EFAL and also try to understand the home language of teachers as most of the time teachers used their home language when they code-switch. Again, during break time, the learner interacts with all learners of three home languages of the school and so they have exposure to other languages.

The researcher viewed that all teachers are not proficient in all learners' home languages, and this showed that the use of code-switching is biased as it favours other learners more than some.

### **6.3.2 Finding 2: Benefits of Code-switching when Teaching and Assessing Grade 4 EFAL**

For learning to take place, the interaction between the teacher and the learner should take place and be effective and the teacher should understand the benefits of using code-switching to teach and assess EFAL learners. Erisen *et al.* (2016) explained learning as one of the most long-running, undeniably important actions of human beings in which new knowledge, skills, and attitudes are acquired through the

experiences over various processes. Though cognitive learning theory learning is regarded as the gradual automatization of skills through stages of restructuring and linking (Mitchell, Myles & Marsden, 2013). Based on the background of the learners as alluded to in Chapter 5 (*cf.* Sections 5.4.1.1-5.4.1.2), the findings revealed that the EFAL Departmental Heads and teachers comprehend the use of code-switching to assist learners to understand EFAL concepts (*cf.* Sub-theme 1.1, 5.4.2.1: Teachers 1 & 5; HoD 2). It was highlighted that effective teaching and assessment of the language of instruction at whatever level, depends on whether or not effective communication has taken place between the teacher and the learner and this has far-reaching consequences in all educational systems (*cf.* Chapter 3, Section 3.1).

Aljoundi (2015) shifted the discussion specifically on the role of code-switching in a multi-lingual and bilingual environment where this study is based. He emphasised that code-switching cannot be used in a monolingual environment, but in a diverse background, it was found to be beneficial as a facilitating tool that teachers use to assist their learners' learning of a target language (*cf.* Chapter 3, Section 3.5). The findings concur with Niazi (2015) that code-switching eases effective communication and increases understanding and is also used to clarify concepts where there is confusion amongst learners (Vuzo, 2012). As explained by Teacher 4 (*cf.* Section 5.4.2.1), it assisted in effective communication between the teacher and the learners.

Another reason for teachers to code-switch is the low level of English vocabulary found in the Grade 4 class. Teachers revealed and emphasised during the interviews that the reason that learners do not cope in EFAL Grade 4 is that in the Foundation Phase, learners were taught in their mother tongue and Grade 4, English is introduced as the medium of instruction in all the subjects. Teachers 5 and 6 together with the Departmental Head 3 (*cf.* Sub-theme 1, 5.4.2.1) contended that learners with low levels of vocabulary need to be assisted with the use of code-switching during teaching and learning. Teacher 4 (*cf.* Section 5.4.2.1, Sub-theme 1.1) further added that code-switching is not only used for learner understanding but to clarify concepts and also control discipline during teaching and learning, which aligns with Sakaria and Priyana (2018) as they agreed that to maintain discipline in the classroom, the use of code-switching is important.

The importance of code-switching was also highlighted by Gupta (2006), where he aligned it with socio-cultural theory. He indicated that there are social processes between teachers and learners' learning, including reading and writing in EFAL. In its unique cognitive operation as well as its socio-cultural roles and functions, code-switching facilitates the incorporation of learners' life experiences and allows for learner-centered curriculum development (Van der Walt, 2013). Modupeola (2013) also concurs that code-switching is socially constructed as it encourages teachers to facilitate learners' knowledge construction in the target language, and most significantly, it enhances interpersonal interaction between learners themselves to learn from one another.

Through theoretical context, the researcher acknowledged that the use of code-switching improved learner performance in conjunction with cooperative learning and interactive learning. During observations, learners interacted socially and culturally using their home language. It showed that code-switching served as an additional resource for meeting classroom needs and understanding of their second language (*cf.* Chapter 2, Figure 2.3). Teachers applied two methods of code-switching which were inter-sentential code-switching and intra-sentential code-switching because the primary goal was to emphasise difficult concepts for learners to understand.

Furthermore, some teachers during interviews revealed that they do not only use code-switching during teaching and learning but also code-switching when they assess learners informally and during a formal oral assessment. Teachers 5 and 6 (*cf.* Sub-theme 1.2, Section 5.4.2.2) indicated that code-switched oral assessment assisted learners to interpret the questions. However, Teacher 5 (*cf.* Sub-theme 2, Section 5.4.2.2) emphasised that code-switching in written assessment is not possible since Departmental Heads moderate the tasks before their administration. Becker (2001) agreed that code-switching of oral assessment such as in story retelling provides learners with the opportunity to gain experience with the linguistic, psycholinguistic, and social-communicative aspects of two languages and to signal meaning by shifts in language. He indicated that code-switched story retelling appears to be an untapped resource. Although some teachers agreed that they use code-switching during an informal and formal oral assessment, all teachers revealed that

they do not use code-switching during a written assessment, as indicated above by Teacher 5. This was supported by Setati and Adler (2001) that teachers code-switched during teaching and learning; however, the problem arose when assessing learners, as code-switching is not applied on written assessment, which tended to disadvantage the learners.

After teaching and assessing, teachers give feedback in the form of marks, correct learners verbally or in a written form as corrections. McGlynn and Kelly (2017) explained that through assessment, teachers made a professional judgment on learners' performance in every teaching and learning session undertaken. Then translate them into feedback on the quality of individuals' work which is vital for the teaching and learning process. During the interviews with teachers and Departmental Head, Teachers 3 and 5 and Departmental Heads 3 and 4 indicated that they code-switch when giving learners feedback (*cf.* Section 5.4.2.2). Teacher 7 also expressed her views that feedback can be done in different ways, emphasising that she gives feedback orally during teaching, in the form of marks or corrections. Departmental Heads 3 and 4 agreed with both teachers that they always code-switch when giving learners feedback so that learners are better able to understand the concepts. This was evident during teaching and learning as the observed teachers code-switched when giving the learners feedback particularly if they wrongly answered the questions or during an oral assessment.

Some factors caused teachers to use code-switching during teaching and assessment; however, during the interviews, Teachers 4, 5, and 6 emphasised that the age of learners and their cognitive abilities for understanding EFAL is not the reason they code-switched. They argued that some learners of the same age group cope well in Grade 4 and their cognitive abilities are on a par with Grade 4 (*cf.* Subtheme: 5.4.2.2; Teachers 4,5 and 6).

