ABSTRACT

The examiners' reports for the National Junior Secondary Certificate examinations have indicated that the learners' poor proficiency in English has been adversely affecting their performance in Geography (MoE), 2012, 2013, 2014, 2015). These reports have also indicated that the learners answer some questions in languages other than English (i.e. they mix languages when they are writing examination) while they are fully aware of the medium through which they are supposed to answer. Another problem is the poor English proficiency of the teachers in some Namibian schools which in turn is likely to affect the teachers' and learners' ability to communicate effectively. Consequently, the teachers' proficiency would in the end affect the teaching and learning of Geography when it is taught through English as a medium of instruction.

This study therefore attempted to find out the extent to which code-switching between English and Oshiwambo is used in the Junior Secondary Geography classrooms, the reasons for code-switching as well as the teachers' and learners' perceptions regarding code-switching in the Omusati Educational Region.

The study followed a mixed research design approach where a sample of three teachers and twenty learners was drawn from three schools of the population of the Junior Secondary Geography teachers and learners in Omusati Educational Region. In an attempt to get a representative sample of the population, convenience and purposeful sampling were used for this study. Triangulation was used in the study by incorporating quantitative and qualitative data obtained from lesson observations, questionnaires as well as by conducting structured interviews to cross-validate the research findings of the study.

The findings of this study revealed that code-switching was prevalent in the Omusati Educational Region's Junior Secondary Geography classrooms. The teachers were found to be using code-switching as a strategy to make their learners understand better and to overcome the learners' and teachers' English language proficiency in their classrooms. Learners were also found code-switching because they couldn't express themselves better in English. As a result, learners and some teachers proposed that code-switching should be allowed in schools.

The study recommends that code-switching needs to be acknowledged as a lawful practice and recognized as an important and meaningful teaching strategy to assist teachers and learners.

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ACKNOWLEDGEMENT

DEDICATION

This study is dedicated to my dear mother, Mee Ndivawete Lavinia Kwataposhi, for valuing

education so much even though she never had an opportunity to attend a classroom lesson

herself; the academic foundation she has laid in me has helped me to climb higher.

DECLARATIONS

I, Elise Shilongo, hereby declare that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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Signature of Student

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LIST OF ACRONYMS USED IN THE STUDY

MoE   Ministry of education

BETD   Basic Education Teachers' Diploma

UNAM   University of Namibia

UNESCO   United Nations Educational Scientific and Cultural Organization

MBESC   Ministry of Basic Education, Sport and Culture

CHAPTER ONE: INTRODUCTION

1.1Orientation

Namibia is a linguistically rich country with about twenty two indigenous and five non indigenous languages being spoken. In Namibia, being a multilingual society, many people are proficient in more than one language and they have more than one language as home language or mother tongue. Ahmad and Jusoff, (2009) conducted a study on teachers' code-switching in classroom instruction for low English proficient learners in Malaysia and they discovered that the number of languages learners spoke, played an eminent role in determining the rate of success learners might achieve in the classroom. Consequently, in many schools and higher-learning institutions, learners are equipped with knowledge on either a second language or a foreign language. The Namibian government prescribed English as a medium of instruction from grade five to twelve, and a home language as a medium of instruction in grades one to four but the majority of teachers and learners' code-switch in order to communicate effectively because they are not proficient in English (Shilamba, 2012).

Code-switching is generally defined as the shifting that occurs between two or more languages simultaneously or interchangeably within one conversation (Sert, 2005). Martin-Jones, (2000) conducted a study on code-switching among primary classes in Brunei and found code-switching by teachers to be a common practice in History, Science, Geography and Mathematic lessons. Several studies on teachers' English language proficiency by Namibian scholars such as Wolfaardt (2005); Mouton (2007); Kamati (2011); Shilamba (2012) and Simasiku (2014) maintained that the English proficiency of some teachers in Namibian schools was poor and as a result, teachers made use of code-switching to ensure meaningful learning takes place.

Mouton (2007) carried out a study to elicit the views of upper primary teachers in the Khomas Educational Region concerning the prevalence of code-switching during teaching and learning, the reasons for the use of code-switching and the influence code-switching has on the acquisition of the English language. She found that code-switching was widespread within the Khomas Educational Region and that the learners in this region had difficulties understanding terminologies and concepts in the subjects taught through the medium of English. The same sentiment is echoed by Kamati (2011) who conducted a study to find out the prevalence of code-switching in the Oshana Educational Region in grades 8-10 Physical Science classrooms. She recommended that similar studies be conducted in other educational regions involving learners. Therefore, there was a need to investigate the use of code-switching in the Omusati Educational Region to find out if the same phenomenon is experienced in that region. This study was partly in response to Kamati's recommendation.

1.2 Statement of the problem

The examiners' reports for the National Junior Secondary Certificate Examinations have indicated that the learners' poor proficiency in English has been adversely affecting their performance in Geography (MoE, 2012, 2013, 2014). These reports have also indicated that these learners answer some questions in languages other than English (i.e. they mix languages when they are writing examinations) while they are fully aware of the medium through which they are supposed to answer. Another problem is the poor English proficiency of the teachers which in turn affected the teachers' and learners' ability to communicate effectively (Brock – Utne, 2002; Holmarsdottir, 2000; Mouton, 2007; Wolfaardt, 2005). Consequently, the teachers' proficiency could in the end affect the teaching and learning of Geography when it is taught through English as only medium of instruction. ELTDP (2015) reports that a large number of

Namibian teachers across all phases are falling below an acceptable level of using English to convey the meaning of language items and subject-related concepts. Wolfaardt (2001) also reported that teachers tend to code-switch to the language of the wider community (LWC) in the Namibian schools when they lack the vocabulary to explain new terminologies and this in turn affected the learners' ability to express themselves in English during the national examinations. This study therefore, attempted to find out the extent to which code-switching between English and Oshiwambo is used in the Junior Secondary Geography classrooms in the Omusati Educational Region.

1.3 Research Questions

This research attempted to answer the following questions:

1. How prevalent is code-switching in the Geography classrooms?

2. Why do Junior Secondary Geography teachers in the Omusati Educational Region code-switch?

3. What are the Junior Secondary Geography teachers' and learners' perceptions regarding code-switching?

1.4 Significance of the study

Code-switching is regarded as an effective tool of communication because it allows speakers of different languages to attain their communication goals (Das, 2012). The reasons that led to the use of code-switching in this study are important and might change the perceptions of policy makers towards the practice of code-switching.

In this study, the teachers' and learners' use of the English language was considered to have an influence on the teaching and learning of the Geography content. For this reason, studying how

the Geography teachers' and learners' perceived the phenomenon of code-switching during the teaching and learning of Geography was considered essential as it could transform the way other people regarded code-switching. The findings of this study might help inform both policy makers and stakeholders in education as to whether or not the medium of instruction has any relationship with the performance of learners in Geography examinations. In addition, policy makers might use the findings of this study to consider putting guidelines in place that address the issue of code-switching in Geography classrooms.

Furthermore, it is also envisaged that the findings of this study might be of use to future researchers on the same or related concepts to make use of the findings of the present study to investigate aspects which have not yet been studied in Namibia.

1.5 Limitations of the study

One of the limitations of this study was that during observations of the Geography lessons, both teachers and learners might not have carried on with their lessons as naturally as they usually do, knowing that someone was observing them. Therefore, the lack of openness amongst teachers and learners was a limitation to the study for the reason that it hindered the researcher to obtain the necessary information this study was aiming at.

The other limitation was the insufficient studies related to code-switching in Namibia, especially on the perceptions of learners towards code-switching hampered the researcher to obtain more information in the literature review section.

1.6 Delimitation of the study

Even though code-switching is a linguistic notion, the present study did not focus on the complex aspects of language learning and teaching such as language acquisition processes and so forth.

The scope of this study was limited to the occurrence of code-switching in Junior Secondary Geography classrooms in Omusati Educational Region and how both teachers and learners viewed code-switching in the teaching and learning of Geography. The study was further limited to three schools in Omusati Educational Region's grade 10's Geography. It is for this reason that the results of the present study can only be generalized to the sampled three schools in the Omusati Educational Region. The main criterion for selecting these schools was because of their accessibility in terms of distance.

1.7 Definition of terms and concepts

This subsection provides the definitions of the terms and concepts that were used in this study.

- **Code-switching:** Alternating back and forth between two languages during a conversation (Fromkin, Rodman, and Hyams, 2007).

- **Home language**: The language which children speak at home (UNESCO, 2003). A home language and a mother tongue are considered one and the same in this study.

- **Second language**: The language of which the learners have some knowledge and are exposed to regularly, because it is one of the major languages in the community (MBESC, 2003).

- **Medium of instruction:** The language through which a subject is taught in the Namibian schools (MBESC, 2003).

- **Multilingual:** Crystal (2008) defines multilingual as a speaker or a speech community which make use of two or more languages in their daily communication.

- **Official language:** Refers to a language which is used in government and for official business in the country. Article 3 of *The Namibian Constitution* stipulates that English

shall be an official language (MEC, 1993). English is referred to as an official language in the present study.

1.8 Thesis outline

The study consists of five chapters.

Chapter 1 offers the orientation to contextualize the research problem, the statement of the problem, significance, limitations, delimitations and research questions of the study as well as definitions of key concepts constituting the title of the study and acronyms used in the present study.

Chapter 2 reviews the literature on teachers' and learners' views and opinions regarding the use of code-switching in the world and in the Namibian classrooms specifically. The chapter further reviewed the literature on the prevalence and reasons for code-switching in the Namibian classrooms.

Chapter 3 covers the research methodology and design. In this chapter, the research design, data generating methods, instruments used to generate data, the population, sample and sampling procedures, data analysis procedures as well as research ethics were explained.

Presentation of the research findings were done in **chapter 4**. The data collected from the teachers and learners were presented in this chapter according to the research questions.

In chapter **5**, the discussions of the data were presented. The research questions were answered here as the data was made sense of. The chapter further provided conclusions and recommendations arising from the study. Suggestions for further research were also given in this chapter.

1.9 Summary

This chapter discussed the orientation of the study, statement of the problem, research questions, and significance of the study. Limitations and delimitations of the study as well as definition of terms and concepts were also briefed in this chapter. The next chapter deals with literature review of code-switching and other related topics.

CHAPTER TWO: LITERATURE REVIEW

This chapter discussed the findings of previous studies in order to provide a general background for the present study. The review is arranged according to the theoretical framework, the Namibian language policy on code-switching and the four research questions.

2.1 Definitions of code-switching

Gumperz, (1982, p.66) defines code-switching as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems''. And then Rodman and Fromkin (1988, p.461) defined code-switching as "the insertion of a word or phrase of a language other than that being spoken into a single sentence, or the movement back and forth between two languages or dialects''. Additionally to Rodman and Fromkin's definition, Cook (2002, p.105) has added the interlocutors in his definition - "going from one language to the other in the middle of the speech when both speakers know the same two languages''. The present study used Cook's definition because it spoke about both speakers knowing the same two languages. In this context, Oshiwambo and English are both spoken by both participants of this study (Teachers and Learners).

2.2 Theoretical framework

In this section, the theoretical framework on which the study is based is briefly discussed.

2.2.1 Constructivism theory of learning

The constructivism theory of learning by Piaget was used for this study to explain how learners made sense of the Geography subject matter being presented to them. The essence of the constructivism theory concerns self-realization through social participation and the principles of learning by doing (Ornstein and Hunkins, 1988). In other words, this approach is concerned with engaging learners in conversations so that they can effectively participate in their own learning

(Ornstein and Hunkins, 1988). The central principle of the constructivism theory is that learners can only make sense of new situations in terms of their existing knowledge and experiences. Learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge and language forms the basis and foundation of any language.

For learners to be able to participate constructively in classrooms where English is the language of instruction, they must be proficient in English. If the English proficiency has not been fully developed, learners should be allowed to code-switch.

Schutz (2004) in his discussion on thoughts, language and intellectual development expounds that Piaget's dynamically Kantian epistemology has been widely accepted as a pervasive assumption that learning is a constructive process. In contrast to the epistemological assumption of empiricism that what we know as a direct reflection of ontological reality, learning is considered as an active construction of knowledge. As learners strive to make sense of their world, they do not passively receive stimulus information matching independent physical structures, but genuinely interpret their experience by re-organizing their mental structures in increasingly sophisticated ways, while interacting with the physical and symbolic environment (Schutz, 2004).

