



**Exploring students' attitudes towards the use of code-switching in tutorials at the  
University of KwaZulu-Natal: A qualitative study of students in the Discipline of  
Psychology**

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## TABLE OF CONTENTS:

<b>DECLARATION - PLAGIARISM.....</b>	<b>I</b>
<b>DEDICATION .....</b>	<b>II</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>III</b>
<b>ABSTRACT .....</b>	<b>IV</b>
<b>LIST OF TABLES.....</b>	<b>V</b>
<b>LIST OF FIGURES .....</b>	<b>VI</b>
<b>CHAPTER 1: INTRODUCTION .....</b>	<b>1</b>
1.1 BACKGROUND TO THE STUDY.....	1
1.2 PROBLEM STATEMENT .....	4
1.3 AIM OF THE STUDY.....	5
1.4 RATIONALE AND MOTIVATION FOR THE STUDY .....	5
1.5. RESEARCH OBJECTIVES.....	5
1.6 RESEARCH QUESTIONS. ....	6
1.7 SCOPE AND LIMITATIONS OF THE STUDY.....	6
1.8 ORGANISATION OF THE DISSERTATION .....	7
1.9 CONCLUSION .....	8
<b>CHAPTER 2: BACKGROUND AND CONTEXT .....</b>	<b>9</b>
2.1 INTRODUCTION.....	9
2.2 A BRIEF HISTORICAL ON SOUTH AFRICAN LANGUAGE POLITICS IN EDUCATION .....	9
2.3 SOCIOLINGUISTIC PROFILE OF KWAZULU-NATAL (KZN) .....	11
2.4 THE ROLE OF INDIGENOUS LANGUAGES IN HIGHER EDUCATION.....	12
2.5 THE UNIVERSITY OF KWAZULU-NATAL’S LANGUAGE POLICY .....	18
2.6 OVERVIEW OF PREVIOUS STUDIES OF CS IN HIGHER EDUCATION .....	21
<b>CHAPTER 3: CONCEPTUAL AND THEORETICAL FRAMEWORK.....</b>	<b>25</b>
3.1 INTRODUCTION.....	25
3.2 DEFINING AN ATTITUDE.....	25
3.3 THE SOCIOLINGUISTIC APPROACH .....	27
3.3.1 <i>CS as a social practice of communication to perform certain socio-cultural functions</i> .....	27
3.3.2 <i>CS as a social process</i> .....	29
3.3.3 <i>The significance of the sociolinguistic approach</i> .....	30
3.4 THEORY OF CONSTRUCTIVISM.....	31
3.4.1 <i>Social Constructivism Theory</i> .....	32
3.5 CONCLUSION .....	36

<b>CHAPTER 4: METHODOLOGY .....</b>	<b>37</b>
4.1 INTRODUCTION.....	37
4.2 RESEARCH METHODOLOGY .....	37
4.2.1 <i>Reasons for mixed-methods methodology</i> .....	37
4.3 ETHICS AND RECRUITMENT OF PARTICIPANTS.....	38
4.3.1 <i>Ethics</i> .....	38
4.3.2 <i>Recruitment of participants</i> .....	39
<i>Purposive sampling and sample size</i> .....	39
4.4 DATA COLLECTION .....	40
4.4.1 <i>Data collection strategies</i> .....	40
4.4.2 <i>Surveys</i> .....	40
4.4.3 <i>Focus group interviews</i> .....	42
4.5 DATA ANALYSIS .....	43
4.5.1 <i>Surveys</i> .....	43
4.5.2 <i>Focus group interviews</i> .....	46
4.6 VALIDITY .....	47
4.7 LIMITATIONS OF THE STUDY .....	48
4.8 CONCLUSION .....	49
<b>CHAPTER 5: DATA ANALYSIS AND FINDINGS.....</b>	<b>50</b>
5.1 INTRODUCTION.....	50
5.2 PHASE ONE: QUANTITATIVE INTERPRETATION OF RESULTS .....	50
5.2.1 <i>Use of code-switching</i> .....	50
5.2.2 <i>Presentation of results by research questions</i> .....	52
5.2.3 <i>Conclusion</i> .....	59
5.3 PHASE TWO: QUALITATIVE INTERPRETATION OF RESULTS.....	59
5.3.1 <i>Data collection</i> .....	59
5.3.2 <i>Themes generated from the data</i> .....	59
5.3.3 <i>Attitudes towards CS at UKZN</i> .....	60
5.3.4 <i>The relationship between perceived linguistic background and students' attitudes towards CS</i> .....	64
5.3.5 <i>Students' perceptions of the benefits and disadvantages associated with using CS in a multilingual and multicultural environment</i> .....	71
5.4 CONCLUSION .....	74
<b>CHAPTER 6: DISCUSSIONS .....</b>	<b>75</b>
6.1 INTRODUCTION.....	75
6.2 ATTITUDES TOWARDS CS AT UKZN .....	75
6.3 HOW DOES STUDENTS' LANGUAGE BACKGROUND IMPACT ON STUDENTS' ATTITUDES TOWARDS ENGLISH-ISIZULU CS?	
.....	77

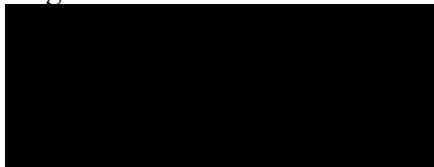
6.4 HOW DO THE BENEFITS AND DISADVANTAGES ASSOCIATED WITH USING CS IN A MULTIRACIAL AND MULTILINGUAL CLASSROOM SHAPE THE ATTITUDES OF THE STUDENTS?.....	77
6.5 CONCLUSION .....	79
<b>CHAPTER 7: CONCLUSION .....</b>	<b>80</b>
7.1 INTRODUCTION.....	80
7.2 PRACTICAL IMPLICATIONS AND SUMMARY DRAWN FROM THE STUDY .....	80
7.3 STRENGTHS OF THE RESEARCH.....	82
7.4 RECOMMENDATIONS .....	83
7.5 LIMITATIONS.....	84
<b>REFERENCES.....</b>	<b>85</b>
<b>APPENDICES .....</b>	<b>97</b>
<b>APPENDIX A: PARTICIPANT INFORMED CONSENT .....</b>	<b>97</b>
<b>APPENDIX B: ETHICAL CLEARANCE.....</b>	<b>100</b>
<b>APPENDIX C: GATEKEEPER'S LETTER.....</b>	<b>101</b>
<b>APPENDIX D: SURVEY QUESTIONNAIRE.....</b>	<b>102</b>
<b>APPENDIX E: INTERVIEW QUESTIONS.....</b>	<b>105</b>
<b>APPENDIX F: TURNITIN DIGITAL RECEIPT .....</b>	<b>106</b>
<b>APPENDIX E: TURNITIN REPORT .....</b>	<b>107</b>
.....	107

## DECLARATION - PLAGIARISM

I, Kwanele Melane, declare that:

1. The research reported in this thesis, except where otherwise indicated, is my original research.
2. This thesis has not been submitted for any degree or examination at any other university.
3. This thesis does not contain other persons' data, pictures, graphs, or other information, unless specifically acknowledged as being sourced from other persons.
4. This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
  - a. Their words have been rewritten, but the general information attributed to them has been referenced.
  - b. Where their exact words have been used, their writing has been placed in italics and inside quotation marks and referenced.
5. This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, with the source being detailed in the thesis and in the References section.

Signed



## **DEDICATION**

To my family, friends, and supervisors, whose unwavering support and encouragement have been my anchor throughout this challenging yet rewarding journey. Your love and belief in my abilities have fueled my determination to pursue higher knowledge. This dissertation is dedicated to you, as a symbol of gratitude for the sacrifices you made and the inspiration you provided. Your presence in my life has been the greatest motivator, and this achievement is as much yours as it is mine. Thank you for being my pillars of strength and for sharing in the triumph of this academic milestone.

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## ABSTRACT

The present study explores students' attitudes towards the use of code-switching (CS) at the University of KwaZulu-Natal (UKZN). It analyses factors influencing positive or negative attitudes towards CS, in particular linguistic background and educational upbringing. In understanding these students' attitudes the study utilised Gumperz's sociolinguistic approach and Vygotsky's social constructivism theory as a theoretical lens. Carried out in the discipline of Psychology at UKZN and with a focus on first-year tutorials, the study used a mixed-methods but primarily qualitative design to address the research questions.

The analysis of the survey questionnaire revealed that the majority of UKZN students in the sample had positive attitudes towards the use of CS in tutorials, which was influenced by various factors. The three major reasons for a positive approach to CS were: 1) CS allows students to express themselves easily and comfortably, 2) it helps them to comprehend and process information better and, 3) it creates an inclusive learning environment. Furthermore, in the focus group interviews, most of the participants expressed positive attitudes towards the use of CS, highlighting the factors mentioned above as the influence on their positive attitudes. Focus group interviews also revealed that linguistic background and upbringing play a vital role in influencing positive or negative attitudes towards CS, with most participants coming from multilingual and multicultural environments holding positive attitudes towards CS. By understanding the factors that influence students' attitudes towards CS, this study contributes to the field of sociolinguistics by highlighting the complex interplay between language, culture, and identity in educational settings.