### **6.3.3 Finding 3: Challenges of Code-Switching when Teaching and Assessing Grade 4 EFAL**

The third finding revealed that there were multiple challenges that teachers experienced when employing code-switching during teaching and assessing. This was

emphasised by Sakaria and Priyana (2018) that EFAL as the target language should be the main language taught in second language classrooms, both as a language of instruction and communication. During the interviews, most teachers revealed that although code-switching assisted them in teaching for learner understanding, it also has a negative impact on learners. Teacher 9 (*cf.* Sub-theme 2.1, 5.4.3.1) revealed that sometimes it is not about learners experiencing learning barriers in English acquisition, but about learners who are not willing to learn and concentrate when the teacher teaches in English. It seems that they are not motivated and tend to be lazy to learn English as they know that the teacher translates what is said in English to their home language. Teacher 9's statement is supported by Iqbal (2011) that sometimes learners showed a sign of laziness to learn the second language, as they waited for their teachers to code-switch. This was based on the argument by Nordin, Ali, Zubir, and Sadjirin (2013) that learners depend too much on teachers' code-switching and lose their eagerness to learn and the ability to guess and infer in new linguistic environments of the second language. Departmental Head 5 responded as follows:

*“Although teachers indicated that they use code-switching for learners’ understanding, I always advise them during grade meetings not to use code-switching during teaching and learning because at the end we want learners to understand the concepts in English. So, in the meeting, I tried to explain to teachers that code-switching is not good. As educators let us try to avoid this thing of code-switching, let us train our learners to speak English. We code-switch when teaching but during the assessment, we do not code-switch”*  
(Departmental Head 1)

The quote by Departmental Head 1 revealed that although code-switching assists, it could ultimately disadvantage the learners. Azlan and Narasuman (2015) concur with the statement above, that code-switching should be applied correctly and skilfully, to elicit a rich and detailed language content that serves as a developmental process for literacy skills for Grade 4 EFAL. If not effectively used, it can disadvantage learners in the learning of a second language. The findings revealed that code-switching should be used in a way that could develop the learner. To balance the use of code-switching, teachers should understand when to use code-switching, which means there should be a uniform way of applying the use of code-switching during teaching and



assessment, with learners being able to differentiate between the English lesson and the home language lesson. This can be done if the mother tongue is used minimally.

Teacher 5 and Teacher 6 (*cf.* Sub-theme 1.2, Section 5.4.2.2) agreed that they code-switch when they assess informal and formal oral assessment. In contrast Teachers 8 and 9 and Head of Department 1 (*cf.* Sub-theme 2, Section 5.4.3.2) disagreed that it is not possible to code-switch when assessing learners. Departmental Head 1 argued that although you code-switch to give learners instructions, learners are unable to carry out instructions as they struggle to understand questions in English as a medium of instruction. She pointed out that teachers should teach and assess learners in English. Teachers 8 and 9 added that the use of code-switching when assessing learners resulted in learners answering English activities in their mother tongue. Yevudey (2014) maintained that in oral assessment, teachers code-switch when they ask learners oral questions; however, they did not allow learners to answer in their home language. Al-Adnani and Elyas (2017) agreed with Yevudey (2014) that teachers often code-switch to make learners understand the content; however, this solution has created another problem as learners understand when teachers code-switch but in assessment, all test and examinations are set in English and learners have to answer in English. Ariffin and Husain (2011) indicated that to reformulate the concepts in the learners' mother tongue, learners need to receive and produce the content in English as it is the language in which they will be assessed. Therefore, the practice of code-switching in class might jeopardise learners' ability to answer examination questions in pure English. The researcher suggests that if teachers code-switch when teaching then they should also code-switch when assessing learners. In this case, planning is needed on when to code-switch during teaching and when to code-switch during assessing.

Another challenge mentioned by the teachers and the Departmental Heads that forced teachers to code-switch was the language taught in the Foundation Phase, which is learners' home language. Teachers 5 and 6 (*cf.* Sub-theme 3, Section 5.4.3.3) argued that learners in Grade 4 struggled with EFAL because of their background of being taught in their mother tongue in the Foundation Phase. They further indicated that when learners moved into the new environment of Grade 4 they are taught by many teachers and have to learn an increased number of subjects as compared to

Foundation Phase where they were used to one teacher and fewer subjects. Potgieter and Anthonissan (2017) argued that the Language in Education Policy (LiEP) in South Africa stipulates that children should start learning at school in their home language until Grade 3 and the language of instruction for all subjects undergoes a change in Grade 4 from an indigenous African language to English, which means that more than 80% of South African pupils learn in a language that differs to their home language, the reason being that learners should master their home language first before they can be introduced to other languages. Although in practice the majority of the learners struggled with the acquisition of EFAL as a language of instruction, it was found beneficial for the learners to learn in their home language in the Foundation Phase to have a solid foundation to acquire and develop the second language (Potgieter & Anthonissan, 2017; Yazici *et al.*, 2010) in Grade 4.

Most teachers revealed during the interviews that lack of teaching resources forced them to use code-switching. Teacher 4 responded as follows:

*“Sometimes the SMT is disadvantaging us as teachers, they want us to improvise with the resources to teach our learners. Sometimes we use our own money to buy charts, they indicated that the money from section 21 is reinvested for a specific activity, which means they cannot use money budgeted for maintenance to buy teaching resources. To increase learner vocabulary, readers must be used, but if you experienced a shortage of readers, it is difficult to teach the learners reading and word recognition.”* (Teacher 4)

Teachers 6, 5, 4, and 1 revealed that if schools are provided with relevant resources to teach EFAL in Grade 4, use of code-switching could have been used minimally (*cf.* Subtheme 3, Section 5.4.3.1). Teacher 6 stated that lack of resources such as readers, charts, and words charts, which are vitally important in introducing new topics to the learners, is an issue. She further indicated that to some extent they use their own money to acquire relevant resources (*cf.* Subtheme 3, Section 5.4.3.1). Teacher 5 stated that although sometimes the school provides the resources for EFAL, there are not always enough to cater to all learners. Teacher 1 supported Teacher 5 indicating that due to overcrowding, the resources bought by the school are insufficient for all

learners. All teachers stressed that concrete objects and pictures are relevant to introduce and teach learners EFAL.

Teachers during interviews further highlighted overcrowding of learners in their Grade 4 classes (*cf.* Chapter 5, Table 5.2). Teacher 3 (*cf.* Sub-theme 4, Section 5.4.3.2,) agreed that there are 53, 54, and 62 learners in the respective Grade 4 classes that she taught. This was supported by Teacher 8 from an inclusive school, where most of their learners are experiencing learning barriers. Teacher 8 indicated that there are more than 40 Grade 4 learners in each class, and it is difficult to attend to them individually. All educators agreed that it is difficult for them to implement intervention programmes that could assist in addressing the individual needs of learners. The statement above was supported by Setati and Adler (2001) that overcrowding in South African township schools overwhelms teachers, and it is difficult for learners to learn and for teachers to teach language in a primary classroom where there are relatively large numbers of learners (50+) because of the township. The findings revealed that although the teachers code-switched during teaching, the problem arises when assessing learners, as code-switching is not applied, which disadvantages the learners. Based on classroom observation, the researcher agreed with teachers and most of the scholars that the number of learners in the class is alarming as the National Education Policy Act and South African School Act stated that learner teacher ratio in primary school is 1:40 and in the secondary is 1:35 (Government Gazette 33426/2011). The observation showed that teachers do not have access to move around their classes to address the needs of learners and finally when going through learners' books, there was no evidence of code-switching in the assessments.