As a learning theory, constructivism emphasizes the idea that learners develop their own understandings that make sense to them and that they do not simply receive knowledge from an outside source (Schunk, 2000). Language is not only important to learning, but it is also important to the process of thinking, because people think, rationalize and make sense out of events through language (Davey & Goodwin-Davey, 1998).

Duit and Treagust (1995) maintained that, constructivism does not deny reality outside an individual, rather claims that in order to understand this reality, the learner needs to construct or create his or her own knowledge on the basis of the knowledge that he/she already has.

This study undertook to gain some insight into how the teachers and learners handled code-switching to facilitate meaningful constructs of Geography concepts by their learners.

2.3 The Namibian Language Policy on code-switching

Language is a very powerful tool for transmitting information, representing thoughts, shaping ideas and, generally as a medium of communication (Vygotsky, 1978).

The Namibian National Curriculum for 2010 and the Language Policy of Namibia (MBESC, 2003) demanded that learners should learn in their home language during the first three years of schooling (grade 1-3). The shift is made in grade 4-12 from home language to English as a medium of instruction.

The Ministry of Education formulated a Language Policy guided by the following fundamental understandings (MoE, 1993. p. 65):

- All language policies must be sensitive to this policy.
- All national languages are equal regardless of the number of speakers or the level of development of a particular language. All language policies must be sensitive to this principle.
- All language policies must regard language as a medium of cultural transmission.
- For pedagogical reasons it is ideal for children to study through their own languages during the early years of schooling when basic skills of reading, writing, and concept formation are developed.
- Proficiency in the official language at the end of the 7- year primary cycle should be sufficient to enable all children to be effective participants in society or to continue their education.
- Language policy should promote national unity.

According to Setati, Adler, Reed, and Bapoo (2002), the majority of the teachers in South African schools work in classrooms where English is officially the language of learning, but is

not the main language of either the teachers or the learners. As a result, Mathematics and Science teachers face the double challenge of teaching their subject in English while the learners are still learning this language (Setati *et al*., 2002).

Wolfaardt (2005) argues that there is a gap between the language policy and its implementation. The language policy is often criticized because it does not give clear guidance on its implementation. This allows for manipulation and misinterpretation (Wolfaardt, 2005). For example, some schools in Namibia offer English from grade 1 as a medium of instruction because education planners assume this will help the rapid acquisition of the English language. This tendency is higher in urban areas, where the schools are multi-ethnic.

Harris (2012) states that in Namibia, English is a second language to most of the learners and teachers, their home language is usually not English. One may have observed on the streets that in Namibia, people usually speak to each other in their home languages and they only tend to speak in English to people that they do not share the same home language. A similar situation can be imagined in the schools.

Wolfaardt (2005) again noted that many leaners fail to attain the minimum language proficiency in English before the introduction of linguistically and cognitively more demanding English-medium subjects in grade 4. As a result of problems beginning at primary school, learners continue to lag behind their required level of language proficiency and the majority never really reach the language proficiency in English, which their age and school level demand (Jones, 1996 as cited in Wolfaardt, 2005,) Most learners and possibly a few teachers do not have much confidence when they use English, either in writing or in speaking. As a result, one finds learners

talking to each other in their home language even when they are in class, especially when they are working in groups or simply asking their classmates for something (Wolfaardt, 2005).

2.4 Reasons for code-switching

Speakers in a multilingual society are motivated by many different reasons to employ code-switching in the classrooms. Probyn (2005, p.10) notes that teachers code-switch from English to the learners' home language for a wide range of purposes, such as:

- To emphasize important points
- To explain concepts
- To clarify statements or questions
- To make connections with learner's own context and experience
- To maintain the learners' attention with question tags
- Classroom management and maintaining discipline
- Affective purposes

Even though code-switching has received considerable criticisms from purists, there are other researchers who see it as a valuable communication medium. Mnewango, (2004) claims that code-switching does not occur simply because the speaker does not know how to express him/herself very well in either of the languages. It is the most readily available word or phrase that comes out for some reasons at a particular moment.

Probyn, (2005): Mouton, (2007): Kamati, (2011) and Shilamba, (2012) have given the following as some of the reasons why teachers code-switch in their classrooms: to explain new words, to discipline the learners, praising the learners or joking with them, substitute a word or phrase not known in one language with a word in another language, repeat to clarify a point especially in the classrooms, communicate friendship, interject in a conversation, ease tension and inject humor into a conversation, exclude people from a conversation and for easy and efficiency of expression. Additionally, the teachers' low level English proficiency is also quoted by previous

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authors as one of the reasons why code-switching is widespread in the Namibian classrooms (Holmarsdottir, 2000; Mouton, 2007).

It is not known if the reasons given above that force teachers to code-switch are also experienced by the teachers in the Omusati Educational Region. Therefore, if a similar situation exists in the classrooms of the Omusati Educational Region, there would be a need to establish the extent to which this phenomenon is practiced by the Junior Secondary Geography teachers in the region and their reasons for code-switching.

2.5 Teachers' and learners' perceptions towards code-switching

2.5.1 Teachers' perceptions towards code-switching

Mati (2004) points out that the ability to code-switch is an important tool for the individual in the learning process within the context of a multilingual and multicultural society. This author stressed further by citing Adendorff (1993) that teachers view code-switching as their guide to interpretation of academic goals and intentions as well as guiding their interpretation of social relationships in the classrooms. Furthermore, the teachers suggested that they be given instruction in the value of code-switching in their training.

Mouton (2007) and Shilamba (2012) maintain that some teachers consider code-switching as having a negative impact on learning and especially on the acquisition of the language of instruction in schools, as it is viewed as interference to learning the target language.

Historically, code-switching has been seen as having an inferior status to using the language of instruction (Olugbara, 2008). Many people regard it as a grammarless mixture of languages and equally believe that teachers who code-switch are not proficient to converse in either of the two languages (Setati *at al.,* 2002). Moyo (2002) argues that most bilinguals are fairly capable of

maintaining proficiency in their respective first languages. Moreover, some people hold the view that code-switching lowers communication standards and learners who do not share the same first language will be neglected (Cook, 2002). However, the literature increasingly reflects the view that code-switching in classrooms is normal, useful and provides continuity in speech when effectively used, and used as a transference of meaning to weak learners. It helps the learners and teachers with both communication and social interaction (Ncoko, Osman, & Cockcroff, 2000; Probyn, 2005; Rose & Dulm, 2006; Skiba, 1997; Setati, 2002).

In Kamati's (2011) study, teachers stated that although code-switching could be beneficial to both teaching and learning, it might lead to the learners experiencing problems with the English language which could end up affecting their learning and performances in the examinations. Kamati further stated that teachers in her study revealed that code-switching might cause tribal divisions in schools because it would make it difficult for learners to attend schools where their mother tongue was not used.

2.5.2 Learners' perceptions towards code-switching

A study conducted by Ahmad and Jusoff (2009) in Malaysia on *The perceptions of learners towards code-switching* revealed that learners perceived code-switching as a mean to provide them with opportunities to communicate and enhance their understanding, promote effective transfer of information and skills which lead to a better understanding of learning among the learners as it provides them with sufficient input to understand the second language.

Abad (2010), in the *Analysis of Teachers' and Learners' perceptions of code-switching in Philippine* found that learners perceive their teachers' code-switching positively when it enabled

their teachers to express difficult concepts better especially in defining new and unfamiliar terms. Abad further stated that learners claimed that when teaching is conducted in either English or Filipino, there are instances when they would take a longer time to understand certain concepts, thus the teachers can maximize their time in tackling as much matter as they can than when only English is used. He added that learners stated that code-switching aids them in understanding difficult concepts when these are illustrated with their experiences in a familiar mode. The learners also agree that code-switching aids in rapport building between the teachers and the learners. "They claimed that when only English is used, classroom atmosphere becomes very formal which can strain their relationship with the teachers. The class became relaxed when the teachers allowed learners to code-switch and they were therefore motivated to actively participate in discussions because grammar concerns were minimal'' (p.256).

Abad's (2010) findings are in line with Cook's (2002) ideas, as he argued that allowing a first language in second language classrooms is a humanistic approach towards the learners. Through this approach, the learners' opportunity to speak their mind cannot be stopped by the deficiency of not knowing the right vocabulary and the fear of making mistakes. He further argues that rather than looking at code-switching as a barrier, educators should look at it as a means to facilitate and ease the learning process. Cook suggested that learners would best benefit from teachers' code-switching in several contexts, such as, when explaining grammar, organizing tasks, disciplining students and implementing tests.

Rollnick and Rutherfords' (1996) study in science classrooms found the use of learners' home language to be a powerful means for learners to explore their ideas. They argued that without the

use of code-switching, some learners' alternate ideas would remain unexposed (as cited by Setati *et al* 2002). Code-switching recognizes the value of using the vernacular which allows learners to draw on useful sense making resources (Amin, 2009).

Scholars such as Cook (2002) have seen code-switching in classrooms as a 'legitimate strategy' and no matter how it might be disruptive during a conversation to the listener, it still provides opportunities for language development (Skiba, 1997).

The overuse of the first language in classrooms could affect the quantity and quality of the second language input. As a result, the time for learning in the classrooms is not fully optimized by the teachers, thus learners do not learn as much as they certainly can, if compared to when the teachers use the target language fully (Jingxia, 2010). It is also feared that learners might accept it as a standard form of the language they are learning and consequently stick to it without realizing that they have committed errors (Jingxia, 2010). As a result, code-switching in second language classrooms can only be applied with due consideration from the teachers.

The above validate Abad's (2010) findings that, 'learners on the other hand maintained that the occurrence of code-switching is acceptable only within reasonable bounds. Learners believe that when teachers code-switch all the time, they see more consequences that are of benefits to their education as well as to their personal growth' (p. 258).

2.6 How prevalent is code-switching in the classrooms?

Viriri (2013) conducted a study to investigate the prevalence of code-switching in secondary schools where English is the official medium of instruction in the Buhera South District, Zimbabwe and discovered that the tendency to use Shona or a mixture of English and Shona by

teachers and leaners was widespread. The same sentiment is echoed by Chimbaganda and Mokgwathi (2012) who conducted a study on code-switching in Botswana's classrooms. Their findings indicated that code-switching was more prevalent in the content subjects than in the English lessons, especially in Biology and Home Economics where certain concepts needed to be clarified in the native language. They indicated that code-switching in Botswana's classrooms was standing at 56% ('the longest sentence in the discourse contained 30 words out of which 13 (44%) were in English and 17 (56%) in Setswana') (Chimbaganda & Mokgwathi, 2012, p.25).

Studies conducted in Namibia on code-switching in many different educational regions except in the Omusati educational region such as Mouton, (2007) in Khomas; Kamati, (2012) in Oshana; Shilamba, (2012) in Ohangwena and Aukongo, (2015) in Oshana have indicated that code-switching is widespread within the Namibian schools. The literature above indicates that code-switching is a common practice in the Namibian classrooms and elsewhere, although teachers do not openly acknowledge that they code-switch. This is so because teachers know that they are supposed to teach through the English medium, as stated earlier in this study that the Namibian Language Policy stipulates English as the only language of instruction from grade 4-12.

2.7 Summary
This section reviewed the literature regarding the reasons why teachers and learners code-switch, the prevalence of code-switching and the teachers' and learners' perceptions towards code-switching in classrooms. The Namibian Language Policy was also reviewed, paying attention to what it prescribes: English as a medium of instruction from grade 4-12.

Although the reviewed literature has identified a number of factors that cause both teachers and learners to code-switch during teaching and learning, the teachers' and learners' perceptions towards code-switching, the prevalence of code-switching, it is not known if the same would apply to the Geography's teachers and learners in the Omusati Educational region. This study, therefore, meant to find out whether or not the same picture presented in the literature review on code-switching is maintained or not in the Omusati Educational Region's Junior Secondary Geography classrooms.