**Keywords:** Code-switching, attitudes towards code-switching, tutorials, University of KwaZulu-Natal, linguistic background

## **List of tables**

Table 1: Benefits & challenges associated with using CS.....	56
Table 2: Emerging themes and sub-themes.....	60

## List of Figures

Figure 1: Percentage of first language speakers in KZN.....	11
Figure 2: Demographic descriptive statistics for gender.....	44
Figure 3: Demographic descriptive statistics for age.....	45
Figure 4: Demographic descriptive statistics for home language.....	45
Figure 5: Descriptive statistics for use of CS on campus.....	51
Figure 6: Descriptive statistics of where students frequently use CS on campus.....	51
Figure 7: Descriptive statistics of the languages used for CS on campus.....	52
Figure 8: English-isiZulu CS being used in the classroom.....	53
Figure 9: General attitudes towards CS.....	53
Figure 10: Language background's perceived influence on attitudes towards CS.....	54
Figure 11: CS is beneficial in a multilingual and multicultural environment.....	55

# CHAPTER 1: INTRODUCTION

## 1.1 Background to the study

Prior to the end of apartheid in 1994, the official understanding of bilingualism in South Africa was limited to the languages of English and Afrikaans. This was due to the numerous efforts initiated by a racially segregated South Africa in which English and Afrikaans speakers held political power. However, 1994 marked a significant turning point in the linguistic diversity in South Africa, indicating the emergence of a diverse and inclusive society characterised by multiple ethnicities and languages. The inclusion of eleven officially recognised languages in South Africa's constitution contributed to the nation's burgeoning status as a genuinely multilingual society (Bokamba, 2013). Inclusion of additional African languages, namely isiNdebele, Sepedi, Sesotho, siSwati, Xitsonga, Setswana, Tshivenda, isiZulu, isiXhosa and in 2023 South African Sign Language as the 12<sup>th</sup> language, augmented the list of official languages, which had formerly been comprised of English and Afrikaans. Nevertheless, nearly thirty years after the fall of apartheid, English maintains its dominant position as *the* language in the political domain, alongside its influence in the social, economic, and educational realms (Motseke, 2020: 113).

The utilisation of English as the primary language of instruction garners support from parents, students, and a substantial cohort of educators within the realm of education (Motseke, 2020:119). This phenomenon can be attributed to the belief that languages other than English, although officially recognised, lack economic prestige domestically and globally (Motseke, 2020:119). Hence, English language acquisition is viewed as paramount in one's educational journey. Historically, many South Africans who faced educational and linguistic disadvantages due to the implementation of apartheid in South Africa perceived English as a gateway to favourable prospects, seemingly accessible only to a select group of wealthy individuals (Young, 2009). In contrast, English is currently perceived as a language no longer exclusive to a privileged few or those of a specific demographic; English is viewed as a language spoken by individuals from many backgrounds, often in conjunction with their mother tongues (Figone, 2012: 61).

According to the stipulations outlined in the enacted Constitution of the Republic of South Africa (1996), both the government and the Department of Education have been entrusted with

the duty of promoting multilingualism and fostering the advancement of official languages. Historically, proponents of the English language often asserted that the learner's native language had no role within the English classroom, advocating for English as the exclusive language of instruction in that context (Mudau, 2019: 39).

The University of KwaZulu-Natal (UKZN) is situated in the predominantly isiZulu-speaking province of KwaZulu-Natal (KZN). Statistics South Africa (2017: 17) reveal that out of the approximately eleven million (11 074 800) people in KZN, 80% of the population are isiZulu speaking. As a result, more than 60% of the 2020 UKZN student body were isiZulu speaking (UKZN Teaching and Learning Report, 2021: 42). The UKZN Language Policy (2014: 2), which was effective from 2006, was revised in 2014, and is currently being revised, states that the University will continue to use English as its primary academic language while activating the development and use of isiZulu as an additional medium of instruction. Since 2006 the UKZN has been taking steps to promote the use of isiZulu in various ways. This includes introducing a mandatory isiZulu module for students who do not speak it as their mother tongue language (L1) and incorporating isiZulu as a medium of instruction in higher education (UKZN language policy, 2014). These initiatives have the goal of elevating the status of African languages in a multilingual South Africa, whilst fostering unity among students from different linguistic backgrounds. By integrating isiZulu into the curriculum and encouraging its use in academic settings, UKZN is actively contributing to the preservation and growth of the language while creating an inclusive and culturally vibrant educational environment.

The utilisation of code-switching (CS) by educators facilitates the optimisation of classroom instruction, resulting in time savings that would otherwise be allocated to either simplifying explanations or seeking basic vocabulary to ensure comprehension (Henderson, 2014). CS is a prevalent linguistic occurrence observed within multilingual groups. There is increasing visibility of this phenomenon in various contexts, encompassing public and social interactions, throughout the nation of South Africa (Horner and Alvarez, 2019: 27). CS is one of the most common multilingual teaching strategies used to disseminate information in a multilingual context globally (Maluleke, 2019: 1). Over the past decade, many sociolinguists (e.g., Probyn 2015 and Chikiwa & Schafer 2016) have shifted their focus from CS to translanguaging strategies in education. Despite the current trend of highlighting translanguaging practices rather than CS, I decided to focus on the latter as I wanted to look at attitudes towards CS and understand these languages as separate units rather than as fluid language practice. García and

Kano (2014: 28), view translanguaging as “the different ways multilingual speakers employ, create and interpret different kinds of linguistic signs to communicate across contexts and participants and perform their different subjectivities”. From this view, the focus moves away from shifting between fixed languages as ‘*modes*’ to the creativity of the individual in communication. While CS implies the boundaries between languages, translanguaging softens language boundaries (Cenoz, 2017).

In contrast to translanguaging, CS is the switching between two languages simultaneously while conversing in the same discourse (Noori & Rasoly, 2017: 52). Although CS and translanguaging describe the practice of using more than one language in a bilingual and multilingual context, these two terms cannot be conflated. Therefore, for this study, the focus is on attitudes towards CS because in the UKZN context, CS regularly occurs between lecturers/tutors and students rather than translanguaging (Ramsay-Brijball, 2004). Studies have been conducted by scholars such as Ncoko, Osman and Cockcroft (2000), Shafi, Kazmi, and Asif (2020) and others, on the benefits and disadvantages of CS in South African universities. The study by Ndlovu and Nyoni (2021) highlights a significant gap in research specifically addressing attitudes toward CS in the higher education context in South Africa. The authors point out that, while CS is prevalent in multilingual settings, systematic studies examining student perceptions in higher education are limited. They emphasise the need for more empirical research to understand how both students and educators view CS and its implications for teaching and learning. Furthermore, the study notes that existing literature often focuses on primary or secondary education, indicating that higher education remains under-explored. This underscores the importance of further investigation into this topic to capture its nuances and relevance in the South African context. Due to UKZN’s language policy stating that isiZulu can be used as a Language of Learning and Teaching (LoLT) along with English (Kamwendo, Hlongwa, and Mkhize, 2014: 66), there is a growing need to study the attitudes towards the use of English-isiZulu CS amongst students in institutions of higher learning. Against this background, this research aims to investigate students’ attitudes (including those who do not understand isiZulu) towards CS in tutorials when tutors or peers CS between English and isiZulu. UKZN tutorials are used as an extension of the lecture, during which students engage in smaller groups with each other, and a tutor, on a given topic. According to Layton (2015: 2), because tutorials take place in a smaller group than that of the lecture, they play a role in giving students more opportunities to engage with each other and their tutor.

As a bilingual isiZulu-English speaker, I experience CS practices among students at UKZN as a common occurrence. Ramsay-Brijball's (2004) seminal study of CS practices at the UKZN Westville Campus revealed that 35.7% of the isiZulu students used English-isiZulu CS as their language choice when on campus, compared to when they are in a public space, church or at home. The study revealed that students engaged in English-isiZulu CS in informal situations (outside the classroom) while they used English in formal situations (especially in the classroom) on campus (Ramsay-Brijball, 2004: 153). Ramsay-Brijball's (2004) findings suggest that CS was already commonly used among students in informal UKZN settings in 2004, before the change in the University's language policy in 2006 (revised in 2014), which supports the use of isiZulu on campus and in classes. Against this background, it is a fertile undertaking to investigate current attitudes towards CS, particularly in more formal learning spaces, which this thesis aims to address.

## **1.2 Problem statement**

CS has garnered significant attention in linguistics and education. Still, there is a lack of research explicitly exploring students' attitudes towards using CS in tutorial settings, specifically within the context of higher education. This study aims to address this gap by focusing on students enrolled in the discipline of Psychology at the UKZN. Given the diverse linguistic environment of South Africa and the widespread presence of CS in various social and educational contexts, understanding how students perceive and respond to CS is crucial for informing pedagogical practices, improving the effectiveness of teaching and learning in higher education, and promoting multilingualism.