Another challenge experienced by the teachers was not only overcrowding of learners but also the infrastructure of their schools. Teachers complained that the infrastructure of their schools is under severe pressure due to overcrowding of learners. The interviews revealed that infrastructure is a problem in the schools were oversubscribed, there are not enough built classrooms and even though the Department has supplemented these with mobile classrooms, there were still overcrowded classes. It showed that this is an additional factor that resulted in affecting Grade 4 learners. CAPS is a learner-centered curriculum, and it is difficult for

learners to conduct group assessments, working in collaboration at their own pace to construct knowledge. Even if teachers apply code-switching when teaching and assessing, learners cannot concentrate because classes are so small. Teachers highlighted that limited infrastructure constrains the quality of education because the classroom environment is not conducive to teaching and learning and assessment. It was indicated by Teacher 9 (*cf.* Sub-theme 5, Section 5.4.3.5) that learners cannot move around freely in the classroom and learn from one another. This was also observed by the researcher that most of the public primary schools are old and need renovation and are no longer equipped to cater to the needs of the escalating school population. In many instances, mobile classrooms have been delivered to several schools, but it seems that they are small and do not address the problem of overcrowding.

#### **6.3.4 Finding 4: Strategies to Improve Teaching and Assessment of EFAL in Grade 4**

The findings for the fourth objective revealed that most of the teachers and Departmental Heads interviewed in this study only considered strategies to improve teaching and learning and not strategies to improve assessment. The question-and-answer methods were one of the strategies used by teachers to attract learners to concentrate and be engaged in the study (*cf.* Subtheme 1, Section 5.4.4.1). Teacher 3 (*cf.* Sub-theme 1, Section 5.4.4.1) also revealed that the most effective strategy is the use of concrete objects and pictures as these are similar strategies used in the Foundation Phase. The strategies would support the theories for this study where the social constructivism perspective demonstrated that learners construct their knowledge individually and collectively, whereas the socio-cultural theory addressed language as a tool that can assist learners to construct their knowledge and experiences. Cognitive learning theory revealed the functionality of the mind (*cf.* 2.7). However, a difference was noted between what the teachers reported and what is found from the literature. Uys and Van Dulm (2011) indicated that the code-switching strategy to improve teaching and learning should be used when teachers discipline the learners as it helps to facilitate the flow of classroom instruction. They further argue that teachers should not have to spend much time trying to explain to the learners or searching for the simplest words to clarify any confusion that might arise. Teachers

code-switch when the level of English used in the textbook or the concepts to be taught are beyond the learner's ability or when the teachers have exhausted the means to adjust the speech to the learner's level (Grant & Nguyen, 2017). The researcher agreed that code-switching strategies if used effectively and not excessively, can improve the development of learners' second language. Few teachers during classroom observation used charts and pictures when presenting their lesson and others were using textbooks.

During the scrutiny of teachers' documents and through observing teachers in practice, it was clear that teachers were not presenting their lessons according to their lesson plans, as in the lesson plans, nothing addressed the practice of code-switching. The same applied with assessment activities, as there was no evidence of code-switching being used in assessment tasks set by teachers; however, teachers revealed during interviews that when they assess oral and informally, they code-switch (*cf.* Subtheme 1.1, Section 5.4.2.1, Teachers 1 and 5, Departmental Head 2).

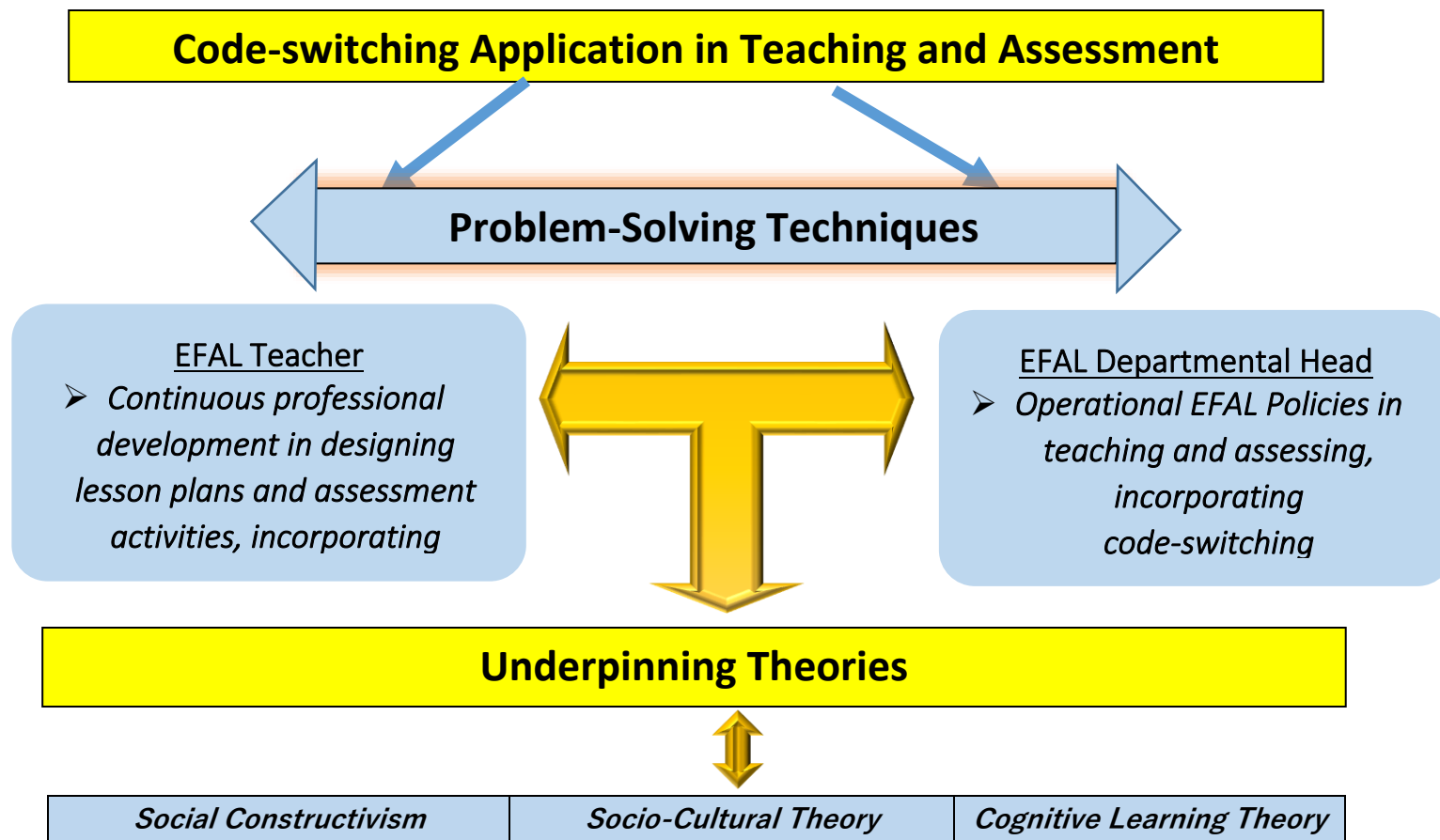
Analysis of the CAPS document for EFAL at Grade 4 level indicated that the aim is to "equip learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills, and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country" (DBE, 2001:4). For this aim to be achieved, learners need to acquire and develop language proficiency as this is the form of communication. To ensure that language at Grade 4 level is being developed, the curriculum has been packaged according to skills such as listening and speaking, reading and viewing, writing and presenting, and language structures and conventions.