The next chapter presents the research methodologies used to collect the data for this study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology used for data collection, the purpose of which was to answer the research questions. The chapter gives the research design, population, sample, sampling procedures, research instruments, data collection procedures, data analysis, as well as the ethical considerations of the study.

3.2 Research design

This study followed a mixed research design where both the qualitative and quantitative research approaches and techniques were collectively employed. The mixed research design was chosen to lessen the weaknesses associated with either qualitative or quantitative. Neuman (2006) argues that quantitative research is popular for its usefulness for making statistical generalizations about populations, but it is not quite useful for exploring new phenomena or for documenting participant's personal views and opinions. The qualitative method turns the quantitative weakness into strength as it provides deep and rich information about participants' outlook and personal meanings.

Neuman (2006, p. 20) further highlight the following advantages of the mixed method design:

- Provides strengths that offset the weaknesses of both quantitative and qualitative research.
- Provides a more complete and comprehensive understanding of the research problem than either quantitative or qualitative approaches alone.
- Provides an approach for developing better, more context specific instruments.
- Helps to explain findings or how causal processes work.
- Encourage researchers to collaborate across the adversarial relationship that exists between quantitative and qualitative researchers.

The two research designs used in this study are discussed in detail below.

3.2.1 Qualitative research design

Qualitative research seeks to describe, decode, understand, explain, explore, translate, as well as clarify situations, feelings, perceptions, values, attitudes, beliefs and experiences of a group of people (Neuman, 2006). Qualitative research tries to address certain kinds of issues about the nature of the human phenomena by focusing on meanings and understandings. Johnson and Christensen (2012), state that qualitative data are presented in the form of words, actions, sounds, symbols and images from documents, observations and transcripts. Given the descriptions above, this can be said to be the right method for this study since it sought to find out the reasons for code-switching, perceptions of teachers and learners as well as the prevalence of code-switching. The findings are reported as facts in words (McMillan & Schumacher, 2006).

Peshkin (1993 in Leedy & Ormrod, 2010, p. 134-135) explains that qualitative research serves one or more of the following purposes:

- Description – reveals the nature of certain situations, settings, processes, relationships, systems or people.
- Evaluation – provide a means through which a researcher can judge the effectiveness of particular policies, practices or innovations.
- Interpretation – enables a researcher to gain new insights about a particular phenomenon, develop new concepts or theoretical perspectives about the phenomenon, and discover the problems that exist within the phenomenon.
- Verification – it allows a researcher to test the validity of certain assumptions, claims, theories, or generalizations within real world contexts.

In this study, the researcher attempted to find the truth regarding the issue of code-switching in the Geography classes in Omusati educational region. The qualitative method was used because the researcher needed to collect data through interviews and observations so as to understand the context in which the teaching and learning take place in the classroom environment.

3.2.2 Quantitative research design

Leedy and Ormrod (2010, p. 94) describe quantitative research as a design used to answer questions about relationships amongst measured variables and testing hypotheses with the purpose of explaining, predicting and controlling phenomena. Neuman (2006, p. 349) also asserts that 'in quantitative research, data is transformed into tables, numbers, charts and frequencies, which are mathematically examined according to some given standards such as norms, averages, percentiles and tendencies'. One of the main rationales of quantitative research is that it has the capacity for generating quantifiable data on large numbers of people who are known to be representative of the wider and target population in order to test theories or hypotheses (Bryman, 2000).

In this study, the prevalence of code-switching was discussed and both numbers and words were used to ask the grade 10's Geography teachers and learners in the Omusati Educational Region to give the degree to which they code-switched in percentages, and to which they wanted code-switching to be practiced in words.

3.3 Population

A population is a set of all elements in a large group to which a researcher wants to generalize his or her research results (Johnson & Christensen, 2012). Hartas (2010) defined population as a group of individuals or organizations that share the same features that interest the study. Other studies for example Leedy and Ormrod (2010), denote that when a population is selected, researchers should not look at the size of a population, but the general characteristics of a researched phenomenon should inform the selection of a population. Such individual unit or organization must possess similar characteristics which interest the intended study. For the

present study, the population was all the grade 10 Geography teachers and learners in the junior secondary schools of the Omusati Educational Region. The researcher can speak the languages of the research objects, thus it was easy for her to interact with the research participants.

3.4 Sample

The sample of this study consisted of three grade 10 Geography teachers and twenty learners from three schools in the Omusati Education Region. A combination of purposeful and convenience sampling were used for this study. According to Creswell (2008), purposeful sampling is a sample that selects people or sites that can best help one to understand the central phenomenon. This understanding emerges through a detailed understanding of the people or sites. Creswell (2008, p. 206) further maintained that purposeful sampling is a method that helps researchers to develop a detailed understanding of the phenomenon that:

- Might provide 'useful' information.

- Might help people 'learn' about the phenomenon.

- Might give voice to 'silenced' people.

Three teachers from three schools in Omusati Educational Region that participated in the study were sampled purposefully on the basis that they were grade 10 Geography teachers.

Convenience sampling is a method that involves a selection of research participants on the basis of being accessible (McMillan and Schumacher, 2006). In convenience sampling, the researcher selects participants because they are willing to participate, convenient, available to be studied and represent some characteristics the researcher seeks to study (Creswell, 2008). Twenty (20) learners from the three sampled schools were conveniently chosen for this study because they were available and willing to participate. The participants (the learners), were also sampled

conveniently because they represented some characteristics the researcher was seeking to study. Such characteristics being grade 10 Geography learners at the sampled schools and being taught by the sampled teachers. The researcher found this to be convenient, having all participants from the same environment.

3.5 Research Instruments

Several methods can be used to collect data. The choice of method or instrument depends upon the purpose of the study, the resources available and the skills of the researcher (Kumar, 1999). Three research instruments: questionnaires, interviews and observations were used to collect the data from the research participants to answer the research questions. The researcher chose to use these research instruments because she wanted to get a true picture of what was happening in the classrooms. The researcher felt that getting what teachers were saying in the questionnaires as well as in the interviews and by triangulating that with observations would give a true picture of what was happening in the Omusati Educational Region Geography classrooms.

The three research instruments are discussed below.

3.5.1 Questionnaires for teachers and learners

A questionnaire is a written list of questions, the answers which are to be recorded by participants. 'In a questionnaire, participants read the questions, interpret what is expected and then write down the answer' (Kumar, 1999, p.145). For this study, a set of different mixed questionnaires were used. That means the questionnaires consisted of open-ended and closed questions and was administered to both teachers and learners. The open-ended questions allowed the respondents to elaborate their views on their perceptions and reasons for code-switching. The closed questions allowed participants to give their views and opinions in brief, by means of short answers such as strongly agree, agree, and disagree.

The information collected in the literature review regarding code-switching was used to design the questionnaire. According to Imenda and Muyangwa (2006, p. 120) in constructing a questionnaire, we must take the following into consideration:

- The questions should be easy for the respondent to understand and to answer.
- The questionnaire should be easy to administer.
- The flow or length of the questionnaire should encourage interest.
- The intended responses should be easily editable.
- The instruction for completing the questionnaire should be clear.
- The subject matter of the question should be readily identifiable.
- Great care must be taken to ensure that the questions are unambiguous.

This study consisted of 17 different questions in the questionnaires for teachers and learners. The questions mainly focused on the reasons for code-switching, perceptions as well as on the prevalence of code-switching. In this study, considerable attention was paid to the construction of questionnaires as an instrument. The instruction for completing the questionnaire was clear because the researcher read the instructions verbally to the participants and told them exactly how they should respond to the questions. The questionnaire was short and the questions were phrased in simple and clear English language.

3.5.2 Interviews for teachers

Seidman (2013) outlines interviews as the basic mode of inquiry through which a researcher gains more about what the participants think about a specific topic under study. They can be used to obtain in-depth information about a participant's thoughts, beliefs, knowledge, reasoning, motivations and feelings about a topic. Johnson and Christensen (2012) explain that, qualitative interviewing allows a researcher to enter into the inner world of another person's perspective.

These authors further stressed that the interviewer must establish trust and rapport, in order to make it easy for the participants to provide information about their inner worlds.

In this study, participants were informed about the purpose of the study and why their contributions toward the study would be crucial. The interview sessions were conducted to provide answers to the research questions. The researcher used fifteen open-ended questions for the interviews and all the teachers were asked the same questions individually. The researcher recorded the interviews which lasted for about thirty minutes in addition to taking notes to ensure that she captured the interviewee's responses as accurately as possible.

3.5.3 Class observations with teachers and learners

Imenda and Muyangwa (2006, p.125) defined observation as a systematic and attentive recording of events as they occur (without attempting to modify them) with the use of appropriate means of study and investigation. Systematic direct classroom observation was used to observe the teachers' and learners' code-switching during the teaching and learning of the Geography lessons**.** Systematic direct observation refers to observation of behaviour other than behaviour that has been explicitly elicited by a predetermined and standardized set of stimuli i.e., test behaviour (Salvia & Ysseldyke, 2001).

The researcher was a non-participant and participants were aware that they were being observed. An observation sheet was used to note and record any behavior that the researcher found crucial for the study, for example, the learner-to-learner verbal interactions, the manner in which the teacher responded to learners' code-switching and the learner-to-teacher verbal interactions. Imenda (2006, p.127) listed four main ways in which an observational researcher may wish to make observations: Diaries, anecdotal records, time sample observation and event samples. In

this study, the traditional paper and pencil note taking mode was used to record all the events that happened in all the classrooms by the researcher. Three observations per teacher were made, thus a total of nine (9) lessons were observed.

3.6 Data collection procedures

The researcher designed the data collection tools; questionnaires, observation sheet and an interview sheet with the help of her supervisors after the Post Graduate Studies Committee (PGSC) of the University of Namibia had approved the research proposal.

After obtaining the permission from the director of Omusati Educational Region, the researcher travelled to the three selected schools to meet the principals in person and seek permission to conduct research in their schools. The researcher was introduced to the heads of departments for Social Sciences for further appointments with the participating teachers. The researcher introduced herself to the participating teachers and explained the purpose of her visit and research respectively. This first visit was intended to create rapport between the participants and the researcher.

It was agreed that the researcher should leave the questionnaires with the participating teachers and learners. These were collected on the date as agreed by the researcher and participants, which was also the day set for lesson observations.

An observation checklist was prepared and employed by the researcher during the Geography lessons. After observations were conducted, interviews were carried out after school with the individual participating teachers. A structured interview guide with open-ended questions was prepared and used. The interview discussions and answers were recorded and later transcribed.

Then again, short notes were also taken during the discussions, so as to enrich deeper understanding and further clarity.

3.7 Data Analysis

The analysis of research data in any project involves summarizing the mass of the data that has been collected and the presenting of the results in a way that communicates the most important findings or features (Johnson & Christensen, 2012). The data analysis methods for this study were descriptive statistics and content analysis.

Descriptive statistics were used to analyze the quantitative research data of this study. Descriptive statistics are graphical techniques used to organize or summarize a set of numerical data from questionnaires (Gall, M.D., Gall, J.P., & Borg, W.R, 2007). The quantitative data collected from the questionnaires were presented in bar graphs and tables and were described statistically.

The qualitative data was analyzed by means of content analysis. Content analysis is a method that involves comparing, contrasting and categorizing data in order to draw meanings from the data (Gall *et al*., 2007).

The researcher grouped the responses from observations, interviews and questionnaires into themes determined by the three research questions namely: perceptions of code-switching, reasons for code-switching and prevalence of code-switching.

Patterns were then looked for from the responses under each theme and such patterns were coded by making a frequency count of each of the occurrence of each coding category in responses to open-ended items' responses (Gall et al., 2007). Descriptive statistics was then used to summarize these frequency counts into tables and bar graphs.

3.8 Ethical consideration

Conducting research in an ethical manner is an important responsibility of every researcher. The researcher obtained ethical clearance from the Director of Postgraduate Studies Committee (PGSC) of the University of Namibia and from the Director of Omusati Educational Region to carry out the research. The researcher explained the purpose of the study to the principals of the three selected schools and to the participants. The participants were informed about their rights to withdraw from participating in the study without fear of punishment. In order to ensure confidentiality the research participants were assured that their identities would not be disclosed and would not appear on any paper work and the information they provided would not be discussed with others, except the supervisors. After the data have been captured, analyzed and made sense of, the researcher wrote a report in a soft copy and saved it in a computer with a security code that was only known to the researcher. The hard copies (questionnaires) will be destroyed after the thesis has been evaluated and that will be after two years.