The proposed study seeks to explore students' attitudes towards CS in tutorials in the discipline of Psychology at the UKZN. By looking into students' perspectives on their attitudes, this research aims to uncover the perceived factors influencing their acceptance of or resistance to CS in multilingual environments such as tutorials. Also, the study will explore whether there are differences in attitudes based on linguistic background and upbringing. The findings of the study will provide valuable insight for the institution as it seeks to create inclusive and effective learning environments that acknowledge and leverage linguistic diversity inherent in an academic environment.

### **1.3 Aim of the study**

The primary aim of this research is to explore and understand the attitudes of students towards the use of CS within a tutorial setting. Furthermore, the study aims to identify potential factors influencing students' attitudes towards CS, such as linguistic background, perceived proficiency in different languages, and the perceived impact of CS on academic engagements and understanding.

### **1.4 Rationale and motivation for the study**

The choice of this topic derived from a recognition of the increasing linguistic and cultural diversity in higher education institutions, especially in South Africa, where students often speak and understand multiple languages. The UKZN, located in a multilingual and multicultural province, represents an ideal setting for such a study. Understanding students' attitudes towards CS in tutorials is crucial for encouraging an inclusive and effective learning environment. It is important to acknowledge that CS is a common phenomenon, especially in multilingual societies, and has been observed in educational settings internationally and for several decades (McCabe, Osha, Roche, and Susser, 2013: 189). Despite the potential benefits of CS, such as facilitating comprehension and communication and creating a comfortable classroom environment for students, its implications, acceptability, and effectiveness can vary significantly based on the linguistic and disciplinary context.

The selection of the discipline of Psychology at the UKZN for this study is particularly relevant due to the subject's specialised terminology and complex concepts. Psychological discussions often rely on precise language to convey complex ideas, and using CS might positively impact the comprehension and retention of such information. By focusing on this specific discipline, the research aims to uncover any unique challenges or benefits students experience, associated with CS. Hence this topic was chosen to address the pressing need for evidence-based insight into the role of CS in higher education, specifically within the context of the UKZN's discipline of Psychology.

### **1.5. Research objectives**

The following research objectives will guide the research:

1. To explore students' attitudes towards the use of CS in tutorials.

2. To analyse how students' perceived language background might influence the students' attitudes towards the use of CS.
3. To investigate how the benefits and disadvantages associated with CS impact the students' attitudes towards using CS.

These objectives aim to further the discussion on the use of CS at UKZN specifically, and in South African Higher Education more generally.

### **1.6 Research questions.**

As the study investigates students' attitudes toward using English-isiZulu CS in tutorials, the research questions are as follows:

1. What are students' attitudes towards using English-isiZulu CS in multilingual and multiracial tutorials?
2. How does students' perceived language background impact students' attitudes towards English-isiZulu CS in tutorials?
3. How do the perceived benefits and disadvantages associated with using CS in a multiracial and multilingual classroom shape students' attitudes towards CS in tutorials?

Finding answers to these questions will provide insight into the students' attitudes towards using CS in tutorials and will assist in "investigating individual differences in language attitudes, which include how different individuals view the same linguistic phenomenon." (Dewaele & Wei, 2013: 236).

### **1.7 Scope and limitations of the study**

One of the primary challenges encountered during this study was the disruptive impact of student protests on the UKZN Howard College Campus at the beginning of the second semester of 2023. These protests contributed to possible limitations of the study because students were not allowed on campus, which could have affected the study in terms of the number of participants. The occurrence of protests significantly impeded the methods of data collection, particularly in-person surveys. The protests led to the closure of the campus, restricting physical access to students, and hindering the researcher's ability to conduct face-to-face

interaction during that time. Online platforms were used as an alternative approach to data collection in response to the challenges posed by the protests, specifically utilising Google Forms to administer surveys to the targeted student population. However, face-to-face focus group interviews were held as the protests had ended by that data collection stage.

## **1.8 Organisation of the dissertation**

This dissertation consists of seven chapters, and these are:

The first chapter is the introductory chapter that provides background to the study. The focus is on bringing to the fore the predominance of isiZulu in KwaZulu-Natal, especially at the UKZN. It also includes the study's rationale, aims and objectives, key research questions, definitions of key terms, and an outline of the thesis.

Chapter two provides the background context of the study. The first part of the chapter provides a short history of the South African language and linguistic landscape. The rest of the chapter provides an overview of the sociolinguistic profile of KZN and the role of indigenous languages in higher education in this province. Furthermore, this chapter focuses on some literature on the UKZN language policy. The last part of the chapter will provide an overview of previous studies on CS in higher education, relevant to a South African context. An overview of previous studies on CS serves as an important foundation, as this will provide a comprehensive understanding of the existing literature and will identify gaps in the literature. The thesis does not have a separate literature review chapter. Instead, throughout the thesis, I support, contextualise and further the discussions by incorporating relevant literature. Furthermore, chapter three discusses the conceptual and theoretical framework, which is the guiding foundation of this study. This chapter discusses the social constructivist theory and the sociolinguistic approach. The social constructivist theory assumes that learning is an active and social process whereby individuals create meaning through individual experiences and interactions. This theory allows for an in-depth analysis of how social and cultural factors influence students' language choices and perceptions. This chapter also discusses Gumperz' (1972) sociolinguistic approach, which provides a valuable perspective on the social aspect of language and highlights the dynamic interaction between language and society. In addition, this chapter provides a review of the concept<sup>2</sup>-of attitudes.

The fourth chapter outlines the research methodology used, which includes the research design, study sample, data collection methods and analysis. Methods of collecting data included a

survey questionnaire, which 99 participants successfully completed, and focus group interviews, which had ten participants divided into two groups of five. This chapter also discusses validity and reliability issues, and ethical considerations. Chapter five analyses the data sets and reports on the findings emerging from the data that was collected and analysed using thematic analysis. The findings were linked back to the literature review and the conceptual and theoretical framework to contextualise them. As a result of these findings, the first tentative answers could be given to the three main research questions. Chapter six discusses the interpretations of the research findings further, which offers valuable insight into the students' attitudes towards CS at UKZN. The findings were organised into themes and sub-themes which assisted in further answering the research questions. In interpreting the discussions, the chapter provides a comprehensive understanding of the factors influencing students' attitudes towards the use of CS in tutorials at the UKZN, as well as of how the perceived benefits and disadvantages influence students' attitudes. The last chapter, which is a conclusion, gives an overview of the entire study and provides a summary of the key findings. The study's strengths and recommendations for further research are presented. This chapter is concluded by outlining the limitations of the research. Following chapter seven are references and appendices. The latter comprises the survey questionnaire and focus group interview questions for participants.

## **1.9 Conclusion**

This chapter has provided background information as well as an introduction to the study. It has discussed the need for this study by highlighting the context in which the study takes place as well as the relevance of the topic in the specific context. The aim of the study, research questions and objectives, as well as the structure of the thesis have been presented. The following chapter focuses on expanding the contextual background and the literature associated with CS in preparation for the in-depth discussion on the attitudes towards the use of CS in UKZN tutorials based on the empirical data gathered.

## **CHAPTER 2: BACKGROUND AND CONTEXT**

### **2.1 Introduction**

Chapter two will provide a closer look at the context in which the study took place and the background information to the study. The chapter commences by discussing the historical brief of the South African languages and linguistic landscape, with a specific focus on the sociolinguistic profile of KwaZulu-Natal and the UKZN, as this is where the study is situated. The role of indigenous languages and the language policy at the UKZN will also be discussed. Lastly, it provides an overview of previous studies on CS relevant to this study.

### **2.2 A brief historical on South African language politics in education**

According to Ndebele and Ndimande-Hlongwa (2014), the apartheid educational background has impacted South Africans' views of their indigenous languages, particularly in formal situations such as classrooms. When looking at student attitudes towards CS, it is imperative to consider the historical language politics and linguistic landscape of the country. In South Africa, English is currently the preferred LoLT in education and is used in most schools/educational institutions. It is important to home in on the vital position of English in higher education as it could influence students' attitudes towards English-isiZulu CS in tutorials.

Before 1993, English and Afrikaans were the only two official languages of South Africa (Mbatha, Ditsele, Van Huyssteen, & Rwodzi, 2018: 1). Madlala (2018: 21) argues that in the late 18th century, British missionaries were the first to introduce formal education to South Africans and their objective was to "civilize" those whom they regarded as the "barbaric" Black South African heathens (Madlala, 2018: 23). This implied to the missionaries that Black South Africans were required to abandon their African culture and adopt what they deemed a superior civilization.