Teachers must teach and learners listen. It was noted that listening and speaking are central to learning in all subjects especially in a transitional class like Grade 4. If teachers minimally used code-switching during teaching and assessment, through effective listening and speaking, learners would collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Teachers need to train learners to be critical listeners, and learners listened when they understand that is why code-switching should be applied. Critical listening skills enable learners

to recognise values and attitudes embedded in texts and to challenge biased and manipulative language. Well-developed reading and viewing skills are central to successful learning across the curriculum. Through classroom and independent reading, learners become critical and creative thinkers. Training on how to conduct group and individual reading is important for the learners

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. The effective use of code-switching can assist learners to understand the concepts and be engaged in their work. Most learners are not committed to their work because they do not understand the concepts. Frequent writing practice across a variety of contexts, tasks, and subjects enables learners to communicate functionally and creatively. Writing, which is appropriately scaffolded using writing frames, produces competent, versatile writers who will be able to use their skills to develop and present appropriate written, visual, and multi-media texts for a variety of purposes. In Grade 4, First Additional Language learners need careful support and guidance to develop the skills of producing sustained written text. Learners learn how Language Structures and Conventions are used and will develop a shared language for talking about language so that they can evaluate their own and other texts critically in terms of meaning, effectiveness, and accuracy. They will also be able to use this knowledge to experiment with language to build meaning from word and sentence levels to whole texts and to see how a text and its context are related. Through teachers' use of code-switching during teaching and assessment learners can interact with a variety of texts and extend their use of vocabulary and correctly apply their understanding of Language Structures and Conventions (CAPS, 2011).

Based on the findings of the study to address code-switching as a communicative technique in teaching and assessing Grade 4 EFAL, the researcher has developed a model of code-switching for EFAL application in the Grade 4 class, to address the use of code-switching as a strategy.



(Lebesa, 2020)

**Figure 6.2: Model of code-switching application for EFAL teaching and assessment**

The model depicts the application of code-switching as a communication technique in teaching and assessing Grade 4 EFAL teachers which addresses the main topic of the study. For learners to improve in the acquisition of EFAL in Grade 4, teacher practice through continuous professional development should result in the designing of code-switched lesson plans and assessment activities. The minimal use of code-switching should be practiced. Teachers should understand what, when, and how to code-switch. The Departmental Heads should support teachers through the mediation of EFAL policies in teaching and assessment and also assist teachers with the development of integrated lesson plans and assessment activities.

Supported by theories of social constructivism, socio-cultural theory, and cognitive learning theory (*cf.* Chapter 2), teachers interact with learners to understand their cultural background and their intellectual abilities which scaffolds learners in the acquisition and development of EFAL. The model should be applied uniformly by all the EFAL teachers to ensure consistency in all the schools.

## **6.4 RECOMMENDATIONS**

The findings emerging from this study have revealed gaps in the teaching and assessment of EFAL at the Grade 4 level and these have led to the recommendations being offered. The researcher's experiences, the literature study, and the empirical research have resulted in the following suggestions that can be implemented to improve the use of code-switching in teaching and assessment: These suggestions are directed to the Grade 4 EFAL teachers, Grade 4 EFAL Departmental Heads, and the schools.

### **6.4.1 Recommendation to Teachers**

It is recommended that teachers should understand the theories that underpin the use of code-switching in teaching and assessment of Grade 4 EFAL learners and the application thereof. This could be addressed by aspects such as an arrangement of learners in the classroom that promotes cooperative learning amongst learners. Through cooperative learning, learners will learn from one another culturally,



cognitively and interact positively as communication in either home language or EFAL will assist in the development of language.

It is recommended that EFAL teachers should be trained on how to implement different methods of code-switching during teaching and assessment to ensure that all Grade 4 learners are allowed to acquire and develop English as a second language, as this becomes the language of learning throughout their schooling years. The use of code-switching should start with planning. Teachers should integrate code-switching when planning their lessons and their assessment activities. Teachers should include a glossary of words to be code-switched during a teaching in their lesson plans and also address which part of assessment activities are to be code-switched for learners to be able to interpret the questions.

EFAL teachers should always make sure that the lesson plans and Annual Teaching Plans are implemented fairly and daily. The content of the lesson plan should be deliberated to the core. Teachers should share ideas in developing constructive lesson plans. Again, the lesson plans from the district should serve as exemplars that must not hinder teachers in their creativity and innovation in designing and developing the most appropriate lesson plans. The same applies to assessment planning with teachers design assessment tasks and assessment tools that complement the lessons as assessment is an intrinsic part of the teaching and learning process. Assessment tasks should be derived from the content of the Annual Teaching Plan with learners and parents being informed of the assessment programme at the beginning of every term.

It is also recommended that EFAL teachers be trained to teach EFAL learners and present EFAL lessons using a wide range of resources and strategies such as gestures, pictures, role plays, demonstrations, presentation, and usage of concrete objects. This will assist teachers to use code-switching minimally as learners would learn from the concrete objects. Since learners have moved up into the Intermediate Phase from the Foundation Phase with a lack of EFAL vocabulary, emphasis on introducing phonics more often and creating a dictionary can assist learners to increase their vocabulary. Visual and auditory learning assist learners to understand

quickly as they learn practically. Again, teachers should share ideas with their colleagues to develop one another. This can be done through classroom observations, demonstrations, and presentations of EFAL lessons by experienced teachers. Teachers who create a favourable learning environment find that their learners are motivated and interested in participating in the lessons. A learning curve for the researcher is that creating an effective learning environment that is conducive to teaching results with good learner performance. It is also recommended that to maintain the use of the target language in the classrooms, teachers have to use code-switching minimally and act as the role model of using the target language at the level of learners. As a role model, learners observe what the teacher is doing and tries to imitate her/him

It is recommended that continuous capacity on how to implement CAPS would serve as a way to remind teachers on how to address the components of language which are listening and speaking, reading and viewing, writing and presentation, and language structure and conventions. Teachers should always be in line with the policy in terms of teaching and assessment. After every administration of the assessment, teachers should always give feedback to learners in the form of mark allocation, comments, and most importantly through corrections. This will assist learners in understanding where mistakes have been made and during interactions with learners, verbal feedback with possible code-switching so that the learner can learn from the mistake and move forward.