3.9 Summary

This chapter provided the research design and methodology used. Both qualitative and quantitative approaches to the data collection were used. The two approaches were chosen because of the nature of the data that needed to be collected and to validate the findings. Data were collected through questionnaires, observations and, interviews. Each of these methods has been described in details.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

This chapter presents the research findings from the data collected in relation to the research questions to be answered in this study. The main purpose of this study was to investigate code-switching between Oshiwambo language and English language in the grade 10 Geography classrooms in the Omusati Educational Region. The data in this section was gathered through the questionnaires, observations and interviews.

The research findings are presented in the following themes which were pre-determined by the research findings:

4.1 Teachers' and learners' reasons for code-switching.

4.2 The teachers' and learners' perceptions towards code-switching.

4.3 The prevalence of code-switching in the Junior Secondary Geography classrooms.

4.1 Theme 1: Reasons for code-switching in the Junior Secondary Geography classrooms

The research findings about the reasons for code-switching were presented in the following order: firstly the findings from the questionnaires are presented, followed by the findings of the observations and then the findings from the interviews.

4.1.1 Reasons for code-switching from the questionnaires

a) Questionnaires for Teachers

Table 1: Biographical information of the teachers

Position at school	Qualifications of teachers	Teaching experience	Home language	Age group	Gender
Teacher	Bachelor of Education	3-10 years	Oshiwambo	21-30 years	Male
Teacher	BETD	3-10 years	Oshiwambo	21-30 years	Male
Teacher	BETD	3-10 years	Oshiwambo	31-40 years	Male

Three male teachers participated in this study of which two were between the ages of 21-30 years; one teacher was between the ages of 31-40 years. Two out of three teachers have diplomas in education and one holds a Bachelor of Education. All the teachers have 3-10 years teaching experience at junior secondary level and they all had the same home language (Oshiwambo) as their learners.

b) Questionnaires for teachers on the reasons for code-switching

This section sought to hear from the teachers about the reasons for code-switching in general. Teachers were expected to match provided opinions or reasons by using a Likert-type scale as proposed by Kothari (2011). The following table presents reasons the teachers had to tick according to the Likert-type scale, such as 'strongly agree','agree','strongly disagree' and 'disagree'.

The teachers were asked in the questionnaire to indicate the reasons for code-switching, how often they code-switched and their perceptions towards code-switching.

The respondents (teachers) had to choose from the following responses: 'strongly agree', 'agree', 'disagree' and 'strongly disagree'. Their answers are given in the table below.

Table 2: Reasons for code-switching from teachers

Reason	Strongly agree	Agree	Disagree	Strongly disagree
1. A teacher may not be able to express himself /herself in one language thus switches to the other language.	2	1	0	0
2. Teachers repeat the same message in both English and mother tongue to clarify concepts or meanings.	0	1	1	1
3. Teachers use code-switching because they experience difficulty in relating new concepts to learners through	2	1	0	0

the official medium of instruction.				
4. Teachers to whom English is a second language switch because they feel comfortable with their mother tongue.	**0**	**0**	**2**	**1**
5. A teacher may switch languages to convey his/her attitude to the learners.	**0**	**2**	**1**	**0**
6. The teachers turn to a learner's first language to signal friendship and solidarity and to establish rapport with the learners.	**0**	**0**	**3**	**0**
7. A teacher may switch from one language to another if he/she wishes to exclude another learner from the conversation.	**0**	**0**	**1**	**2**
8. Code-switching is an everyday occurrence.	**0**	**1**	**2**	**0**
9. Code-switching occurs frequently when teachers share the same mother tongue as the learners in the classroom.	**0**	**2**	**1**	**0**
10. Teachers use code-switching within a normal conversation with learners in the classroom.	**0**	**2**	**0**	**1**
11. Teachers use code-switching when he/she wishes to praise or tell learners off.	**1**	**0**	**1**	**1**
12. Teachers use another language other than English when he/she is tired, upset or distracted in some way.	**1**	**0**	**1**	**1**
13. Teachers allow learners to code-switch when he/she discovers that they have a deficiency in linguistic competence of the English language.	**2**	**0**	**1**	**0**

Table 2 shows that two teachers were in total agreement with five statements numbered 1, 3, 11, 12 and 13 as they strongly agreed. However, these teachers were not in total agreement with statements numbered 2, 4, 7, 10, 11, and 12. The other two teachers agreed to statements numbered 1, 2, 3, 5, 8, 9, and 10. It appears that all the teachers disagreed to most of the statements. All three teachers were in disagreement with statements numbered 2, 4, 5, 6, 7, 8, 9, 11, 12 and 13.

c) Questionnaires for learners on the reasons for code-switching

Table 3: Reasons for code-switching from learners

Please read each of the following statements very carefully and tick √ in the box the answer which best describes your degree of agreement or disagreement.				
	Strongly agree	Agree	Disagree	Strongly Disagree
1. Code-switching occurs frequently amongst teachers who share the same home language as the learners in the classroom.	4 learners	14 learners	1 learner	1 learner
2. Teachers use code-switching when he/she wishes to praise or tell learners off	2 learners	12 learners	6 learners	0
3. Teachers use another language other than English when he/she is tired, upset or distracted in some way.	0	5 learners	7 learners	8 learners
4. Teachers allow learners to code-switch when he/she discovers that they have a deficiency in linguistic competence of the English language.	3 learners	15 learners	2 learners	0 learner

It appears that most learners were in agreement with statement one, which asked whether teachers' code-switch more when they share the same language with the learners in the classrooms or not and fourteen learners agreed and four strongly agreed with the statement. Only one learner disagreed and another one strongly disagreed.

In statement two, two learners strongly agreed that teachers code-switched when they wanted to praise or tell learners off. Twelve learners were in agreement with statement three while six learners disagreed and none strongly disagreed.

Most learners were in total disagreement with statement three as eight learners chose strongly disagree and seven learners chose to disagree. Only five learners agreed that teachers code-switched when they are tired, upset or distracted in some way.

A large number of learners were in total agreement with statement four as fifteen learners chose to totally agree with the statement. Three learners strongly agreed that teachers allowed them to code-switch when they had a deficiency in the English language. However, two learners disagreed with the statement.

4.1.2 Reasons for code-switching from classroom observations

Three teachers who participated in this study were each observed three times, totaling the number of observations to nine. The researcher listened to the discussions made by the teachers that are in Oshiwambo as she observed the lessons. The researcher used Addendum C, the observation checklist, during observations. Each of the presumed functions of code-switching in Addendum C will now be discussed, as observed by the researcher. Each teacher's explanations are given verbatim with the English version in brackets.

a) Clarifying concepts

Concepts clarification was the reason mostly observed for the teachers to code-switch in order to make the Geography content clear to the learners. The teachers were translating some of the Geography concepts into Oshiwambo after which they would then proceed with further

elaborations in English. For example: Teacher A, clarifying the factors that decrease the population, one of them being death rate, said to the class:

'Ngeenge *nee ovanhu tavafi ko HIV/AIDS vahapu, nena o population otaii nee pedu….' (When* too many people are dying as a result of HIV/AIDS, then the population decreases.).

b) To emphasize key points

Teachers were observed code-switching when they wanted to emphasize important key points in order to make learners more attentive. This was done by warning the learners against some common misconceptions as well as by emphasizing the accepted way of writing. For example, Teacher C was emphasizing the danger of writing numeric answers without units:

'*Shama ashike washange ee number without units, owadopa ngaho…….'* (If you give your numeric answer without units then you will not get a single mark…)

'*In, Geography oludji omapulo nga hagapula ee percentage ohagakala gena ee choice mbali……' (*In Geography, in most cases, questions that ask percentages have two choices...)

'*Someone gave pull and push factors as answers, shitashipulwa mano kashishi ee pull nee push factors kaa.'…* (Someone gave push and pull factors as answers to this question but you were not asked such...)

c) To catch the learners' attention

Teacher A code-switched in order to catch the learners' attention. For example he tried to catch a particular learner's attention while emphasizing a point and said:

'*We are looking at factors, owuuditeko ndishi Hafeni…'*? (We are looking at factors, do you understand Hafeni…?) ,

'Pulakena*…'* (Listen…!),

'*Hano omwatala peni unonaanye…?'* (Children, where are you looking at?).

 Teacher B code-switched when he was praising or motivating his learners. In one instance, after a long silence, when the teacher asked a question without anyone willing to answer; one learner raised his hand to which the teacher reacted:

'*Oh iyaloo shili please tumangulula'* (Thank you very much, please set us free.*)*

d) **For general communication**

It was observed that teachers communicated with learners in Oshiwambo for general communication: For instance, Teacher A asked whether the learners had cleaned the classroom:

'Haitii*, o class yakaka ngoo nai ngaha, omwakombwa ngoo nena omu…?'* (This classroom is very dirty, did you clean it today?)

Other instances of code-switching that were observed were when Teacher C code-switched in order to manage classroom behavior. The teacher did that by calling the attention of inattentive or misbehaving learners. The teacher was quoted saying:

'*Pulakena nee nawa utaa....'* (Meaning listen very carefully!).

'*Kandihole omunhu hapopi inaa pewa o chance kaa… rise up your hand and tell me the answer please'...* (Meaning, I don't like chorus answers, please rise up your hand and tell us the answer).

e) **For disciplining the learners**

Teacher B code-switched with the sole purpose of bringing the learners to order. In one of Teacher B's lessons, learners were a little chaotic while trying to organize themselves into groups for group work and the teacher told them to keep quiet in Oshiwambo:

'*Mweneni utale, moima muna nomweenda ndee otamubulukuta ashike*' (Please be quiet. At least in respect of the presence of the guest.).

In a different classroom, Teacher C called out:

'Hey *kamatyona' (Hey* young boy) to a learner that was causing some disturbance in class.

f) For expressing feelings toward various events happening in the classrooms

All three teachers code-switched every now and then in order to communicate their feelings and attitudes to the learners. A number of several mother tongue expressions were used to show that the teacher was happy, surprised, or disappointed with the learners' responses. The following Oshiwambo expressions were used by the three teachers:

'*Meme'* (meaning mother, used in this context to express surprise),

'*Kalunga kandje'* (My God),

'*aiye'* (no!).

'*Iyaloo'* (Thank you!).

g) For encouraging discussions and participation amongst the learners

Teacher B was observed code-switching in order to elicit the learners' responses. This was done when learners were not participating or not responding to the teachers' questions. The teacher decided to ask the question in Oshiwambo because it seemed like learners could not get it well in English.

'*Uunona ne otamu ehama'?* (Children, are you sick?).

In response, the learners answered that they were not sick:

'*Aaye!'* (No!).

Then a number of them tried to give answers to the question in a mixture of English and Oshiwambo.

4.1.3 Reasons for code-switching from the interviews

During the interviews, the teachers were asked to state their reasons for code-switching and gave the following reasons:

a) To make learners understand the content very well

All three teachers stressed that they code-switched in order to make learners understand the subject matter presented to them. All three teachers admitted that they code-switch in their classrooms in order to make learners understand as the learners' English proficiency was not so good. The teachers' verbatim answers are given below:

' I change to vernacular because these learners have a deficiency in linguistic competence of the English language so they struggle to understand'

'These learners did not get a good foundation; they do not understand English so we just have to change to vernacular in order for them to understand'

'I code-switch to ensure better understanding of the content'

'Sometimes when I explains in English and there are some terms or words that the learners do not understand the meaning , I then just explain in the home language in order to help them understand'.

b) Teachers cannot express themselves better in English

Teacher A responded that he sometimes struggled to express himself in English and thus was forced to switch to Oshiwambo. As mentioned earlier in the statement of the problem of this study, the teachers' low proficiency in the official language contributed to code-switching. Teacher B said this during the interview:

'Even *me as a teacher I sometimes struggle to explain some things in English, so I just switch to Oshiwambo'.*

c) Habitual usage

It was noted that some teachers code-switched spontaneously and often subconsciously because they were used to code-switching most of the time. Two teachers reported that code-switching was an everyday occurrence in their classrooms. Teacher C stated that code-switching was being practiced by his lecturers at UNAM during his studies so it is like a norm now. He used it frequently because he had made a habit of it.

d) Rapport building

Teacher A said that he code-switched in order to maintain or build rapport with his learners. The researcher asked for clarity on that and he explained himself:

'Developing and maintaining good personal relationship between the teacher and the learners always impact on learning positively. The teachers should be friendly with the learners in and outside the classroom'

e) Learners' English language proficiency

The teachers stated that the learners' poor English language proficiency was sometimes the reason why they practiced code-switching for learners to understand.