Due to privileges that were and still are associated with English, such as socio-economic advancement, English is portrayed as a language of opportunities, while African languages are considered less valuable due to their limitations in socio-economic development (De Klerk, 1999: 312). Madlala (2018: 21) argued that the goals of teaching Black South Africans English were to prepare them for employment and to introduce them to European culture and

civilization. After 1910, Afrikaans joined English as an official national language. Still, the use of Afrikaans was mostly restricted to its native speakers because the attempts to include it in the national sector, such as public education, were initially unsuccessful (Reagan, 1987: 302). One of the key goals of the 1948 Afrikaner takeover was to make Afrikaans respected and used on the same level as English in the country (Madlala, 2018: 22). When Afrikaners came into power in 1948, the National Party implemented the apartheid system, which made Afrikaans an officially recognised language and, in the interests of its constituency, an appropriate language for all levels of education (Prah, 2018: 7). Political power was a vital tool in the advancement of the status of Afrikaans in the country, and the rising status of the language meant that the Afrikaner community was being socio-politically strengthened (Prah, 2018: 9). Resources were allocated to assist Afrikaans education to the same level as English education, as the apartheid government spent significantly more on the education of white students than of black students; from 1970 to 1976, R644.00 was budgeted annually for each white student in contrast to just R42.00 allocated for each black student (Prah, 2018: 8).

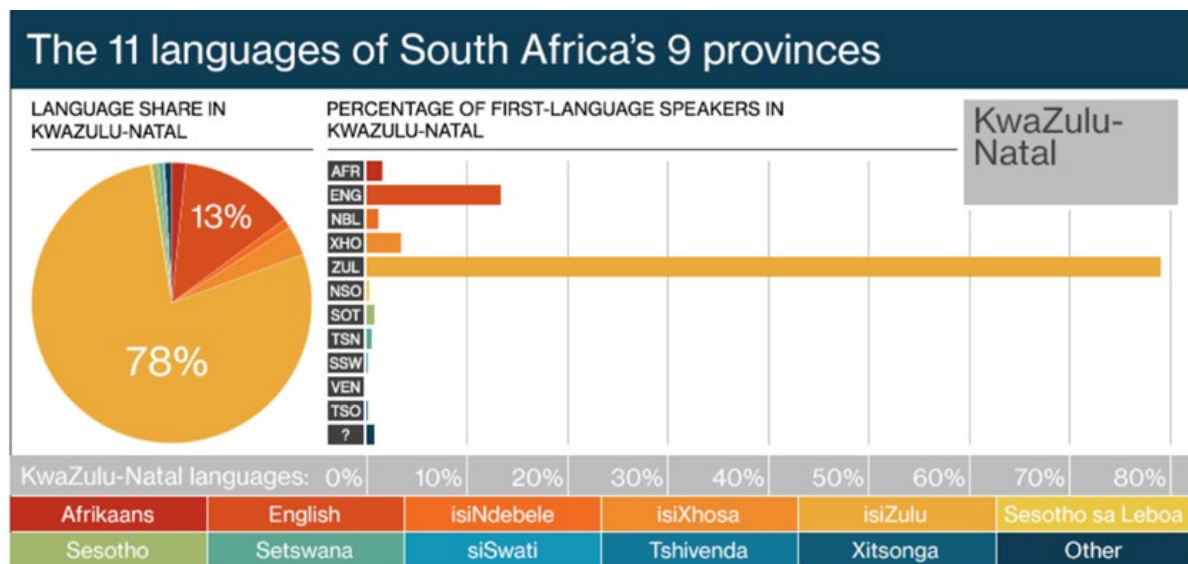
The Soweto uprising in 1976 was not only a political turning point in South Africa but also a linguistic one. Since 1948, Afrikaans dominance had grown steadily but the Soweto uprising arguably marked the beginning of the end to the Afrikaans language's dominance (Prah, 2018: 8). At the time, African students and teachers fought *against* Afrikaans as the medium of instruction and *for* English as the latter was widely perceived as the language of liberation (Alexander, 2019). Following the end of apartheid in 1994 and the election of a multiracial democratic government, nine indigenous South African languages were made official in the Constitution (Madlala, 2018: 25). Madlala (2018: 25) further states that every single student, regardless of their level of education, now has the constitutional right to receive education in the language of their choice if it is an official language of the country. Despite this constitutional right, most schools and higher education institutions still choose to use English or Afrikaans as their sole LoLT, mostly with the explanation that they do not have enough educational material available to use South African indigenous languages (ibid.).

Prah (2018: 9) argues that indigenous languages are often taught as optional subjects as they are underdeveloped in scholarly and technical concepts. Webb (2002) states that to succeed in higher education, tertiary students need to understand the scientific and scholarly concepts of their chosen fields, as well as the processes and principles of how to apply those concepts. They also need to learn the specific cognitive skills required to find and understand the information

in their chosen field (Madlala, 2018: 28). The above suggests that teaching students in a language they are not adequately proficient in is a violation of students’ linguistic and educational human rights. Madlala (2018) also highlights that there is factual evidence across the world which has shown that L1 or bilingual education is effective. Skutnabb-Kangas (2009) adds that when students are taught in an unfamiliar language, this leads to subtractive academic development, where a student progresses in academic stages, but at each stage misses the opportunity to acquire the academic and linguistic knowledge that they are meant to acquire at that stage.

### 2.3 Sociolinguistic profile of KwaZulu-Natal (KZN)

KZN, a province in South Africa, has a profile influenced by its complex history of apartheid and post-apartheid. The region has traditionally been inhabited by isiZulu speakers; over two-thirds (68.2%) of isiZulu-speaking South Africans live in KZN and within the province of KZN isiZulu is spoken by 78% (Alexander, 2023: 16). KZN is also characterised by multilingualism with a variety of languages being spoken including English, isiZulu, and other African languages such as isiXhosa, Sesotho, etc (Alexander, 2023: 16). Below is an overview of KZN’s languages by Alexander (2023) demonstrating the language share and the percentage of first language (L1) speakers in the province in 2023.



**Figure 1: % of first language speakers in KZN (source: Mary Alexander, 2023)**

The sociolinguistic profile of KZN is also shaped by the province’s unique demographic profile, which is characterised by diversity, with people of various ethnic, socioeconomic, and

linguistic backgrounds living together (Alexander, 2023). The diversity mentioned above is reflected in different communities within the province due to the rich cultural landscape, with various languages, customs and traditions being practised and spoken by different communities in KZN. Therefore, studying attitudes towards CS at UKZN is important for multiple reasons. Firstly, as mentioned above and illustrated in Figure 1, KZN is a linguistically diverse province, with a significant population of isiZulu L1 speakers (78%) followed by English (13%). Despite only 13% of the province's population identifying English as their L1, the language is widely used as a second language with over 11 million L2 users in South Africa (Alexander, 2023). Secondly, research conducted in KZN has highlighted the socio-cultural functions and motivations of CS (see Ndimande-Hlongwa, 2014). The UKZN serves as a sample of the broader sociolinguistic landscape of KZN, which, together with the institution's language policy (see chapter one) makes it an ideal setting to study students' attitudes towards CS and to explore how students' linguistic background could influence their attitudes towards CS.

#### **2.4 The role of indigenous languages in higher education**

It can be argued that education may be key to social and economic progress for any individual. However, due to the linguistic diversity of most African societies, the quality of education remains a challenging subject (Seti, Bornman, & Alvarez-Mosquera, 2016: 3). According to Alexander (2003: 186), the LoLT is the single most crucial issue at the centre of all teaching and learning. There is a strong consensus that students learn better when they fully understand what their teachers and lecturers say (Brock-Utne, 2014: 373).

The importance of indigenous languages in higher education can be vital because they can play a role in decolonising South African education. Hill (2010: 1) argues that in decolonisation efforts in higher education, the significance of African indigenous languages cannot be ignored. In addition, English as a language of colonisation carries culture and other knowledge that does not represent or express the cultures of indigenous people (Hill, 2010: 1). Kaya and Seleti (2013: 34) note that in Africa, education, especially higher education, is still too Eurocentric, as it continues to be dominated by European worldviews. This means that higher education institutions in Africa have reduced themselves to reproducing the intellectual products of Western social thinkers, including their ideas and procedures of research problem prioritisation (Kaya and Seleti, 2013: 34). Therefore, to liberate the African people, it is important to embrace the diversity of indigenous languages because they reflect the rich cultural heritage of Africa and must be used as a tool of African unity (Hill, 2010: 1). Since universities are centres of

knowledge production, universities are the ideal environment for revisiting and reviving indigenous language knowledge (Radebe, 2019: 13).

In Madiba's (2012) study, the relationship between language and academic success is explored as the potential role of indigenous African languages in improving educational outcomes. The study was based on the premise that the use of indigenous African languages as a medium of instruction in schools and higher education institutions can have a positive impact on academic achievement and can contribute to preserving and promoting these languages (Madiba, 2012: 21). Madiba's study conducted a comprehensive review of literature on the subject and found that there is a growing body of evidence that supports the use of the home language (L1) as a medium of instruction, particularly in the early years of schooling. The use of the L1 has been found to foster a positive learning environment, enhance student engagement and motivation, and improve students' language proficiency in their L1, which can contribute to better academic outcomes (Madiba, 2012: 20). Madiba's study concluded that the use of indigenous African languages as a medium of instruction has the potential not only to improve academic achievement but also to contribute to the preservation of indigenous languages. However, it is important to address the challenges that arise in the implementation of using indigenous languages as a medium of instruction.