In line with the findings, the teachers must understand the level of Grade 4 EFAL understanding since learners are from the Foundation phase. This will help the teacher what, how, and when to code-switch when teaching and assessing. This becomes possible if teachers conduct a diagnostic assessment at the beginning of the year. It is therefore important and also recommended that training be conducted on how to come up with a diagnostic assessment. The diagnostic assessment not only addresses how, when should teachers use code-switching but also assist them to design intervention programmes that would assist learners. Diagnostic analysis assists teachers in identifying the actual problems that learners experience. Individual intervention strategies would assist the teacher in addressing problems as per

individual learner needs. Teachers should also be trained on how to apply the Barret Taxonomy of cognitive and affective Dimension (Gocer,2014) which would ensure that questions on learner assessment are framed so that different levels of understanding are assessed. This means that the assessment is guided to be at the level of Grade 4 and not above or below.

It is further recommended that teachers are trained as managers of their classes. Teachers should be firm and content to manage their classes concerning discipline, cleanliness, and punctuality. Teachers should train learners on toilet routine as more learners lost contact time by going out to the toilet. It is suggested that classroom rules be introduced to guide learners in the class. Any misconduct by the learners, the teacher should refer learners to the classroom rules. They should be placed at the front where they are accessible to all learners.

It is also recommended that teachers introduce an EFAL library corner in the classrooms. All English phonics, charts, vocabulary should be displayed to promote incidental reading, and where the class is spacious, teachers should display readers. Since learners' working pace is not the same, those who finish early should go to the reading corner and read. In addition, reading should be extended to parents assisting their children. The teacher should keep a reading record of every learner which will assist parents in participating in their children's education. More learning strategies reduce the use of code-switching when teaching and assessing.

#### **6.4.2 Recommendation to Departmental Heads**

It is recommended that the Departmental Heads support teachers by not only monitoring their work but also conducting teacher development training within the school through the Integrated Quality Management System (IQMS). The system is used by schools to develop teachers after identifying their areas for development. Delegation of experienced teachers can assist in developing and supporting new teachers. Departmental Heads must extend their training to make sure that the use of code-switching when teaching and assessing are minimal. Teachers should not only be supported but also be motivated. The Departmental Heads should motivate teachers by introducing awards for the performance of teachers. In that case, every

teacher would work harder to be the best. Again, the language policy should be revised where during the language period, learners communicate strictly in English as practice makes perfect and also address the use of code switching to teach and assess for teachers to be more uniform on the application of code-switching.

#### **6.4.2 Recommendation to Schools**

It is recommended that schools should consider the language policy of the school when appointing new teachers. If the school has three home languages, the home language of the newly appointed teachers must be amongst the three languages offered by the school. EFAL teachers should teach EFAL in the grade where the home language of learners is similar to that of the EFAL teacher. This would assist if the teacher wants to code-switch to the learner's home language. Foundation Phase teachers should be proficient in the home language of the learners.

It is also recommended that relevant teaching resources for EFAL should be available to build a solid foundation of language development from the level of Grade R onwards. The teaching resources should be available to assist the teachers in using different teaching methodology like role play, dramatisation, and game-playing learning. If learners acquire a good vocabulary in their home language, the transition to learning the second language is facilitated for that learner. Resources such as readers, pictures, words charts, flash charts, and objects are important in EFAL lessons and the school should ensure that they are readily available.

It is recommended that if learners' home languages differ from the ones offered at school, the school should interact with the parents and make them aware of the disadvantages that may result. The school through parents' meetings should explain to parents about learners' barriers in EFAL.

It is also recommended that the school consider the admission policy where the teacher learner ratio is 1: 40. If the school experiences overcrowding, the SGB should inform the District to address the problem of overcrowding through a letter so that the school is assisted with mobile classrooms.

Some schools have unused libraries and classrooms. It is recommended that schools ensure that libraries are functional, and a teacher-librarian is chosen to control the management of borrowing and returning of books. The culture of reading should be instilled in all learners through organising literacy activities such as reading competitions. If the school does not have a library or extra class, the SGB should apply for a mobile classroom or the fundraising committee of the school to raise funds through donations to build a library. Parental involvement is vital in this regard and they should become involved in developing the literacy, whether it is the home language or English, by becoming involved in formal and informal literacy activities with their children such as reading a story to the child or when working with the child on reading and writing activities.

It is also recommended that the SGB of schools with poor infrastructure, communicate the problem to the District under Infrastructure Directorate to apply for mobile classrooms. The functionality of the SGB is of utmost importance in ensuring that the school runs smoothly.

## **6.5 SUGGESTIONS FOR FURTHER RESEARCH**

Although the research was based at school where teachers and Departmental Heads provided the information through interviews, observation, and document analysis. Further research should be conducted on how the district supports the EFAL teachers and Departmental Heads.

## **6.6 LIMITATIONS OF THE STUDY**

Limitations can be defined as shortcomings of the research findings that a researcher could not control (Simon, 2011). The findings of this study are based on responses of nine Grade 4 EFAL teachers from nine districts and five Departmental Heads from five districts who were interviewed in this research. Five teachers were also observed in practice and their documents were analysed. The Departmental Heads' documents were also analysed. It is also noted that this research was conducted in Gauteng Province (a case study), one out of the nine provinces in South Africa. Considering the number of participants for the study, it makes it impossible to project the findings onto

larger populations. Therefore, the findings of this study cannot be generalised because purposive and convenience samplings were used for this study

Although the interviewed teachers indicated that they all use code-switching when they teach and assess learners, it was not implemented in some EFAL classes; since the case study does not generalise the findings, there might be some teachers in other Grade 4 classes who do not use code-switching when they teach as they have different strategies to apply. Again, the sample of this study only concentrated on purposive and convenience samplings in one grade in the Intermediate Phase and was limited only to one site. This study is limited to a qualitative perspective only; however, if a mixed-methods approach had been employed, the study could have gathered more data than qualitative research.

## **6.7 A FINAL WORD**

The researcher, as a teacher herself, more than the Provincial coordinator ventured in this journey to understand the transition that the Grade 4 EFAL learners face in moving from the Foundation Phase where Home language is the medium of instruction. It is during this study where the researcher realised the challenges that Grade 4 teachers and Departmental Heads face. Grade 4 learners encounter a transition as they experience a greater number of subjects and more faces at a time as compared to Grade 3 class where they were only taught by one teacher. The very learners are from multi-lingual backgrounds therefore they are not fluent in their home language and a new language is introduced as the medium of instruction in which they experience barriers. The frustrated teachers end up using code-switching to assist learners in understanding concepts, which is not included in policy guidelines. The researcher realised that Grade 4 learners are at a stage of confusion and need an effective working relationship amongst all stakeholders to assist in overcoming the problem. It was through this study where the researcher realised that to produce learners that can compete internationally, quality education is needed. This can be done by considering the amendment of the EFAL policy to include the use of code-switching in teaching and assessment EFAL at a minimal rate. The working collaboration, commitment, and willingness to contribute to society by all stakeholders can assist in producing the best citizens of the country. Lessons learned from the literature and through the participants

of the study allowed the researcher to deepen her knowledge and to look at Grade 4 teachers from a different perspective onwards. It is the researcher's view that this thesis "*Code-switching: A communicative technique enhancing teaching and assessment of Grade 4 English First Additional Language in selected Gauteng Primary Schools*" serve as a foundation to understand the experience of Grade 4 EFAL teachers in teaching and assessing Grade 4 class of the multi-cultural background.