'*Most of our learners do not know English so you just have to switch to vernacular for them to understand'.*

Teacher C stated that in his lessons, for example, he switched from English to Oshiwambo for the purpose of emphasis. One particular situation he gave was when he used examples to explain concepts or ideas or to clarify the meanings or difficult terms in Geography. This teacher went

on to further say that he switched from English to Oshiwambo when he instilled humor or trivia, especially during the lessons held at times when learners were likely to be tired such as after lunch, to keep the learners alert during the lesson.

4.2 Theme 2: The teachers' and learners' perceptions about code-switching

4.2.1 The perceptions of the teachers about code-switching from the questionnaires

The researcher sought to find out how the Junior Secondary Geography teachers perceived the phenomenon of code-switching. The findings on the teachers' perceptions about code-switching from the questionnaires were gathered from their opinions shown in the table below.

Table 4: Teachers' perceptions towards code-switching

Please tick in the appropriate box below

14. How often do you think code-switching should be used in the Geography classrooms?				
• Rarely				**0**
• Sometimes				**3 teachers (100%)**
• Most of the time				**0**
15. To what extent do you use your home language in your classes?				
20%	40%	50%	60%	80-100%
2	**1**			

16. Should teachers be allowed to code- switch during the teaching and learning of Geography subject?

Yes   [2]   No   [1]

16.1 Give a reason for your answer.

17. Do you think teachers' code switching help learners learn Geography better?

Yes   [3]   No   [0]

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17.1 Give a reason for your answer.

In Question 14, teachers were asked how often they thought code-switching should be used in the Geography classes. There were three options to choose from (rarely, sometimes and most of the time) all three teachers indicated that they wanted code-switching to be used sometimes.

The teachers were also asked to indicate how often they used their home language in the Geography classrooms (question 15). There were five different percentage options to choose from. Two teachers indicated that they code-switched every day on average of 20% of the time, while one teacher said he code-switched on an average of 50% of his teaching time in the Geography classrooms.

Teachers were asked whether they should be allowed to code-switch during the teaching of the Geography subject to which they gave different opinions. The question was open ended, as teachers were asked to give their reasons for agreeing or disagreeing. Teacher A gave contradictory answers by agreeing to be allowed to code-switch and disagreeing to be allowed to code-switch. Teacher A explained that teachers should be allowed to code-switch if they encountered problems when explaining certain things in English or when they discovered that learners were struggling to grasp the content and that they needed explanations in the mother tongue. The teacher further went on to explain why he thought teachers should not be allowed to code-switch saying code-switching could be detrimental to learning. He therefore cautioned both teachers and learners not to overuse code-switching.

Teacher B argued that teachers should be allowed to code-switch because according to him, there are some terms / concepts in Geography that are difficult to explain in English. He said even himself as a qualified teacher, struggled to explain certain concepts or ideas to his learners.

Teacher B suggested that code-switching should be legalized or made official in schools as he believed that it helped teachers and learners in the teaching and learning of Geography.

Teacher C said teachers should not be allowed to code-switch although he indicated that he code-switched on average of 20% in his Geography classrooms. He claimed that code-switching should not be practiced because it is not allowed by the Namibian Language Policy. (Teacher C misunderstood the Language Policy).

Question 17 was an open ended question which asked if teachers' code-switching helped learners learn Geography or not. All three teachers stated that teachers' code-switching helped learners to learn Geography better because learners enjoyed learning more when their teachers code-switched. The teacher's input enhanced their ability to understand. In addition, all three teachers stated that code-switching allowed learners to feel less stressed and became more comfortable to learn. Once they were comfortable with the classroom environment, they were able to focus and therefore participated in classroom activities effectively because they were not anxious to express themselves. The above mentioned aspects made learners feel more relaxed and comfortable to learn Geography.

All the teachers further expounded that code-switching enabled them to finish the syllabus on time as learners grasped the content smoothly and that there might be no need for lesson repetitions throughout the course which in most cases caused delays in finishing the syllabus.

Teacher A said:

'*Code-switching should be practiced. If you don't code-switch, you will waste time by explaining things to the learners over and over and you might not finish the syllabus on time'.*

4.2.2 The perceptions of the learners about code-switching from the questionnaires

Table 5: Perceptions of the learners on code-switching

Tick √ in the appropriate box below.		
5. Should teachers' code-switch while teaching Geography?		
• Yes	**11 (55 %)**	
• No	**9 (45%)**	
Give a reason for your answer?		
6. Do you think teachers' code-switching help you learn Geography better? Yes/No Explain		
• Yes	**12 (60%)**	
• No	**8 (40%)**	
a. Give a reason for your answer?		

Learners were asked whether teachers should be allowed to or not to code-switch while teaching Geography and a total of eleven learners wanted teachers to code-switch while teaching Geography. The learners who agreed that teachers should be allowed to code-switch gave various reasons to defend their answers. They gave the following verbatim reasons:

Leaner 1:'*Because it help us to understand better especially when the teachers uses more complicated or difficult words to understand.'*

Learner 2:'*I prefer English and Oshiwambo to be taught in Geography for us to understand well Geography in order to pass with good symbols'.*

Learner 3*:'Because there is sometimes we want to ask something or don't understand but we are scared to ask, thus why we prefer all the languages to be used'.*

Learner 4: *'Because sometimes I might meet with any word in English but I never heard it before but I will try to put it in Oshikwanyama for me to understand better'.*

Learner 5: *'Because sometimes learners they don't understand some words that are in English. English would also be taught because some people they understand more when they are taught in English'.*

Learner 6: *'Because it makes us understand some words that are very difficult for us in English and to understand very well. English can also improve our skills and to train our minds'.*

Learner 7: *'Because when a teacher is teaching in English as our official language and translate were we do not understand to Oshiwambo. It will make us to understand any topic very well'.*

Learner 8: *'So that I can understand very well what the topic is about in Oshiwambo when I cannot understand in English because I understand Oshiwambo better than English'.*

Learner 9: *'Because some learners may not understand some meanings in English. It will be much easier if the teacher explain in more details in Oshiwambo'.*

Learner 10: *' I prefer it because English is very problem to us , so that we need both languages , English and Oshiwambo to be understandable easily because some of the words in English is problem on us as if it's the first time we heard it'.*

A total of nine learners were of the opinion that teachers should not be allowed to code-switch when teaching Geography. Their view points are given verbatim as follows:

Learner 11: *'Because English is an official language used in Namibia, therefore I cannot prefer Oshiwambo because is my mother language, so I know it already'.*

Learner 12: *'Because is the language that is used in the offices and no where you go can go if you don't know how to write and speak English'.*

Learner 13: *'Because if it is to be done in Oshiwambo we will not be able to answer the questions correctly. At the National Examination, the markers will find it difficult to understand '.*

Learner 14: *'Because statements those usually written in English are short and understandable that those written in Oshiwambo and this make our work easier'.*

Learner 15: *'It will help learners to improve their English and it will also help them to better understand the questions during the examinations'.*

Learner 16: *'Because I understand more easily when I am taught in English'.*

Learner 17: *'So that it will be easier for me when I am study and when I am going to write my exams'.*

Learner 18: *'I prefer him to taught in English because is the official language and us learners we need to understand it'.*

Learner 19: *'Because that's the language that makes the subject easy and understandable'.*

In question seven, learners were asked if the teachers' code-switching helps them to learn Geography better or not. This question was aimed at finding out the learners' perception about code-switching. Twelve learners indicated that code-switching helped them learn Geography better. The learners gave the same reasons as to why they thought code-switching helped them learn Geography better. Their responses are given verbatim below:

Learner 1:'When the teacher mixes Oshiwambo and English when teaching, I will study better when I go home because I will understand most of the things'.

Learner 2:*'This Code-switching thing is good because the teacher explains well to us in Oshiwambo and we will study well for tests and examinations'.*

Learner 3*:'I understand better when the teacher teach in Oshiwambo and when I understand well than it means I will study very well '.*

Learner 4*:'It helps me learn Geography better because that's the language I study Geography'.*

Learner 5*:'Because I will understand most of the difficult words better in Oshiwambo'.*

Eight learners revealed that teachers' code-switching did not help them learn Geography better. They expressed the following views and they are written verbatim:

Learner 6:*'It doesn't help because I study Geography in English'.*

Learner 7:*'Because the examination will be in English so when I study, I study in English otherwise I will struggle '.*

Learner 8:*' No because when the teacher tell us some things in Oshiwambo we struggle to put them in English when preparing for examination and it is not good because we will just fail'.*

Learner 9:*'Because English is the official language and it should be like that always'.*

4.2.3 The teachers' perception about code-switching from interviews

The three teachers were interviewed to give insights on their perceptions of code-switching in their grade 10 Geography Junior Secondary classrooms. The teachers were asked the following questions during the interviews:

1. What is your general view on the issue of using home language or any language other than English in the Geography lessons?

2. In your view, should code-switching be allowed in Geography classrooms? Explain why.

Teacher A perceived code-switching to be instrumental in simplifying concepts for the learners. For him, code-switching aided him in helping learners analyze information learned. This teacher also stated the necessity to code-switch whenever he covered substantial material within the given class period as he believed learners could process information faster if he code-switched. Additionally, the teacher expressed that he perceived code-switching as a norm, because to him code-switching is being practiced at every institution in Namibia. So this particular teacher thinks code-switching should be allowed in schools, but only to a certain extent as it helped learners grasp the content better, he stressed.

Two of the three teachers stressed that it was very important to teach Geography in English as it is the official language. The teachers further stressed that, teaching in English is a good encouragement to learners to speak English during the Geography lesson. These teachers however supported Teacher A's arguments that code-switching should be allowed to a certain extend. According to them, teachers can code-switch if they happen to find it difficult to explain certain concepts or words/phrases in English so as to make learners understand.

4.3 Theme 3: The prevalence of code-switching in the Junior Secondary Geography classrooms

4.3.1 The prevalence of code-switching from the teacher's questionnaires

The teachers were asked to answer the two questions on the prevalence of code-switching in the table below.

Table 6: Teachers' opinions on the prevalence of code-switching

Reason	Strongly agree	Agree	Disagree	Strongly disagree
8. Code-switching is an everyday occurrence.		1	2	
15. To what extent do you use your home language in your classes?				

20%	40%	50%	60%	80-100%
2		1		

In question 8, one teacher agreed that code-switching happens every day in his classrooms while two teachers indicated that code-switching does not happen every day in their classrooms.

The teachers were also asked to indicate how often they used their home language in the Geography classrooms (question 15). There were five different percentage options to choose from. Two teachers indicated that they code-switched every day on average of 20% of the time, while one teacher said he code-switched on an average of 50% of his teaching time in the Geography classrooms.

4.3.2 Prevalence of code-switching from the learner's questionnaires
Table 7a: Learners' opinions on the prevalence of code-switching

Please read each of the following statements very carefully and tick √ in the box the answer which best describes your degree of agreement or disagreement.				
	Strongly agree	Agree	Disagree	Strongly Disagree

1. Code-switching is an everyday occurrence	4 learners	12 learners	4 learners	0
2. Code-switching occurs frequently amongst teachers who share the same home language as the learners in the classroom.	4 learners	14 learners	1 learner	1 learner

Table 7b: **Learners' opinions on the prevalence of code-switching**

7. How often do you use your home language in Geography lessons?		
• Rarely	**6 (30%)**	
• Sometimes	**3 (15%)**	
• Most of the time	**10 (50%)**	
8. How often do you think code-switching should be used in the Geography classrooms?		
• Rarely	**5 (25%)**	
• Sometimes	**12 (60%)**	
• Most of the time	**3 (15%)**	

A total of twelve learners agreed to the statement that code-switching was an everyday occurrence. The learners were in agreement that code-switching happened every day in the teaching and learning of Geography. However, four learners disagreed with the statement while another four learners strongly agreed with the statement. It can be said that 80% of the learners agreed that code-switching happened every day while 20% said that it did not happen on a daily basis.