Madadzhe (2019: 211) notes that there is an ongoing struggle to use African languages at universities in South Africa. Despite government efforts to promote the use of African languages in higher education, it remains a challenge for students to study in their native language. These challenges relate to a lack of resources and support from universities, as well as a lack of qualified lecturers who can teach in African languages. Additionally, there is a perception among students, parents, and some university staff that African languages are inferior to English, which contributes to their underuse (Madadzhe, 2019: 211). In terms of resources, another challenge is the limited availability of study materials and textbooks in African languages, which makes it difficult for students to engage with course content effectively (*ibid.*). This has a negative impact on their academic performance, as well as on their overall confidence in using African languages. Although the UKZN has started intellectualising isiZulu, Madadzhe (2019: 213) points out that this is a slow process and requires significant investment in terms of time and resources. Rudwick and Parmegiani (2013: 95) show that isiZulu holds a high cultural value for L1 and it is employed as an ethnic and cultural identity marker. Nonetheless, some students might not have entirely positive attitudes

towards CS because they assume CS will not improve their English literacy skills (Ndebele & Ndimande-Hlongwa 2014: 248). When exploring students' attitudes towards the use of English-isiZulu CS, it is important that this history and the fact that indigenous languages were once disempowered should be considered.

Furthermore, Madadzhe's (2019) study highlighted the importance of creating a supportive environment for African languages in universities. This includes providing students with opportunities to use and practise their language, as well as creating forums for discussion and debate. Additionally, Madadzhe (2019: 215) mentioned that universities need to provide students with access to language-learning resources, such as dictionaries, grammars, and multimedia resources which will help them to develop their language skills and increase their confidence in using African languages. However, despite these challenges, the study notes that some positive developments are happening in South African universities. To mention a few, at Rhodes University, journalism students must pass isiXhosa, whilst UNISA offers all its African language programmes either in English or in an African language (*ibid.*). At UKZN, isiZulu as an additional language is taught as a mandatory module at the first-year level for non-isiZulu speakers (Madadzhe, 2019: 213). Furthermore, UKZN, through the University Language Planning and Development Office (ULPDO) has developed an isiZulu National Corpus (INC) which serves as a very important tool in the intellectualisation of isiZulu, particularly with the creation of a spellchecker and an isiZulu term bank website which has grown from 1.3 million terms in 2014 to 31.7 million terms in 2018 (Teaching and Learning report, 2019). Additionally, some universities are working with communities to develop new African language study materials and to preserve endangered languages, The University of the Witwatersrand has established the African Languages Resource Unit, which focuses on developing language resources for African languages and supports language revitalization efforts (Mbolo, 2019). Additionally, the University of Pretoria's Department of Linguistics hosts the Endangered Language Project, which aims to document and preserve endangered languages in South Africa. These universities, among others, play a crucial role in safeguarding South Africa's linguistic heritage and promoting multilingualism. This highlights the importance of collaboration between universities and communities in promoting the use of African languages in higher education (Madadzhe, 2019: 215).

Madadzhe (2019: 215) argues that the use of African languages at universities in South Africa continues to be a struggle, but there are signs of progress. To promote the use of African

languages in higher education, universities need to invest further in resources and support, and work closely with communities to develop new materials and preserve endangered languages. By doing so, they can help to create a more inclusive and supportive environment for African languages in higher education. A study by Nkosi (2014), which investigated postgraduate students' experiences and attitudes towards the use of isiZulu as a medium of instruction at the UKZN found that students had positive attitudes towards isiZulu as a medium of instruction. These students, who were enrolled in the Bachelor of Education (Hons) programme, felt that being taught in their mother tongue enhanced their academic performance (Nkosi, 2014: 251). The findings from Nkosi's (2014) study differ from those of Moodley's study (2010), which revealed that isiZulu was not favoured as a second language of instruction by UKZN's student population. Reflecting on Moodley's 2010 study, which aimed at getting the views of students and staff on isiZulu being the medium of instruction, Nkosi (2014) argues that although the sample of the study included more than 35 000 participants, many of these participants had not previously experienced learning isiZulu, compared to the postgraduate participants. Obviously, students are unlikely to have positive attitudes towards the use of isiZulu alongside English as the medium of instruction if they have no competence in isiZulu. Nkosi's (2014) study postulates that for students to have positive views on CS, they must have first encountered both languages.

Naidoo and Gokool (2020) examined the attitudes of students enrolled in the compulsory isiZulu module (ZULN101) at UKZN. The research aimed to better understand student opinions on the mandatory study of isiZulu and the impact it has on their university experience. Naidoo and Gokool's (2020) study is important when exploring the attitudes of students towards CS, as attitudes towards isiZulu might indicate the attitudes of students towards CS. For example, if the attitudes are positive towards the compulsory module of isiZulu, the attitudes might be positive towards English-isiZulu CS, taking into consideration that many factors may influence one's attitude towards learning a language and speaking a language. The findings showed a mix of positive and negative attitudes towards the compulsory isiZulu-module requirement, with some students embracing the opportunity to learn the language, while others saw it as a hindrance to their academic progress (Naidoo & Gokool 2020: 29).

A study by Jeewa and Rudwick (2020) focused on the attitudes and perspectives of UKZN South African Indian students towards the isiZulu language. The study explored the students' perceptions of isiZulu as a language and its relevance in their lives. The study found that the

majority of the South African Indian students in the sample viewed English as the best language for communication and saw little relevance in learning or speaking isiZulu (Jeewa and Rudwick, 2020: 163). This perspective was largely influenced by the students' experiences in the school system, where English was the dominant language of instruction. The study also showed that Indian students believed that speaking English would give them better opportunities for success in the future and improve their social status (Jeewa & Rudwick, 2020: 166). On the other hand, the study noted that the students' lack of exposure to isiZulu and the Zulu culture was a significant factor in their negative perception of the language. The students had limited interaction with isiZulu speakers and were not aware of the rich cultural heritage and history associated with the language (Jeewa & Rudwick, 2020: 165). This lack of exposure might have led to a lack of appreciation and understanding of the language and its significance in South African society.

The study by Jeewa and Rudwick (2020) is relevant to this research, because it sheds light on how students' language preferences are shaped by their perceptions of different languages within an educational context. Although Jeewa and Rudwick's (2020) study focused on South African Indian students' attitudes towards isiZulu, their findings underscore the broader linguistic dynamics at UKZN, where English is often seen as the dominant language for academic and social success. This mirrors the attitudes that may arise in tutorials when students encounter the use of isiZulu or code-switching, revealing potential resistance due to perceived economic and social benefits associated with English. Their conclusion that students' limited exposure to isiZulu negatively impacted their appreciation of the language highlights the need for more inclusive language practices, such as code-switching, to bridge linguistic divides and foster a more comprehensive educational experience.

However, a critical review of the study reveals certain limitations. While Jeewa and Rudwick (2020) offer valuable insights into the attitudes of South African Indian students, their focus on one ethnic group leaves out the experiences of other student demographics at UKZN, which may offer different perspectives on isiZulu and code-switching. Additionally, the study is rooted in a sociolinguistic exploration of attitudes towards isiZulu as a whole, whereas the current research focuses specifically on the academic setting of tutorials and the role of CS in aiding understanding and engagement. The broader societal influences outlined by Jeewa and Rudwick (2020) are crucial for contextualizing students' language attitudes, but the study could

benefit from a deeper exploration of how these attitudes play out in real-time classroom interactions, which is the core of this research.

In Naidoo and Gokool's (2020) study, where positive attitudes towards the compulsory isiZulu course were noted, these stemmed from the students' recognition of its cultural significance. For many students, learning isiZulu was seen as beneficial as it would assist them when working with people who were not proficient in English in KZN. Furthermore, some students in Naidoo and Gokool's study viewed the language as an asset in their future careers, particularly for those pursuing careers in education or government positions (Naidoo & Gokool 2020: 34). On the other hand, negative attitudes towards the compulsory isiZulu module were largely rooted in practical concerns. Many students found the language difficult to learn and felt that it took away valuable study time from their core subjects (Naidoo & Gokool 2020: 34). Some students also felt that the language was not relevant to their chosen fields of study and that the mandatory requirement was a waste of their time and resources.

Despite these differing attitudes, Naidoo and Gokool's (2020) study found that most students agreed that compulsory isiZulu courses should be offered at the university. However, students suggested that the courses should be taught in a more engaging and interactive manner to make the learning process more enjoyable and effective. In addition, it was also suggested that the university should provide more support and resources to help students who are struggling with learning the language (Naidoo & Gokool, 2020: 37). In conclusion, the research on the compulsory isiZulu module at the UKZN highlights the need for universities to consider student attitudes and perspectives when implementing mandatory language requirements. While some students may view the requirement as a positive opportunity to learn about the Zulu culture and to develop their isiZulu proficiency, others may see it as a hindrance to their academic progress. The challenge for the UKZN, therefore, lies in striving to find a balance that considers the cultural significance of the language while also addressing the practical concerns of students.