*"What matters is not to know the world but to change it"*

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## APPENDICES

### APPENDIX A: Requisition letter to Gauteng Department of Education

Enquiries: M.K Lebesa

Contact: 082 767 1340

758 Malatja Street

Spruitview

Germiston

1431

07 September 2019

The Head of Department

Gauteng Department of Education

6 Hollard Street, Johannesburg

2000

**Dear: Sir/Madam**

#### REQUEST FOR PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH

My name is Mabel Kgomotso Lebesa and I am researching under the supervision of Dr. Ailwei

Solomon Mawela, a lecturer in the Department of Curriculum and Instructional Studies towards a Doctoral Degree at the University of South Africa. We have no funding to sponsor this study. We are requesting permission to participate in a study entitled "Exploring Grade 4 teachers' views regarding the use of code-switching as a communicative technique enhancing teaching and assessment in English Grade 4 Gauteng selected primary schools" The purpose of this study is to explore Grade four teachers' views regarding the use of code-switching in teaching and assessing Grade 4 learners' in Gauteng selected primary schools in South Africa. This case study will consist of five (n=9) Grade four EFAL teachers from five (n=9) primary schools and five (n=5) Grade four EFAL Head of Department from five of the nine schools. A total of nine (n=5) EFAL teachers are sampled in each of the five (n=9) primary schools. Participants are expected to respond to the face-face semi-structured interview questions, which will be followed by document analysis and observation. To gather information, a tape recorder and take notes will be used by the researcher and will be transcribed later.

Participating in this study is voluntary and participants are under no obligation to consent to participation. Participants will be given the consent form to read and sign before participating. They are at liberty to can withdraw at any time and without giving a reason. There are no attached promises or benefits for the participants and participation in the study is voluntary. The researcher does not anticipate any harm or negative consequences for the participant in this study. However, if any unforeseen harm or negative consequences may take place, such, will be reported to the relevant stakeholders such as the UNISA Ethics Committee and the Gauteng Department of Education through a written report.

Participants' names will not be recorded anywhere and no one will be able to connect participants to the answers you give. Answers will be given a code number or a pseudonym and participants will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. A report of the study may also be submitted for publication, but individual participants will not be identifiable in such a report.

Hard copies of participants' answers will be stored by the researcher for five years in a locked cupboard/filing cabinet at the supervisor's office for future research or academic purposes; electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. If necessary, hard copies will be shredded, and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme

This study has received written approval from the Research Ethics Review Committee of the CEDU research ethics, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish. If you would like to be informed of the final research findings, please contact Mabel Kgomotso Lebesa at 082 767 2340 or email [lebesakgomotso1@gmail.com](mailto:lebesakgomotso1@gmail.com). The findings are accessible for three years. Should you have concerns about how the research has been conducted, you may contact Dr. AS Mawela at 0124294381 or email: [mawelas@unisa.ac.za](mailto:mawelas@unisa.ac.za)

Hoping that you find this in order.

Yours faithfully



Lebesa M.K

08/09/ 2019

## APPENDIX B: Gauteng Department of Education approval letter



### GAUTENG PROVINCE

Department: Education  
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2


#### GDE RESEARCH APPROVAL LETTER

<b>Date:</b>	<b>04 December 2019</b>
<b>Validity of Research Approval:</b>	<b>10 February 2020 – 30 September 2020 2019/349</b>
<b>Name of Researcher:</b>	<b>Lebesa M.K</b>
<b>Address of Researcher:</b>	<b>758 Malatja Street Spruitview Germiston, 1341</b>
<b>Telephone Number:</b>	<b>082 767 1340</b>
<b>Email address:</b>	<b>lebesakgomotso1@gmail.com</b>
<b>Research Topic:</b>	<b>Code Switching: communication technique that enhance teaching and assessing EFAL Grade 4 learners in selected Gauteng Primary Schools.</b>
<b>Type of qualification</b>	<b>PhD in Curriculum Studies</b>
<b>Number and type of schools:</b>	<b>Five Primary Schools</b>
<b>District/s/HO</b>	<b>Gauteng East, Johannesburg South, Tshwane North, Ekurhuleni South and Johannesburg Central.</b>

#### ***Re: Approval in Respect of Request to Conduct Research***

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

 04/12/2019

1

Making education a societal priority

## APPENDIX C: Requisition letter to school principals of Gauteng Department of Education

Enquiries: M.K Lebesa

Contact: 082 767 1340

758 Malatja Street

Spruitview

Germiston

1431

07 September 2019

The SGB and the Principal

School A Primary School

Johannesburg

2000

**Dear: Sir/Madam**

### REQUEST FOR PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH

My name is Mabel Kgomotso Lebesa and I am researching under the supervision of Dr. Ailwei

Solomon Mawela, a lecturer in the Department of Curriculum and Instructional Studies towards a Doctoral Degree at the University of South Africa. We have no funding to sponsor this study. We are requesting permission to participate in a study entitled "Exploring Grade 4 teachers' views regarding the use of code-switching as a communicative technique enhancing teaching and assessment in English Grade 4 Gauteng selected primary schools" The purpose of this study is to explore Grade four teachers' views regarding the use of code-switching in teaching and assessing Grade 4 learners' in Gauteng selected primary schools in South Africa. This case study will consist of five (n=5) Grade four EFAL teachers from five (n=5) primary schools and five (n=5) Grade four EFAL Head of Department from five (n=5) from the same schools. A total of five (n=5) EFAL teachers are sampled in each of the five (n=5) primary schools. Participants are expected to respond to the face-face semi-structured interview questions, which will be followed by document analysis and observation. To gather information, a tape recorder and take notes will be used by the researcher and will be transcribed later.

Participating in this study is voluntary and participants are under no obligation to consent to participation. Participants will be given the consent form to read and sign before participating. They are at liberty to can withdraw at any time and without giving a reason. There are no attached promises or benefits for the participants and participation in the study is voluntary. The researcher does not anticipate any harm or negative consequences for the participant in this study. However, if any unforeseen harm or negative consequences may take place, such, will be reported to the relevant stakeholders such as the UNISA Ethics Committee and the Gauteng Department of Education through a written report.



Participants' names will not be recorded anywhere, and no one will be able to connect participants to the answers you give. Answers will be given a code number, or a pseudonym and participants will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. A report of the study may also be submitted for publication, but individual participants will not be identifiable in such a report.

Hard copies of participants' answers will be stored by the researcher for five years in a locked cupboard/filing cabinet at the supervisor's office for future research or academic purposes; electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. If necessary, hard copies will be shredded, and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme

This study has received written approval from the Research Ethics Review Committee of the CEDU research ethics, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish. If you would like to be informed of the final research findings, please contact Mabel Kgomotso Lebesa at 082 767 2340 or email [lebesakgomotso1@gmail.com](mailto:lebesakgomotso1@gmail.com). The findings are accessible for three years. Should you have concerns about how the research has been conducted, you may contact Dr. AS Mawela at 0124294381 or email: [mawelas@unisa.ac.za](mailto:mawelas@unisa.ac.za)

Hoping that you find this in order.