It appears that most learners were in agreement with statement two, which asked whether teachers' code-switch more when they share the same language with the learners in the classrooms or not and fourteen learners agreed and four strongly agreed with the statement. Only one learner disagreed and another one strongly disagreed.

Learners were asked in the questionnaires to indicate how often they used their home language on average in the Geography lessons. The learners had to choose from the following responses: 'Rarely, 'Sometimes', 'Most of the time'. The learners' answers are given in Figure 1 below.
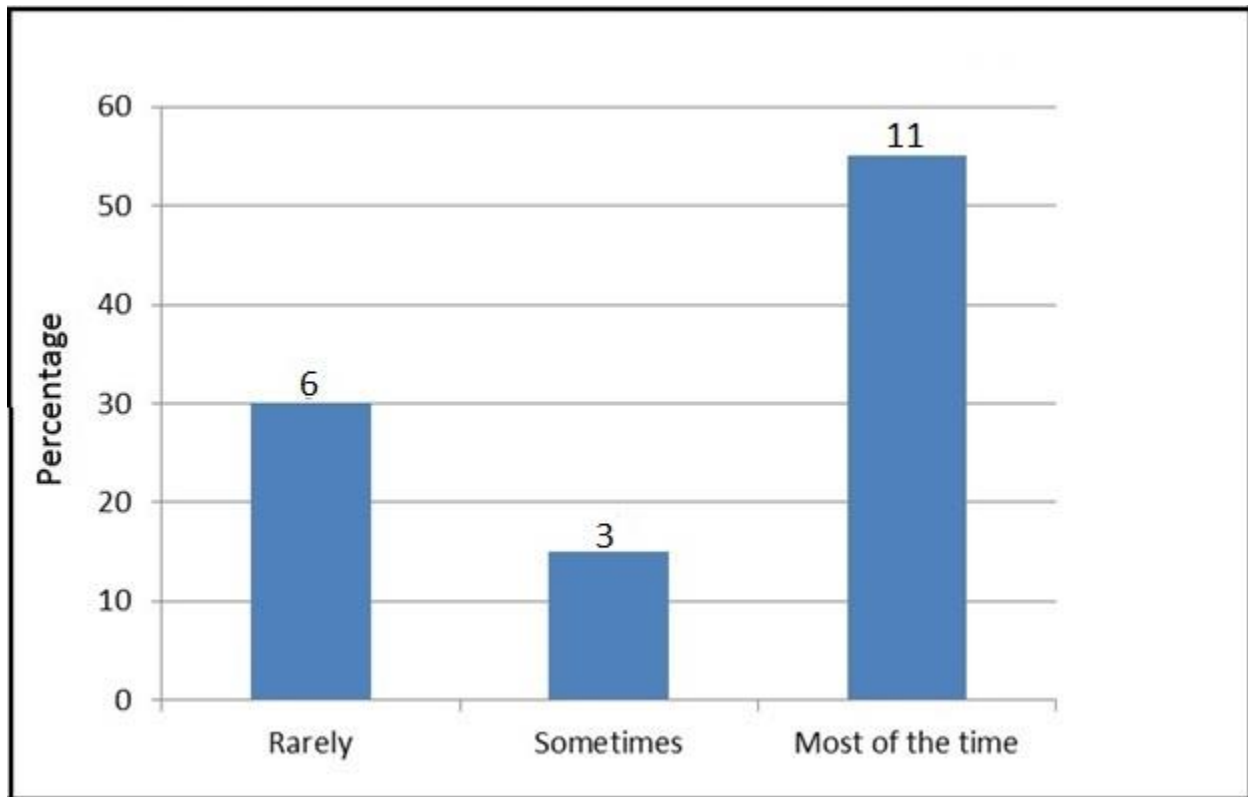
Figure 1: How often do learners use their Home Language in the Geography lessons?

Figure 1 shows that in total, all the learners stated that they code-switched in the Geography lessons. A total of eleven learners indicated that they code-switched 'most of the time', six learners indicated that they code-switched 'sometimes' and three indicated that they code-switched 'rarely' in the Geography lessons.

Learners were also asked to specify how often they thought code-switching should be used in the Geography classrooms. They had to choose from the provided responses such as: 'rarely, 'sometimes', 'most of the time'. The learners' responses are given in Figure 2 below.
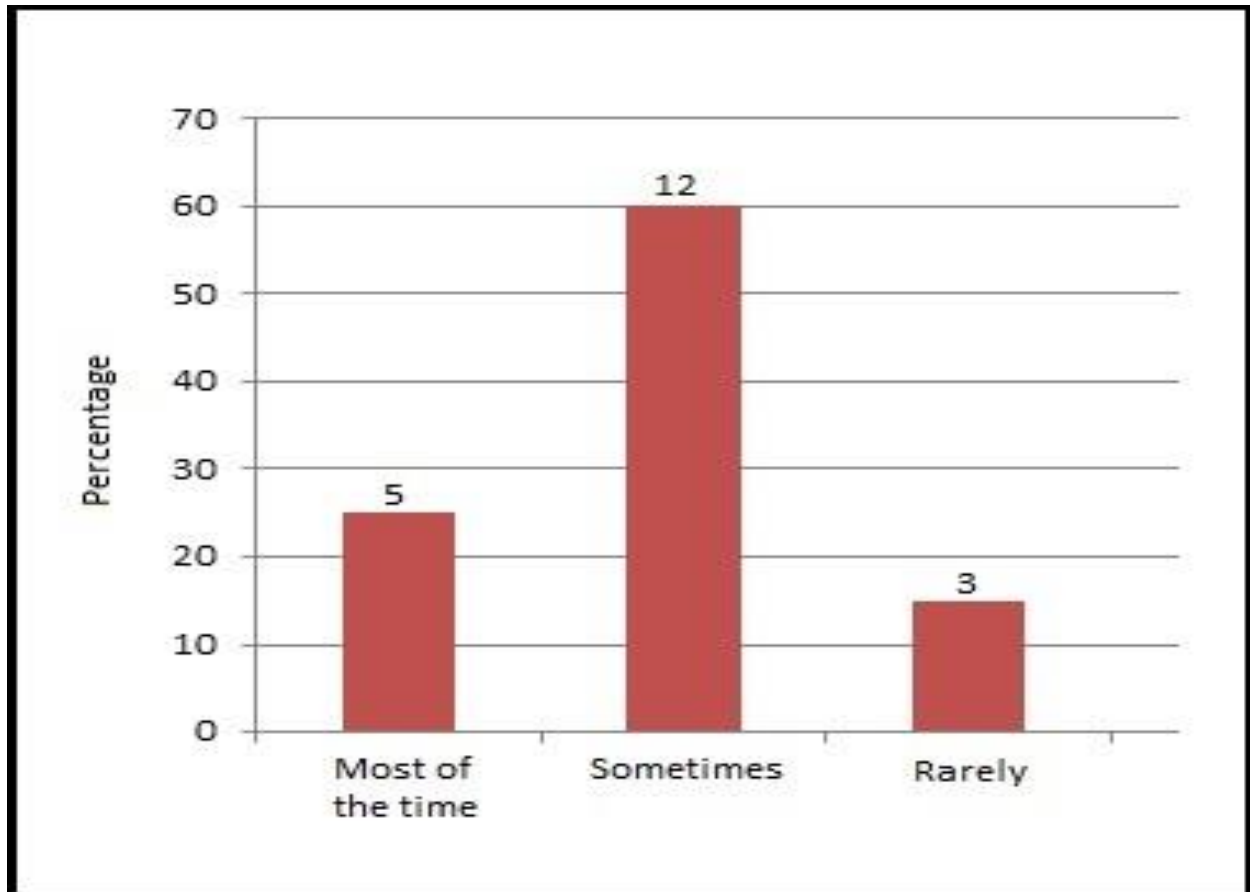
Figure 2: How often do learners think code-switching should be used in the Geography classrooms?

The data in Figure 2 shows that most learners indicated that they want code-switching to be practiced in their Geography lessons. A total of twelve learners indicated that they thought that code-switching should be practiced 'sometimes', five indicated that it should be practiced 'most of the time' and three indicated that code-switching should be practiced rarely in their Geography lessons.

4.3.3 Prevalence of code-switching from the classroom observations

The researcher noted during classroom observations that learners communicated amongst themselves mainly in their home language. This can be attributed to the fact that the learners shared the same home language and it would naturally be their language of communication. It was also observed that during the lessons, the learners code-switched frequently and the teachers did not react to it. There was an instance when the researcher asked a learner what their next lesson would be, and the learner answered in the home language by saying:

'Selma, otwauka peni hano okudja apa'? (Selma, what is our next lesson?).

4.3.4 Prevalence of code-switching from the interviews

The teachers were asked the following questions in the interviews:

1. Percentage wise, what would you say is the extent to which code-switching is practiced in your Geography classrooms?
2. Would you say code-switching is an everyday occurrence?

Teachers A and C revealed that code-switching is practiced at a rate of 20% in their Geography classrooms, while Teacher B said he code-switched at a rate of 50% in his Geography classrooms. On the question whether code-switching is an everyday occurrence; teachers B and C confirmed that it occurs every day in their classrooms. However, Teacher A said it's only the learners that code-switch every day but he does not code-switch every day.

4.4 Summary

This chapter presented the data collected regarding the research questions of this study. The data were collected from questionnaires, observations and interviews. Emerged themes from the research instruments were presented in the form of tables and figures.

The next chapter discusses the research findings.

CHAPTER FIVE: DISCUSSIONS

5.1 Introduction

The previous chapter presented the research findings. In this chapter, the research findings are

discussed and summarized.

5.2 Comparison of teachers' and learners' answers from questionnaires

Table 8: Triangulation of teachers' and learners' data from questionnaires

Questions	Teacher's responses	Learner's responses
1. Code-switching is an everyday occurrence.	• 1 agreed • 2 disagreed	• 16 agreed • 4 disagreed
2. Code-switching occurs frequently amongst teachers who share the same home language as the learners in the classroom.	• 2 agreed • 1 disagreed	• 18 agreed • 2 disagreed
3. Teachers use code-switching when he/she wishes to praise or tell learners off.	• 1 agreed • 2 disagreed	• 14 agreed • 6 disagreed
4. Teachers use another language other than English when he/she is tired, upset or distracted in some way.	• 1 disagreed • 2 agreed	• 5 agreed • 15disagreed
5. Teachers allow learners to code-switch when he/she discovers that they have a deficiency in linguistic competence of the English language.	• 2 agreed • 1 disagreed	• 18 agreed • 2 disagreed
6. Should teachers be allowed to code-switch while teaching Geography?	• 2 agreed • 1 disagreed	• 11 agreed • 9 disagreed
7. Do you think teachers' code-switching help learners learn Geography better?	• 3 agreed	• 12 agreed • 8 disagreed
8. How often do you think code-switching should be used in the Geography classrooms?	• All three chose 'sometimes'	• Rarely - 5 • Sometimes -12 • Most of the time -3

The data above shows that both teachers and learners agreed that code-switching happens every

day. One teacher revealed that code-switching happens every day in the Geography classrooms

while two teachers said code-switching doesn't happen every day in their Geography classrooms. In contrast, a high number of learners (80%) maintained that code-switching happens every day in the Geography classrooms and only four learners said it doesn't happen every day. The high percentage from the learners is an indication that code-switching occurs every day but teachers don't want to admit it. The findings of this study are in line with what other scholars found on the prevalence of code-switching. Viriri (2013) found out that there was a widespread tendency to use a mixture of Shona and English in her study on the prevalence of code-switching in secondary schools in Buhera South District, Zimbabwe. Studies done by Namibian scholars such as Shilamba (2012); Kamati (2012); and Simasiku (2014) found that code-switching is widespread in the Namibian schools.