The study by Villaabrille, Generalao, Mametes, and Bacatan (2024) explored students' attitudes toward CS in a classroom setting, employing a non-experimental, descriptive-comparative research design. Their findings reveal that students, regardless of their demographic profiles such as gender, age, or ethnicity, exhibit positive attitudes towards CS. This study focused on how students use CS as a tool for communication, often based on affective factors like comfort and confidence. The high scores in the affective domain indicate that students frequently use

CS to better express themselves emotionally and engage more actively in class discussions. Villaabrille et al. (2024) also found that, while the behavioural manifestation CS was moderate, students tend to rely on it to navigate complex language barriers, particularly when learning English. They suggest that CS provides linguistic flexibility and enhances understanding, especially in multilingual contexts. These findings highlight the practical benefits of CS in improving students' learning experiences, as it bridges linguistic gaps and allows for clearer communication of difficult concepts. The positive attitude towards CS, according to Villaabrille et al. (2024), implies that students do not see it as a hindrance to language learning but rather as a strategic tool to enhance comprehension. This study's relevance to this research lies in its focus on students' cognitive engagement with CS. The findings about the affective and cognitive benefits of CS can be directly applied to current study. Like Villaabrille et al. (2024), this research aims to assess whether students view CS as a helpful tool for learning.

The studies reviewed highlight the need for language in education policies to consider the cultural and linguistic diversity of South African society. It is crucial to create an educational environment that encourages the learning and appreciation of different languages, including isiZulu (Jeewa & Rudwick, 2020: 167). Creating such an environment could help promote intercultural understanding and respect for the diverse linguistic heritage of South Africa. In conclusion, the study also sheds light on the negative perception of isiZulu among some South African Indian students and the need for a more inclusive and culturally sensitive approach to language education. This study is important for this research because it provides insight into non-isiZulu-speaking students' attitudes towards the use of isiZulu and into the factors that might lead to these attitudes.

## **2.5 The University of KwaZulu-Natal's Language Policy**

The UKZN was formed on January 1, 2004, through the merging of the University of Durban-Westville and the University of Natal (UKZN, 2014). The University of Durban-Westville was established in the 1960s to serve the Indian population, while the Natal University College in Pietermaritzburg was founded in 1910 (UKZN, 2014). In 2004, the University of Natal's Pietermaritzburg and Howard College campuses, Durban-Westville University, Edgewood, and the Medical School combined to form the University of KwaZulu-Natal (UKZN). The UKZN's goal has been to be a leading university of African scholarship, with a vision to become the premier institution of its kind (UKZN, 2014). The Language in Education policy

from 1997 and the Language Policy for Higher Education from 2002 are just two of the many language policies in higher education that have informed the UKZN language policy.

The Higher Education Act (1997) provided the foundation upon which the UKZN's language policy was built. In addition, "subject to the policy decided by the Minister of National Education," the Higher Education Act requires that "each higher education institution must establish the language policy of each institution and publish such policy" (UKZN, 2014: 1). The Constitution of the Republic of South Africa, Act 108 of 1996; the Language Policy Framework for South African Higher Education, 2001; and the National Plan for Higher Education are just a few of the many statutory frameworks that require universities to have a language policy.

The UKZN language policy recognises the need for students to become proficient in both English and isiZulu and notes that doing so will help them communicate more effectively with most of the people living in the province of KZN (UKZN, 2014: 1). The policy emphasises (a) the importance of preserving and promoting respect for and proficiency in languages mentioned in the Constitution of the Republic of South Africa and in other languages, including heritage languages, which facilitate potentially valuable cultural, scientific, and economic ties, and (b) It is important to elevate isiZulu to the same institutional and academic standing as English.

UKZN decided that the policy would be put into effect in two phases: the first would run from 2008 to 2019, and the second would run from 2020 to 2030. A language audit in isiZulu was to be performed to verify the University's proficiency in implementing its Language Policy, and services were to be provided in both isiZulu and English (UKZN, 2014). From 2008 to 2019, the first phase of UKZN's language policy was in effect. One of the university's accomplishments, as stated in the University Language Planning and Development Report 2014/15 to Senate, was in 2014 when the institution rolled out a compulsory credit-bearing isiZulu module for first-year undergraduate students. With the implementation of this policy, 1089 students were able to complete the necessary modules in 2014, making UKZN the first institution in the country to implement bilingualism requirements (ULPDO, 2015: 3). The Language Plan (2014: 1) states that while English will continue to be the medium of instruction at UKZN, the decision to teach in isiZulu would be at the discretion of each faculty in agreement with the University Language Board.

In addition, during phases one and two, the UKZN will encourage and facilitate all academic disciplines to assist students and staff in developing writing abilities in English and isiZulu. The UKZN's Plan states that:

during the first phase of implementation, the University will make provision for the use of translation services to promote and develop the IsiZulu language in academic discourses [...] and [...] “to also be of assistance to the IsiZulu speaking students by providing translation services for academic content produced in the English language (UKZN, 2014: 2).

Phase 2 of the strategy to implement the language policy lays the groundwork for ensuring the policy's long-term viability. The Language Plan of the UKZN states that where there are isiZulu-speaking tutors on the staff, or if isiZulu-language tutorials are offered, isiZulu-speaking tutors will work with students who speak that language (Language Plan of the UKZN, 2014). The above suggests that UKZN is committed to providing support and resources for isiZulu. Although this does not explicitly mention CS, it is possible to assume that isiZulu-speaking tutors may CS between English and isiZulu to facilitate better understanding and communication in tutorials.

Therefore, the UKZN language policy has been crucial in fostering bilingual education, as the institution is situated in the KwaZulu-Natal province, where isiZulu is widely spoken. In 2020 more than 60% of the UKZN language demographic among the student cohort was made up of isiZulu speakers (UKZN, 2021). Some of the studies mentioned earlier in this discussion also included insight into the attitudes of staff and students toward language, and isiZulu in particular. For example, Naidoo and Gokool (2018: 356) looked at whether UKZN's required language module fostered social cohesion. Parmegiani and Rudwick (2014) explored students' attitudes at the UKZN towards English-isiZulu bilingualism. In Parmegiani and Rudwick's (2014) study, which used surveys and focus group discussions with a sample of 50 students, some students expressed their challenges with balancing the two languages in academic and social contexts. The study also highlighted the view that the university's language policy was not effectively implemented, leading to a lack of support for students in developing bilingual proficiency. The authors suggested that the university should provide more resources and opportunities for students to develop their bilingual skills. Mthombeni and Ogunnubi (2021) expressed the view that encouraging students whose first language is not isiZulu to learn the language has only limited success.

Taking a closer look at student responses in Mthombeni and Ogunnubi (2021) reveals that one student, who is not a first-language speaker of isiZulu, commented that acquiring the language will provide them with the chance to converse with individuals in their native language and gain insight into the diverse cultures within our nation. Another student who is also not an L1 speaker of isiZulu, argued that the inclusion of isiZulu in UKZN would bring about cultural unity, as more individuals would be able to communicate with one another (Naidoo, Gokool, & Ndebele., 2018: 358). These students believe that being proficient in an indigenous language can lead to better job opportunities, as it allows for working with a wider range of people (ibid.). Naidoo, Gokool, and Ndebele (2018), therefore, postulate that since the UKZN language policy embraces and supports the use of isiZulu as a LoLT, it is easy to describe the policy as an agenda for Africanizing the institution.

In a study exploring the perceptions of academic staff and students at the UKZNs Howard College Campus perceptions about the implementation of the language policy, Shandu (2016: 49) found that both academic staff and students believed that the language policy was not being effectively implemented. Academic staff reported that they faced challenges in implementing the language policy, including a lack of support and training. Shandu (2016: 50) also found that students were unaware of the language policy, and that they felt that there was a lack of communication and engagement in the implementation of the policy. In conclusion, Shandu's study highlighted the need for greater awareness, support, and enforcement of the language policy at the UKZN's, Howard College Campus. The findings suggest that more resources and training should be provided to academic staff, and that there should be increased communication and engagement with students on the issues relating to the policy. Additionally, these findings indicate that there should be a more consistent approach to the use of isiZulu alongside English in the lecture rooms and tutorial rooms to ensure that the policy is effectively implemented and that the language rights of all students are respected.

## **2.6 Overview of previous studies of CS in higher education**

CS in tertiary level education has been the subject of a great deal of research worldwide. For example, research has been done on the topic of CS between English and Swahili at the University of Dar es Salaam in Tanzania (Shartiely, 2013), as well as between Xhosa and English at the South African University of the Western Cape (Banda, 2007). These and other studies indicate that lecturers who are fluent in two languages frequently and seamlessly switch between them when teaching. In a study situated at the University of Dar es Salaam, Shartiely

(2016) focused on the phenomenon of CS in the university classroom setting by examining the extent and reasons for CS in university classroom interactions. The study found that CS between Swahili and English was a common practice among students and teachers in the classroom, and that it was motivated by a variety of factors, including the need to switch to a language or dialect that was more appropriate for the context or topic being discussed, the need to accommodate the language proficiency of classmates, or the need to show respect for the language or culture of others. The findings of this study highlighted the importance of CS in university lectures, and the need for lecturers to be aware of and sensitive to the different linguistic and cultural backgrounds of their students. Shartiely (2016) argued that CS can play a positive role in promoting communication and understanding in the classroom, and that it can be an effective tool for developing proficiency in both languages used in CS.