Yours faithfully

A handwritten signature in black ink, appearing to read 'M. Klebesa', with a stylized flourish at the end.

M.KLebesa

2019 September 2019

## APPENDIX D: Participation information sheet

**Title: Code-Switching: ‘Communicative technique enhancing teaching and assessment in English Grade 4 selected Gauteng primary Schools’**

**Dear Prospective Participant**

My name is Mabel Kgomotso Lebesa and I am researching with Dr. A.S Mawela, a lecturer in the Department of Curriculum Studies towards a Doctoral Degree in Curriculum Studies at the University of South Africa. We are inviting you to participate in a study entitled **“Code-switching as a communicative technique enhancing teaching and assessment in English Grade 4 Gauteng selected primary Schools”**

**WHAT IS THE PURPOSE OF THE STUDY?**

**I am conducting a study:**

To understand the theories that foreground Code-Switching as communicative teaching and assessment technique to enhance learners’ performance in EFAL. To find out whether teachers integrate Code-Switching when designing EFAL lesson plans and assessment activities?

To find out the benefits of using Code-switching in teaching and assessment of EFAL in Grade 4 class? To find out the challenges of using Code-Switching in the teaching and assessment of EFAL? To find out the strategies they used to improve teachers’ proficiency regarding teaching progressed learners in primary schools.

This study is expected to collect important information that could assist in the use of code-switching in teaching and assessing Grade 4 EFAL learners in nine selected schools in Gauteng Province. The research through this study envisages determining that Grade 4 learners can perform if code-switching is used in teaching and assessing. This study could also outline how other countries have dealt with the use of Code-switching when they teach and assess learners in Grade 4 EFAL classes. Teachers’ views on the use of code-switching in teaching and assessing Grade 4 EFAL learners will be revealed and the benefit and challenges they experience will also be shared through this study. One major intention of this study is to ensure that after discovering how best Grade 4 learners can be assisted, a proposal for the use of code-switching in EFAL should be part of the policy.

The study will also look at what other teachers from other parts of the world are saying about the use of code-switching in teaching and assessing Grade 4 learners. Lastly, the study envisages seeing teachers coming with varied approaches that will allow learners to use code-switching as willing recipients and participants.

**WHY AM I BEING INVITED TO PARTICIPATE?**

You are invited to participate in this study because of your role as a teacher at school with the experience of teaching EFAL in Grade 4 class for the previous years. I got your contacts from the District Curriculum Implementation Unit.

**WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?**

All participants taking part in this study will respond to a semi-structured interview, gather information, and give feedback within seven days after the interview of the participants. Face-to-face interviews for about forty-five minutes will be conducted where the researcher would get clarity from the participants so that the correct meaning and information may be analyzed. A structured questionnaire is attached as an annexure.

#### **CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?**

Participation is voluntary and there is no penalty or loss of benefit for withdrawing from participating even when consent to participate was given. If you do decide to take part, you will be given an information sheet to keep and be asked to sign a written consent form. Should you wish to withdraw from the study, you can do so without giving some reasons, however, all participants who have already received the structured questionnaires with their names attached may be required to complete the study as much work would have been done and their data given to the researcher used to complete the study, even so, it remains the responsibility of the researcher to anonymise all participants' data.

#### **WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?**

The potential benefits of this study will be to share challenges with other educators, empower each with different approaches and strategies that would assist all participants in dealing with teaching and assessing Grade 4 learners, and improving EFAL performance.

#### **ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THIS RESEARCH PROJECT?**

The researcher chose to conduct the study in this area because of its proximity to the place of work and it will be easy to access and not costly, therefore the researcher does not foresee any risk since this study concerns their daily work, however, participants should prepare an inconvenience concerning sharing more of their time to this regard.

#### **ALL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?**

All the participants have the right to insist that their names not be recorded anywhere and that no one, apart from the researcher and identified members of the research study will know their involvement in this research, however, the researcher assures all of the participants to maintain the confidentiality of all data gathered including their details. The participants should, however, note that their valuable input to this research study may be used in a research report, journal article, and conference proceedings.

#### **HOW WILL THE RESEARCHER PROTECT THE SECURITY OF DATA?**

Hard copies of your answers will be stored by the researcher in a study room at home for five years in the locked cabinet and this will be saved for future research and academic purposes, electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics Reviews and approval if applicable. As a means of destroying data kept, hard copies will be shredded and electronic copies permanently deleted from the hard drive through the use of the relevant software programme.

#### **WILL I RECEIVE PAYMENT OR ANY INCENTIVE FOR PARTICIPATING IN THIS STUDY?**

There shall be no payment or incentive that participants shall receive however the participants are urged to use this exercise as an opportunity for their personal development

### **HAS THE STUDY RECEIVED ETHICS APPROVAL?**

This study has received ethical approval.

### **HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?**

If you would like to be informed of the final research findings, please contact Mabel Kgomotso Lebesa on 082 767 1340 or email her at [lebesakgomotso1@gmail.com](mailto:lebesakgomotso1@gmail.com). Should you require further information or want to contact the researcher about any aspect of this study, please contact Mabel Kgomotso Lebesa at, 082 767 1340 or [lebesakgomotso1@gmail.com](mailto:lebesakgomotso1@gmail.com). Should you have concerns about how the research has been conducted, you may contact Dr. A.S Mawela at 012 429 4381 or send him an email at [mawelas@unisa.ac.za](mailto:mawelas@unisa.ac.za).

Thank you for taking the time to read this information sheet and for participating in this study.



Mabel Kgomotso Lebesa

08/09/2019

**APPENDIX E: Participants' consent letter**

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 my 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 I 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.

I agree with the recording of the semi-structured questionnaire I am going to respond to. I have received a signed copy of the informed consent agreement.

Participant Name and Surname (please print) \_\_\_\_\_  
\_\_\_\_\_

Participant Signature

Date

Researcher's Name & Surname (please print) Mabel Kgomotso Lebesa

  
\_\_\_\_\_

2019/09/08  
\_\_\_\_\_

Researchers' Signature

Date

**APPENDIX F - Semi-structured interview schedule**

**Title: “Code-Switching: Communicative technique enhancing teaching and assessment in English Grade 4 Gauteng selected primary schools.”**

**A. Participant Bibliography**

1. What is your highest teaching qualification?

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---

2. Which Grade and subject do you teach at school?

---

---

3. Indicate the number of your teaching experience?

---

---

**B. Teaching Approaches (Teachers)**

1. What do you understand by code-switching in teaching and assessing EFAL?

---

---

2. Do you support the idea of code-switching when teaching and assessing EFAL in Grade 4 class?

---

---

3. When do you code-switch during the teaching of EFAL in Grade 4?

---

---

4. What is your opinion/experience regarding code-switching when assessing Grade 4 learners?

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---

5. As a Departmental Head of EFAL do you support teachers' code-switching during teaching and learning?

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---

---

6. Do EFAL teachers in your department code-switch?

---

---

7. When moderating lesson plans do you come across the direct translation of words by teachers (EFAL to HL)?

---

---

8. When moderating assessment activities do you come across the direct translation of words by teachers (EFAL

to HL)?