On the reasons for code-switching, the results show that two teachers and eighteen learners agreed that code-switching happens in the Geography classrooms because learners are unable to express themselves better in English. However, one of the teachers' and two learners disagreed that they code-switched because they were unable to express themselves better in English.

5.3 Results from classroom observations

During the classroom observations, the researcher intended to identify the noticeable reasons that caused the teachers to code-switch. This was done by exploring various situations that might have necessitated the teachers' use of code-switching and thereby identify the reasons why the teachers practiced code-switching. The following reasons were identified: *clarifying important concepts, emphasizing key points, catching the learners' attention, for general communication, for disciplining the learners, for expressing feelings towards various events happening in the classrooms, for encouraging discussions and participations amongst the learners*. The teachers'

reasons for code-switching during classroom observations are more or less the same as the reasons they gave in the questionnaires.

Teachers were found to code-switch more frequently than what they indicated in the questionnaires and interviews. In the questionnaires and interviews, most teachers indicated that they only code-switched on average of 20% but they were observed code-switching on average of 50%. Sixteen learners stated in the questionnaires that code-switching occurs every day in the Geography classrooms. This could be a true reflection of what really happens in the classrooms and teachers did not freely say it in the questionnaires and interviews.

5.4 Results from teachers' interviews

Some of the reasons given by teachers for code-switching in the interviews are similar to the ones they gave in the questionnaires and in the observations. They are as follow: to make learners understand the content well, teachers are unable to express themselves better in English thus resort to code-switching, habitual usage, to build rapport, learners have poor language proficiency.

One teacher stated that code-switching happens every day in their classrooms and that they code-switch on average of 20% in their Geography classrooms. One teacher contradicted himself by saying he doesn't code-switch every day in the interviews but the researcher observed him code-switching at a rate of 50% in all his three observed Geography lessons. This could be due to the fact that the Language Policy recommended English as the sole medium of instruction and this teacher did not want to look like he doesn't follow the rules and regulations.

The results further established that code-switching is prevalent in the grade 10 Geography classrooms of the Omusati Educational Region as one of the teachers stated that code-switching

is practiced at a rate of 20% while another teacher said code-switching is practiced at a rate of 50% in his Geography classrooms.

5.5 Reasons for code-switching

The findings from teachers' questionnaires as shown in Table 1 revealed that teachers code-switched for performance reasons such as that they were unable to express themselves and thus resorted to code-switching, to clarify concepts or meanings. Teachers code-switched for the following reasons: *when experiencing difficulties in relating new concepts in English, to express themselves better to the learners, to praise or tell learners off, when they were tired, upset or distracted in some way*. During the observations, the researcher observed that the reasons teachers mentioned why they code-switch in the classrooms were implemented in practice.

During the interviews with the teachers, it became clear that teachers' code-switched because they needed to make learners understand the content very well, teachers cannot express themselves better in English, they are used to code-switching often such that it has become a habit, to build rapport, the poor learners' English language proficiency.

The results of the reasons for code-switching from the present study are in line with what other studies have found. For example, Dawid (2010) , in his study on the functions of teachers' code-switching in multilingual and multicultural high schools in the Siyanda District, South Africa found out that teachers used code-switching mainly for academic purposes such as explaining and clarifying subject content, for maintaining their social relationships with their learners and being humorous, and for classroom management purposes.

The results of the study from the learner's questionnaires established the following reasons force teachers and learners to code-switch:

a) Teachers code-switch when they share the same home language with the learners.

Learners in the present study indicated that teachers code-switched because they shared the same home language as the learners. These findings are not in agreement with what Kamati (2011) found in her study on the reasons for code-switching in the Oshana Educational Region. She found out that even teachers whose mother tongue was different from the learners, teachers still found a way of bringing Oshiwambo words into their discussions with the learners in their lessons using words such as: 'Aiye'! (No) or 'Kalunga kandje' (my God). This could be because Oshana region is dominated by Oshiwambo speakers and so teachers whose Oshiwambo is not their home languages are somehow forced to learn how to speak Oshiwambo in order to communicate effectively.

b) Teachers use code-switching when they want to praise or tell learners off.

c) Teachers code-switch when they are tired upset or distracted in some way, and

d) Learners code-switch because they have a deficiency in linguistic competence of the English language.

As Brock-Utne (2002) wrote: 'Reasons for code-switching may be expressed differently but at the core of the matter teachers show concern for the understanding capability of their students' (p. 20).

In the present study, even though teachers provided different reasons with regards to why they code-switched in their grade 10 Geography lessons, they all converged to one reason which is: to ensure that the learners understand the Geography content presented to them. Van der Walt, Mabule and de Beer (2001) stated that, teachers subconsciously recognize when their learners do not understand and hence repeat the explanations done in English to the learners in the mother

tongue. The following response of one of the teachers appeared to reflect Van der Walt *et al* s'
(2001) view:

'Sometimes when I explain in English and there are some terms or words that the learners do not understand the meaning, I then just explain in the home language in order to help them understand.'

Then and Ting (2009), Mouton (2007), Kamati (2011), Simasiku (2014) and Aukongo (2015)
found that teachers were found to code-switch during the teaching and learning process to: call
for attention, clarify concepts, restate, to facilitate understanding, teachers' low level English
proficiency, rapport building. Thus, the findings of the present study indicate that code-switching
is adopted by teachers and its usage is purposeful.

As previously stated in this study (see chapter 2), the theoretical framework used was the
constructivism theory which states that learning is a constructive process and that learners create
or construct their own knowledge on the basis of the knowledge that they already have.
Constructivism theory teaches learners to discover their own answers as well as producing their
own concepts and interpretations (Marlowe & Page, 2005). This study found out that teachers
code-switched in order to allow learners to construct meanings and interpretations of the
Geography contents presented to them.

5.6 Perceptions towards code-switching

The study revealed that most learners who participated in the study had a positive attitude
towards code-switching. The results from questionnaires showed that sixteen learners indicated
that code-switching should be used in the Geography lessons. Fifteen learners stated in the
questionnaires that teachers' code-switching contribute to their effective learning as it helps their
teachers to explain difficult concepts better. This means that most learners in the present study

have a positive attitude towards code-switching. They see it as an important phenomenon that makes their learning easier. However, five learners indicated that code-switching does not help them learn Geography better. The findings on the learners' perceptions of code-switching from the present study are in line with what Abad (2010) found in his study on the analysis of teachers' and learners' perceptions of code-switching in Philippine. He found that learners perceive their teachers' code-switching positively as it enabled their teachers to explain difficult concepts better, especially in defining new and unfamiliar concepts.

Abad further reported that learners on the other hand maintained that code-switching should only be used within reasonable bounds. The learners in his study believed that too much code-switching may affect their education and personal growth. Learners in the present study were asked to state how often they think code-switching should be practiced in the Geography lessons and 12 learners (see Figure 2, chapter 4) indicated that it should only be used sometimes and this could be an indication that learners perceive it necessary but to limit the use of code-switching and for specific purposes only.

Teachers also revealed that code-switching help learners to learn Geography better because learners concentrated and understood better when code-switching was employed. The teachers also stated further that code-switching made the teaching and learning of the Geography subject successful as it enabled them to finish the course outlines on time and it also made learners understood the content well.

The findings from the interviews indicate that some teachers perceive code-switching to be influential in simplifying concepts for the learners, aids in helping learners to analyze information learned and help it to cover extensive content within the given class period.

Additionally, the teachers stressed that code-switching should be allowed in schools but only to a certain extent as it can be detrimental to both the teachers' and learners' teaching and learning and this is exactly what the learners in this study reported in the questionnaires.

The data shows that both teachers and learners have similar perceptions regarding code-switching during the teaching and learning of Geography. The results of this study validate earlier findings on the cognitive and affective functions of code-switching during instruction (Mouton, 2007; Kamati, 2011; and Shilamba, 2012).

5.7 Prevalence of code-switching
The findings from this study revealed that both teachers and learners agreed that code-switching was prevalent in the Omusati Educational Region in grade 10 Geography classrooms. The prevalence of code-switching in this study from teachers' questionnaires was found to be 90%, 30% from observations and another 90% from interviews. The prevalence of code-switching from the learners' questionnaires was found to be at 80%.

The findings from the questionnaires and interviews indicated a frequent use of code-switching while the findings from the observations recorded less frequent use of code-switching in this study. The perception of the frequent use of code-switching mentioned in the questionnaires could be attributed to the fact that questionnaires are known for their conscientious responses. Therefore, it can be that the teachers answered the questions in their own space, without the presence of the researcher while the researcher's presence in the classrooms inhibited them. The fact that teachers conceded to the frequent use of code-switching during the interviews could also be because the researcher established trust and rapport in order to enable the teachers to provide information in their inner world, as explained by Johnson and Christensen (2012). It might be

that the respondents were able to come out with the information related to the prevalence of code -switching more openly. The less frequent use of code-switching during observations could be attributed to the teachers' reaction to the presence of the researcher in the lessons.

Kamati (2011) found in her study that the teachers appeared to resist code-switching. The results from the observations of her study showed a lower code-switching prevalence rate than the results from the questionnaires and interviews. There were also discrepancies in the present study between what the researcher observed and the teachers' responses in the questionnaires and interviews regarding the prevalence of code-switching as teachers might not have conducted their lessons as they usually do, knowing that they are being observed.

5.8 Conclusion

The results of this study established that code-switching was prevalent in the Geography's grade 10 classrooms of the Omusati Educational Region. Both teachers and learners code-switched mainly for performance reasons. Teachers and learners were found to have positive perceptions about code-switching.

In the next chapter, the focus will be on the conclusion and recommendations of the study.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The previous chapter presented the discussions of the findings of this study. This chapter gives

the conclusions and recommendations derived from the results of this study.

This study was conducted with the purpose of investigating code-switching in the grade 10

Geography teachers and learners in the Omusati Educational Region.

The study sought to answer the following three questions:

1. Why do Junior Secondary Geography teachers in the Omusati Educational Region code-

   switch?

2. What are the Junior Secondary Geography teachers' and learners' perceptions regarding

   code-switching in the Omusati Educational Region?

3. How prevalent is code-switching in the Geography classrooms?

The study used a mixed research design approach, where a sample of three teachers and twenty

learners were drawn from three schools, from a population of the grade 10 Geography teachers

and learners in the schools of the Omusati Educational Region. The teachers were sampled

purposefully, on the basis that they were grade 10 Geography teachers while the learners were

sampled conveniently on the basis that they were available and willing to participate.

The data collected were used to triangulate the findings of the lesson observations, the different

questionnaires for teachers and learners as well as the interviews with the teachers. The findings

from the questionnaires were presented first, followed by the findings of the observations and

then the findings from the interviews. The themes that emerged from the data collected from the

grade 10 Geography teachers and learners were discussed and summarized in order to answer the

research questions. The findings were supported with the literature review and the theoretical framework as mentioned above (see chapter 2).

6.2 Conclusion

Code-switching was found to be somewhat prevalent in the Junior Secondary Geography classrooms in the Omusati Education Region. The reasons for code-switching included: to clarify concepts so as to ensure that learners understood the subject content, for general communication, to build rapport, for disciplining the learners, to catch the learner's attention, for expressing feelings toward various events happening in the classrooms, for encouraging discussions and participation amongst the learners. In addition, the practice of code-switching was attributed, amongst others, to the learners' and at times teachers' insufficiency of the required English language proficiency, contextualizing the Geography content, classroom management, rapport building and for expressing emotions. The teachers' and learners' perceptions about code-switching were also discussed and found to be similar. Both teachers and learners had a positive attitude towards code-switching as they both stressed that code-switching contributes to teaching and learning of the Geography content. They considered it best that the Junior Secondary Geography be taught in English with some home language explanations thrown in which further indicated their support for code-switching in the Geography classrooms.

6.3 Recommendations

Results from the study showed that, code-switching is unavoidable for as long as English is the only prescribed language of instruction. English as the only medium of instruction in the Namibian classrooms cannot however solve all the challenges faced by both teachers and learners during classroom interactions. In order to provide quality education to the Namibian

learners, there is a need for the right medium of instruction which is understood by both teachers and learners. It is in light of this that the researcher is recommending:

- The government or policy makers should revise the Language Policy in which code-switching could be included in the planning of the syllabi so that both English and home language are used in the classrooms, so as to reach the desired goals of learning.