In another study, Al-Qaysi (2016) examined the attitudes of students and educators towards the use of English-Arabic CS in higher educational environments. The results of the study showed that the majority (86.7% of the 338 participants) of both students and educators had positive or neutral attitudes towards the use of CS in higher education environments as they maintained that CS could be useful for facilitating communication, building rapport, and promoting inclusivity in the classroom. The participants also believed that CS could improve students' language skills and help them to better understand the content being taught. However, the study also found that some participants had concerns about the use of CS, as they argued that it could negatively impact students' language proficiency in Arabic. The study concluded that the attitudes towards CS in higher education environments in Oman are generally positive, but with some concerns. In conclusion, the study provided valuable insights into the attitudes of students and educators towards the use of CS in higher education environments, by highlighting not only the potential benefits and concerns associated with CS, but also the need for further research and discussion on this topic.

Fekkar's (2021) study on the relationship between students' and lecturers' attitudes towards English-Arabic CS at Chouaib Doukkali University revealed that, out of the 37 student participants and 15 lecturers, more than 75% combined had positive attitudes towards CS. The central findings of this research revealed generally positive attitudes towards CS, as mentioned above. Both the lecturers and the students acknowledged the potential benefits of CS, particularly enhancing comprehension, clarifying complex concepts and fostering a more engaging learning environment. Lecturers saw CS as a valuable tool to bridge linguistic gaps,

simplify explanations, and connect with students on a more personal level (Fekkar, 2021: 45). Students, in turn, appreciated the ability to understand difficult concepts through their mother tongue and felt that it contributed to a more relaxed and interactive classroom environment. However, Fekkar's (2021) study also highlighted some concerns and reservations about CS. Some students were worried that the excessive use of CS could hinder their English language development, while others emphasised the importance of maintaining a balance between English and their mother tongue (Fekkar, 2021: 47). In addition, it is important to note that some lecturers expressed their concerns about potentially undermining their professionalism or appearing incompetent when they resort to Arabic.

A study by Shinga and Pillay (2021) investigated the reasons for teachers in four rural high schools to CS when teaching English as a second language. Shinga and Pillay's (2021) study sought to understand the motivations that drive teachers to employ CS. Even though the current study is exploring students' attitudes towards the use of CS in higher education, Shinga and Pillay's (2021) study is significant as it highlights that teachers use CS to enhance students' understanding, as one respondent in their study mentioned that CS was used "*to aid understanding*", as this allows teachers to provide further explanations, to clarify difficult terms, and to pose questions to students, so that students know what to answer. Shinga and Pillay (2021: 55) state that CS creates an environment where students will be comfortable, as one of the study's respondents commented that "*what causes discomfort is that learners do not pay attention when you teach, you have to CS using isiZulu*". This suggests that CS was seen as a solution to create a conducive learning environment for students. Furthermore, the respondents mentioned that teachers use CS to create solidarity with students, as one teacher commented "*I use CS because my students are isiZulu speaking and I am also isiZulu speaking*" (Shinga & Pillay, 2021: 56). Although Shinga and Pillay's study was not conducted in higher education institutions, the findings of their study are, however, relevant to this study because the perceived benefits of using CS by teachers in classroom can positively or negatively influence students' attitudes towards the use of CS in tutorials.

Most studies relating to CS have been directed towards investigating the benefits of employing CS as a strategy in bilingual education (see Maluleka, 2019; Makgato, 2014; Nangu, 2006; and Mati, 2004). These studies have explored how CS is used as a pedagogical tool, investigating its impact on language acquisition, cognitive development, and overall academic success. Understanding students' attitudes towards CS is important for creating an inclusive learning

environment. Cook (2001) believes that CS can speed the process of language teaching. Drawing parallels to the current study it can be argued that using CS as a supporting instrument can give students the opportunity to participate in the tutorial activities without leaving some behind. Furthermore, understanding students' attitudes will shed light on how students perceive the use of CS in a multilingual and multicultural environment such as tutorials, providing an understanding of how comfortable students are with CS, and the challenges they face when they use CS in higher education. The South African language policy has been designed to promote multilingualism. UKZN can be seen as one example of this approach as they have implemented a bilingual language policy (see section 2.4). The use of English and isiZulu at UKZN reflects the institution's commitment to linguistic diversity.

# CHAPTER 3: CONCEPTUAL AND THEORETICAL FRAMEWORK

## 3.1 Introduction

Given that the purpose of this study is to explore students' attitudes towards the use of CS in UKZN tutorials. This chapter focuses on the conceptual approach and the theories employed in the study. In exploring attitudes, a sociolinguistic approach is applied as it views CS as a social practice of communication to perform certain socio-cultural functions (Panhwar & Buriro, 2020). In addition, the theory of social constructivism, which looks at how individuals make meaning through their social interaction (Vygotsky, 1978), will be applied. This chapter also sheds light on the term *language attitudes*.

## 3.2 Defining an attitude

Given the focus of this study, it is essential to first understand the concept of attitudes. Malhotra (2005) views an attitude as a summary evaluation of an object or situation. Attitudes are defined by Baron and Byrne (1977) in Jain (2014) as a collection of feelings, beliefs, and behaviours aimed towards a specific phenomenon. Language attitudes are a set of beliefs that students hold about language learning, the culture of the target language, their own culture, the role of the teacher in the learning process, etc (Giles & Johnson, 1981). Attitudes and behaviours toward a particular language, whether positive or negative, are influenced by cultural group stereotypes and are an integral part of language attitudes. (Giles & Johnson, 1981). Tegegne (2016) notes that attitudes about language varieties can influence their use in education and, at the same time, influence the learning outcomes of pupils.

One of the ways that the concept of language attitudes has been understood is by defining them in terms of the mentalist and behaviourist approaches. The mentalist definition of an attitude is “a feeling, reaction, or emotional attitude towards an idea, concept, or phenomenon”, which can either be favourable or unfavourable or both positive and negative (Batibo, 2009: 173). Batibo (2005: 97) states that “we must rely on the individual's reports of what their attitudes are” as how participants report their reactions to an idea or object, such as the use of language in education, is what the study of attitudes normally seeks to determine (Baker, 1988: 112). Attitudes are “organised via experience, having a directive or dynamic impact on the individual's response to all things and circumstances it is associated with” (Agheyisi &

Fishman, 1970: 138). This broad definition means that a study of language attitudes can, for instance, seek to determine the participants' expressed reaction to the idea of using a certain language in education. The participants' reaction is likely to be influenced by their positive or negative experiences with the topic investigated. The essence of this definition is that language attitudes are people's reported responses to a particular question regarding language or their use thereof. In contrast, behaviourism defines an attitude as visible behaviour or the response of individuals to certain social situations or stimuli (Fasold, 1984: 147). This suggests, for instance, that if a researcher observes the use of many languages in an educational setting, he or she can assume that the students and lecturers in that setting have various different attitudes towards multilingual education.

Further insight into language attitudes and attitudinal changes can be gained by looking into the reasons people give for choosing to learn or use one language over another or for using several languages. To emphasise the phenomenon of language learning motivation, Gardner and Lambert (1972, in Baker 1992) employ the concepts of instrumental and integrative learning. According to Baker (1992: 32), the term “instrumental motives” refers to self-interested goals such as “profession,” “status,” “achievement,” “personal success,” “basic security,” or “survival”. Integrative motivations, on the other hand, focus on the speaker's social and interpersonal needs: interacting with other individuals who speak the target language (Romaine, 2017).

Integrative motivation, according to Gardner (1985), is more effective than instrumental motivation for language learning. Members of the community may choose to study a second language in addition to their native language if they believe doing so will benefit them in the long run. Therefore, it is possible that, for example, members of a community have concluded that they need to master more than one language to communicate effectively in their future careers and within a bi/multilingual society in general. In many African countries, for example, a small segment of urban educated families takes their children to schools where English is the only language spoken from a young age based on instrumental motivation which often results in a generation of monolingual African adults who are unable to speak any language other than English (Ndimande-Hlongwa, 2014). One can, therefore argue that language learning motivation may influence a person's attitudes towards a language or languages, which could add to how they view the use of these languages in a particular setting, such as the classroom. Furthermore, in Sibisi (2022) attitudes are defined by Allport (1954) as a learned disposition

encompassing thought, feelings and behaviour towards a person or object. Sibisi (2022: 48) argues that this definition underscores the cognition, affect, and behaviour components of attitudes, highlighting that attitudes are acquired throughout life. According to Sibisi (2022) this definition is more comprehensive as it highlights the multifaceted nature of attitudes.