---

---

9. What is the average age of learners in your class?

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10. Do you think age contributes to the cognitive level of understanding of EFAL by learners?

---

---

### **C. Theories**

1. Is there any theory that you think is applicable in code-switching?

---

---

2. What would you say are the benefits of using the theory indicated above?

---

---

### **D. Challenges**

1. What would you say are the challenges of not code-switching when teaching EFAL in Grade 4?

---

---

---

2. Do you have enough teaching and learning resources to teach EFAL in the Grade four class?

---

---

3. Indicate some of the resources you intend to have for effective teaching and assessing EFAL learners in Grade four?

---

---

4. When giving feedback to learners, do you code-switch, if yes why?

---

---

5. With special reference to code-switching, what would you suggest as strategies towards the following:

5.1. Designing of Grade 4 EFAL lesson plans

---

---

5.2. Designing of assessment activities

---

---

5.3. Teaching and learning resources

---

---

5.4. Learners' age and their cognitive levels

---

---

5.5. EFAL teachers' qualifications versus learners' performance

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## APPENDIX G: Observation checklist

**Title: Code-switching: A communicative technique to enhance teaching and assessment?**

<b>Name of school</b>	
<b>Name of Teacher</b>	
<b>Grade</b>	

<b>Criteria</b>		
Subject being taught		
Teaching approaches in EFAL		
The level of code-switching by the teacher when teaching,		
The level of code-switching by the learners when learning and being assessed.		
Methods of code-switching used by the teacher,		
Method of code-switching used by the learners during teaching and learning		
Learning and Teaching materials used during the assessment of EFAL.		
What challenges are experienced by teachers when teaching EFAL Grade 4?		
Availability of subject lesson plan	Yes	No
Is the lesson plan moderated by the department head	Yes	No

Evidence of EFL activities in the lesson plan.	Yes	No
Assessment Plans and forms of assessment were codeswitched.		
How feedback is given to learners?		
Challenges the teacher faces when teaching EFAL		
Teacher and learner discussion based on feedback derived from the assessment given to learners.		

## APPENDIX H: Document analysis instrument

**Title: “Code-Switching: Communicative technique enhancing teaching and assessment in English Grade 4 Gauteng selected primary schools.”**

**Dear Prospective Participant**

My name is Mabel Kgomotso Lebesa and I am researching with Dr. A.S Mawela, a lecturer in the Department of Curriculum Studies towards a Doctoral Degree in Curriculum and Instructional Studies at the University of South Africa. Please indicate by saying yes or No before we can proceed with the document analysis. Four main documents will be requested from you, namely: Policy documents, subject lesson plans, and assessment plans and activities. For recording, a pseudonym will be given to names of schools and teachers

Items	Findings
<p><b>1. Policy Documents</b></p> <p>1.1. Do teachers have the relevant CAPS Policy documents to teach English First Additional Language (E-FAL)?</p> <p>1.2. Do teachers have the following policies:</p> <ul style="list-style-type: none"> <li>a) National Policy About Promotion and Progression Requirements Grade R-12?</li> <li>b) Does the school have the school-based Grade 4 EFAL subject policy?</li> <li>c) Does the teacher have National Protocol on Assessment?</li> <li>d) Does the teacher have a School-Based Assessment policy?</li> </ul>	<p></p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>
<p>1.3 Does the school have evidence of subject meetings that address the use of code-switching in teaching and assessing Grade 4 EFAL class?</p>	<p>d</p>

<p><b>2. Lesson Plans and Annual Teaching Plans</b></p> <p>2.1. Does the teacher have the correct Grade 4 English First Additional Language lesson plans?</p> <p>2.2. Are the lesson plans designed according to CAPS? e.g. assessment activities, resources to be used when presenting the lesson, expanded opportunities etc</p> <p>2.3. Do lesson plans cater for learners with learning berries?</p> <p>2.4. Does the teacher have Annual Teaching Plans?</p> <p>2.5. Are lesson plans aligned with the ATP?</p> <p>2.6. Are the ATP dated to track the completion date of the topics?</p> <p>2.7. Any catch-up plan designed if educators are behind?</p> <p>2.8. Are lesson plans contextualized to meet the needs of learners?</p>	
<p><b>3. Assessment</b></p> <p>3.1. Does the school have an assessment programme?</p> <p>3.2. Any evidence of teachers' assessment task plans in their files?</p> <p>3.3. Does the school share an assessment plan with parents?</p> <p>3.4. Evidence of types of assessment given to Grade 4 learners during teaching and learning?</p> <p>3.5. Any evidence of code-switching in assessment activities?</p> <p>3.6. Evidence of forms of assessments the teacher used.</p> <p>3.7. Evidence of feedback given to Grade 4 learners</p> <p>3.8. Is there evidence of Grade 4 learner assessment records in teachers' files?</p> <p>3.9. Is there any evidence that assessment strategies promote teaching and learning of EFAL?</p> <p>3.10. Is there evidence of feedback to learners that shows the use of code-switching?</p>	

<p><b>4. Teaching Strategies</b></p> <p>4.1. Check teaching strategies that teachers use when teaching Grade 4 EFAL learners?</p> <p>4.2. Does the teacher use the teaching method which enables learners to interact with their peers?</p> <p>4.3. Is the lesson presentation learner-centred or teacher-centred?</p> <p>4.4. Do teaching strategies promote co-operative learning?</p>	
<p><b>5. Management (HEAD of Department)</b></p> <p>5.1 Any evidence of the following in both teachers and Departmental Head files</p> <ul style="list-style-type: none"> <li>• Management File</li> <li>• Monitoring of teachers' files</li> <li>• Monitoring of learners' books</li> <li>• Moderation of learners' assessment activities</li> <li>• Intervention strategies of learners</li> <li>• Formal assessment tasks and tools</li> <li>• Internal staff development.</li> <li>•</li> </ul>	

## APPENDIX I: Proof of editing

### To whom it may concern

This letter serves to confirm that editing and proofreading were done for:

### MABEL KGOMOTSO LEBESA

Curriculum and Instructional Studies  
College of Education  
University of South Africa

### Doctoral Thesis

### Code-Switching: A Communicative Technique Enhancing Teaching and Assessment of Grade 4 English First Additional Language



Cilla Dowse  
10 November 2020

<b>Cilla Dowse Ph.D.</b> in Assessment and Quality Assurance in Education and Training: University of Pretoria 2014 Programme on Editing Principles and Practices: University of Pretoria 2009 Basic Editing and Proofreading: McGillivray Linnegar Associates 2008 Professional Editors' Guild Associate Member, DOW003	Rosedale Farm P.O. Box 48 Van Reenen Free State <a href="mailto:cilla.dowse@gmail.com">cilla.dowse@gmail.com</a> Cell: 084 900 7837
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