- Teachers need to read the Language Policy with understanding.

- The scope of this study was limited to government schools only; therefore there is a need to expand the area of the scope to private schools. This will allow for comparison of results and assist researchers to more access to literature on code-switching.

- There is a need to conduct a study on code-switching focusing on learners only.

To sum up, no matter how unacceptable it may seem, code-switching is a language that one has to reckon with since it facilitates the development of good communication skills between teachers and learners, promotes understanding of difficult concepts and gets learning objectives achieved.

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APPENDIX A: Questionnaires on the reasons, perceptions and prevalence of code-switching for learners.

Introduction

Code switching refers to changing back and forth between two languages or more in a single conversation (Fromkin, Rodman and Hyams, 2007). Simply put, code switching refers to using more than one language in a single conversation.

This questionnaire is designed to find out your honest views about code-switching during the Geography lessons. Please respond to all the questions below carefully and honestly. This is not a test and there is no right or wrong answers. Your responses will be kept strictly confidential, and will only be used for the purpose of this study. Your answers will not prejudice you in any way.

Biographical information

Please answer the following questions by writing your answer in the spaces provided.
1. What is your gender? Female …………………………Male…………………
2. What is your home language? ………………………………………..
3. What languages do you speak at school?...
4. In what language(s) does your teacher teaches Geography?………………………………
5. In what language (s) do you learn or study Geography?..

Learners' honest views about code-switching in Geography

Please read each of the following statements very carefully and tick the answer which best describes your degree of agreement or disagreement.
The following abbreviations are used: SA - Strongly Agree; AG - Agree; DA Disagree; SD - Strongly Disagree.

Please read each of the following statements very carefully and tick √ in the box the answer which best describes your degree of agreement or disagreement.				
9. Code-switching is an everyday occurrence				
10. Code-switching occurs frequently amongst teachers who share the same home language as the learners in the classroom.				
11. Teachers use code-switching when he/she wishes to praise or tell learners off				
12. Teachers use another language other than English when he/she is tired, upset or distracted in some way.				
13. Teachers allow learners to code-switch when he/she discovers that they have a deficiency in linguistic competence of the English language.				

Tick √ in the appropriate box below.

14. Should teachers' code-switch while teaching Geography?		
• Yes		
• No		

Give a reason for your answer?

………

………..

15. Do you think teachers' code-switching help you learn Geography better? Yes/No Explain		
• Yes		
• No		

a. Give a reason for your answer?

....

....

Prevalence of code-switching in Geography lessons

16. How often do you use your home language in Geography lessons?		
• Rarely		
• Sometimes		
• Most of the time		
17. How often do you think code-switching should be used in the Geography classrooms?		
• Rarely		
• Sometimes		
• Most of the time		

APPENDIX B: Questionnaires for teachers on the prevalence and perceptions regarding code-switching

Code switching refers to changing back and forth between two languages or more in a single conversation (Fromkin, Rodman and Hyams, 2007). Simply put, code switching refers to using more than one language in a single conversation.

Introduction: This questionnaire is intended to explore the concept of code-switching in Geography Junior Secondary classrooms. The information to be collected in this study is essential for the partial fulfilment of the requirements of the award of the Master of Education degree. It is hoped that the findings of this study might also contribute to the betterment of Geography's Education in Namibia.

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

Please answer the questions as truthfully as you can to facilitate accurate findings for this study.

Section A

Biographical information

Please tick in the appropriate box

1. What is your position at this school?
   o Principal
   o Head of Department
   o Teacher

2. What is your qualification in the subject that you teach?
   o Certificate in Education
   o Basic Education diploma
   o Bachelor of Education
   o Others. Please specify

....

3. How long have you been teaching?

    o   Less than 2 years

    o   3 - 10 years

    o   10 years and more

4. What is your mother tongue? ....

5. In which age group do you fall?

    o   Below 20 years

    o   21-30 years

    o   31- 40 years

    o   41- 50 years

    o   51- 60 years

    o   Other …specify

6. What is your sex

    o   Male

    o   Female

Section B. Questionnaires

To what extent do you agree or disagree with the following reasons that might account to why teachers switch from one language to another while teaching. Please indicate by circling the box that best match your views.

Reason	Strongly agree	Agree	Disagree	Strongly disagree
1. A teacher may not be able to express himself /herself in one language thus switches to the other language.				
2. Teachers repeat the same message in both English and mother tongue to clarify concepts or meanings.				
3. Teachers use code-switching because they experience difficulty in relating new concepts to learners through the official medium of instruction.				
4. Teachers to whom English is a second language switch because they feel comfortable with their mother				

tongue.				
5. A teacher may switch languages to convey his/her attitude to the learners.				
6. The teachers turn to a learner's first language to signal friendship and solidarity and to establish rapport with the learners.				
7. A teacher may switch from one language to another if he/she wishes to exclude another learner from the conversation.				
8. Code-switching is an everyday occurrence.				
9. Code-switching occurs frequently when teachers share the same mother tongue as the learners in the classroom.				
10. Teachers use code-switching within a normal conversation with learners in the classroom.				
11. Teachers use code-switching when he/she wishes to praise or tell learners off.				
12. Teachers use another language other than English when he/she is tired, upset or distracted in some way.				
13. Teachers allow learners to code-switch when he/she discovers that they have a deficiency in linguistic competence of the English language.				
14. How often do you think code-switching should be used in the Geography classrooms?				
• Rarely				
• Sometimes				
• Most of the time				
15. To what extent do you use your home language in your classes?				
20%	40%	50%	60%	80-100%

16. Should teachers be allowed to code- switch during the teaching and learning of Geography subject?

16.1 Yes ☐   No ☐

16.2 Give a reason for your answer.

17.   Do you think teachers' code switching help learners learn Geography better?

17.1 Yes ☐   No ☐

Thank you for your time

APPENDIX C: Interview questions for the grade 10's geography teachers on the perceptions, reasons and prevalence of code-switching in the Omusati Educational Region.

School: …………………………………

Introduction

Code switching refers to changing back and forth between two languages or more in a single conversation (Fromkin, Rodman and Hyams, 2007). Simply put, code switching refers to using more than one language in a single conversation.

This interview is designed to find out your honest views about code-switching during the Geography lessons. Please respond to all the questions below carefully and honestly. This is not a test and there is no right or wrong answers. Your responses will be kept strictly confidential, and will only be used for the purpose of this study. Your answers will not prejudice you in any way.

Section A

Biographical information

Please tick in the appropriate box

1. What is your position at this school?
   o Principal
   o Head of Department
   o Teacher

2. What is your qualification in the subject that you teach?
   o Certificate in Education
   o Basic Education diploma
   o Bachelor of Education
   o Others. Please specify

   ………………………………………………………………………………

3. How long have you been teaching?
   o Less than 2 years

- o 3- 10 years
- o 10 years and more

4. What is your mother tongue? …………………………………………………………

5. In which age group do you fall?
    - o Below 20 years
    - o 21-30 years
    - o 31-40 years
    - o 41- 50 years
    - o 51- 60 years
    - o Other …………..specify

6. What is your sex
    - o Male
    - o Female

Section B   Interview questions

7. What is your general view on the issue of using mother tongue or any language other than English in the Geography lessons?...
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8. In your view, should code-switching be allowed to be practised in Geography classrooms? Explain why

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9. In percentage wise, what would you say is the extent to which code- switching is practised in your Geography classrooms………………………………………………………………………………………
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10. What do you think are the reasons for the occurrence of code-switching in your Geography lessons? Explain why

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11. What do you think causes the learners to use mother tongue in Geography lessons?

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12. Would you say code- switching is an everyday occurrence? Yes / no

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………………………………………………………………………………………………………

13. Teachers use code-switching when he/she wishes to praise or tell learners off? Yes /No

……
………………………………………………………………………………………………………..

14. Code- switching occurs frequently amongst teachers who share the same mother tongue as the learners in the classroom? Yes/ No

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……………………………………………………………………………………………………….

15. A teacher may switch from one language to another if he/she wishes to exclude other learners from the conversation? Yes/ No

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………………………………………………………………………………………………………

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APPENDIX D: Observation sheet for Geography classrooms in the Omusati Educational Region.

Date…………………………………………………………………………….......

School……………………………………………………………………………..

Time……………………………………………………………………………………

Grade………………………………………………………………………………

Class size…………………………………………………………………………

Section A: Demographic information

Teacher's home language……………………………………………………………

Gender……………………………………………………………………………

Is code-switching practised?

       Yes   No

The extent to which teachers practised code-switching:

20%	40%	50%	60%	80-100%

Reasons for code-switching

Reasons for code-switching	Rarely	sometimes	A lot of time
• Clarifying concepts/emphasize key points			

• To catch the learners' attention			
• Explaining important points			
• Rapport building			
• To encourage discussion and participation amongst learners			
• To express their feelings towards various events happening in the classrooms			
• To discipline the learners			
• To praise learners			
• Learners' lack of understanding			
• Others			

Comments………………………………………………………………………………………
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APPENDIX E: Permission request to Omusati Educational Region

Elise Shilongo
P.O Box 65751, Katutura, Windhoek
Etanga Street, Freedom land, Erf 1292, Katutura
Cell: 0812939192,
Email: eliseshilongo@gmail.com

August 19, 2015

The Directorate of Education
Ms Loide Shatiwa
Outapi
Omusati region
Namibia

Dear Ms Shatiwa

REQUEST TO CONDUCT RESEARCH AT SOME SCHOOLS IN OMUSATI REGION

I am a Masters of education student at the University of Namibia and as part of my degree requirements; I am expected to do research.

I am therefore requesting your permission to allow me to conduct my research at the following schools in Omusati region, Etayi and Okalongo circuits:

1) Pendukeni Ivula-Ithana Senior Secondary School

2) Oneheke Combined School

3) Haudano Senior Secondary School

My research topic is: **AN INVESTIGATION INTO CODE - SWITCHING IN JUNIOR SECONDARY GEOGRAPHY GRADE 10 CLASSES IN OMUSATI EDUCATIONAL REGION, NAMIBIA**

See attached ethical clearance from the University of Namibia

Kindly fax your response to: 0612063741 or email: eliseshilongo@gmail.com

Thank you and I look forward to your positive response

Kind regards

Elise Shilongo

……………………………………….

APPENDIX F: Permission letter from Ministry of Education Omusati Region

REPUBLIC OF NAMIBIA

OMUSATI REGIONAL COUNCIL

DIRCTORATE OF EDUCATION, ARTS AND CULTURE
Teamwork and dedication for quality education

Tel: +264 65 251700
Fax: +264 65 251722
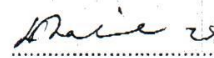Enq: Mr. Simeon Shilulu

Private Bag 529
OUTAPI

25 August 2014

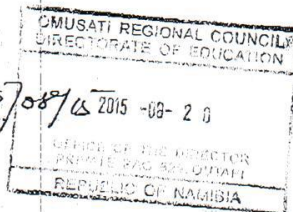Ms Elise Shilongo
P. O. Box 50741
Bachbrecht
Windhoek

Dear Ms Shilongo

REQUEST TO CONDUCT RESEARCH IN SOME SCHOOLS THE DIRECORATE OF EDUCATION, OMUSATI

1. Your letter dated 19 August 2015 regarding the above mentioned subject refers.

2. The Directorate has no objection to your request provided that the information you will get from the identified schools should be used for the intended purpose only and treated with an outmost confidentiality.

3. In view of the above, your request is accepted. Please communicate to the schools well in advance the dates you wish to visit them.

4. Thanking you in advance.

Yours faithfully

OMUSATI REGIONAL COUNCIL
DIRECTORATE OF EDUCATION
2015 -09- 2 0
OFFICE OF THE DIRECTOR
PRIVATE BAG 529 OUTAPI
REPUBLIC OF NAMIBIA

MRS LOIDE SHATIWA
ACTING DIRECTOR

All official correspondence must be addressed to the Director of Education