### **3.3 The sociolinguistic approach**

CS is studied in the context of sociolinguistic theories, which view it as a social language behaviour that reflects the linguistic, social, and cultural norms of a speech community (Panhwar & Buriro, 2020). Sociolinguistics is a discipline that can be divided into macro and micro perspectives (Shah, Furqan, & Zaman, 2019). In terms of the use of CS, a micro approach investigates the interactions between a single speaker and their addressee, whereas a macro approach examines the role of CS within a larger speech community and its social environment. Under the sociolinguistic approach, Panhwar and Buriro (2020: 266) argued that the investigation of CS has been divided into three schools of thought, however for this study I will focus on the two below which are related to this study:

3.3.1 CS as a social practice of communication to perform certain socio-cultural functions.

3.3.2 CS as a social process.

What follows below is a detailed discussion of each school of thought.

#### **3.3.1 CS as a social practice of communication to perform certain socio-cultural functions**

According to the first school of thought, as defined by Gumperz (1982), Blom and Gumperz (1972), Myers-Scotton (1993a), and others, CS is a social dynamic in a bilingual or multilingual society. Blom and Gumperz (1972) use the speaker, interlocutor, setting, conversational style (i.e., formal or informal), and the topics being discussed as instigating tools to shift the code to fulfil a variety of social functions and sociolinguistic aims (Bhatt & Bolonyai, 2011). Blom and Gumperz (1972) theorised two models of CS - “situational CS” and “metaphorical CS”, according to the Swedish context where CS between the Norwegian standard dialect *Bokml* and the regional dialect *Ranaml* was investigated. The results of their study reveal that even though the two dialects share many core concepts, they are employed differently depending on the goals of the conversation. According to Nicolle (2013) situational CS occurs wherever there

are bilingual communities and can be caused by a change of topic, place, interlocutors etc. or because a specific word or phrase exists in one language variety but not in another. Furthermore, Nicolle (2013) states that metaphorical CS occurs in situations where language varieties have ethnic associations and there has been no change in the situation. This means that metaphorical CS is internally motivated rather than externally motivated, as the switch of language variety is used as a metaphor for a change in the power and/or solidarity relations between interlocutors (Nicolle, 2013).

According to the linear theory of situational CS, the speaker chooses the most appropriate code for the given context, addressee, and topic to maximise interactional functions (Gumperz, 1982: 61). A scene from a Norwegian community office, as depicted by Blom and Gumperz (1972), shows a conversation between two colleagues; when talking about formal matters, both speakers shifted to normal Bokml, but when discussing personal matters, they turned to the local Ranaml. Here, the transition from business-like to informal interaction indicates that their relationship status has changed from that of co-workers to that of friends (Blom & Gumperz, 1972). This predicted shift in the code specifies the interpersonal dynamics of the Participants' Rights and Responsibilities.

Protected linguistic elements include linguistic cues, body language, and a desire or unwillingness to switch between two grammatical systems that are sent from speaker A to speaker B (Blom and Gumperz, 2000). Thus, the link of expected (unmarked) or unexpected (marked) language used to social context is signalled by RO, and a breach of RO may result in the conversation ending abruptly (Blom and Gumperz, 2000: 126). As a result, CS is a linguistic attribute of the bi/multilingual and a rule-governed activity that varies with context and addressee to serve certain social purposes.

Metaphorical CS is the second type of CS and occurs when one code is used in a context where another language would ordinarily be used on purpose to convey an ambiguous or symbolic message (Gumperz, 1982). For the addressee to understand the metaphor's meaning, he or she must first interpret and unfold it (Panhwar, 2018). Metaphorical CS examines the interplay between a person's environment and their language use, specifically how bilinguals improve communication by employing reference to serve numerous relationships within the same context (Blom and Gumperz, 1972). This thesis will discuss and explore attitudes towards CS, using CS as a social practice and CS as a social process within a classroom setting. CS as a social practice of communication to perform certain sociocultural functions is represented by

scholars such as Gumperz (1982), Clyne and Clyne (2003), Schmidt (2014) and Panhwar (2018). In addition, Panhwar (2018) suggested that language preference, social identity, participants' gender, and age can also influence how CS is used.

### **3.3.2 CS as a social process**

Sociolinguistics examines CS through the perspectives of language politics, power dynamics, authority structures, resistance strategies, anger, hegemony, and more (Heller, 2010). Many people in multilingual settings use CS as a means of establishing and maintaining boundaries (Bourdieu, 1991). Using the linguistic resources (the number of languages available), symbolic marketing (a language's social standing), and capital language, Bourdieu (1991) argues that language choice can be used as a tool for power (dominated language). The dominant minority selects one form of a language as the standard, and then imposes it as the standard throughout all areas of society. This causes the language to gain official status as a symbol of capital (Bourdieu, 1991). This means that when a language is recognised and used in official contexts, it becomes more than just a means of communication; it also represents power and value in society. According to Bourdieu (1991), the language then acts as a symbol of economic and social capital, influencing people's access to opportunities and resources. In South Africa, the language with the highest capital is English and this impacts on its unrivalled status in education, especially higher education. An ethnographic study conducted by Redinger (2010) in Austria found that language choice correlated to social status, ethnic or group solidarity. Ethnic, cultural, and social boundaries are established and maintained using the pronouns "we" and "they" as code indicators of in-group and out-group identity; however, these codes are used to show ethnic identity predominantly; for instance, in some countries, members of the minority group switch to the majority language to gain easy access to power (Gumperz, 1982). Switching to isiZulu in a classroom has an element of in-group- identity marking as the majority of students are isiZulu speaking. However, non-isiZulu speakers might perceive it as a practice to exclude them. When a speaker shifts to a different language, it is usually with a purpose in mind. Gaining professional advantage, fostering group cohesion, demonstrating group solidarity, or advocating for oneself in a bilingual setting are all examples of such aims (Albirini, 2014a).

Whether or not we have a "capital code" depends on how unevenly linguistic resources are distributed (Saliwa-Mogale, 2021). Those with more access to highly valued languages are in

a better position to manage and profit from this resource, elevating their own socioeconomic standing at the expense of those who lack this advantage (Heller, 2010: 1). When investigating the phenomenon of CS in a community, it is important to consider factors such as the extent to which the general population has access to the code in question and the existence of socioeconomic gaps (McClure & McClure, 1988). For instance, language was used by colonial policy to separate the natives from the white community and the ruling class from the governed (Zentella, 1998). The educated elite in many African countries created a prestigious code with maximum CS patterns, which was then limited to elite circles, making it nearly impossible for the common people to access it (Myers-Scotton, 1993a). Saliwa-Mogale (2021) argues that the increased economic benefits associated with English usage continue to create a situation whereby speakers of South African indigenous languages are denied access to social and economic development. Therefore, despite English no longer just being the language of the elite in South Africa, it is still not easily accessible for many indigenous language speakers. By investigating the factors that lead to and facilitate CS, CS may be the most effective method for closing this gap (Auer, 1995).

### **3.3.3 The significance of the sociolinguistic approach**

Taking a sociolinguistic approach to CS helps scholars in recognizing and identifying the social and cultural factors that influence CS and in understanding the roles of CS in education. The sociolinguistic approach takes a broader view of CS, looking at it in the context of language use within a speech community to learn how, when, and why its members switch between languages. This approach rejects the idea that CS is a matter of (in)competence, and instead holds that it is heavily influenced by the macro-sociolinguistic aspects of the institutional environment, the broader societal context and the specific motivations and intentions of the speakers. CS, as described by Almelhi (2020: 36) can be understood in the context of interactions that take place in bi/multilingual speeches in ways that are strongly affected by the macro-sociolinguistic facts of the conversation scenario. The sociolinguistic approach is significant for this study due to its recognition of language variation and its social implications.

A sociolinguistic approach is essential for understanding students' attitudes towards CS in education because it focuses on the interaction between language and society. Language is influenced by social contexts, reflecting cultural norms, identities, and power dynamics. In

educational settings where various language backgrounds meet, CS may occur naturally. Understanding how students perceive and engage in CS requires a sociolinguistic approach to understand complex sociocultural dynamics. A sociolinguistic approach recognises linguistic variation and its social implications. Factors like linguistic background, cultural upbringing, and social environment may have an impact on students' attitudes towards CS. Therefore, I used a sociolinguistic approach to explore how language prestige, identity construction, and society's stance towards multilingualism affect students' attitudes towards CS.

### **3.4 Theory of constructivism**

Jerome Bruner, who was a psychologist, introduced the theory of constructivism in 1966 (Olorode & Jimoh, 2016). According to the theory, people create their own knowledge and understanding of the world by reflecting on and experiencing things. According to Akpan, Igwe, Mpamah, and Okoro (2020: 52), we must make sense of new knowledge by balancing it against our already existing beliefs and experiences. Either way, we construct knowledge on the basis of our everyday experience. To accomplish this, we need to assess and ask questions about what we already know. This explains that learning is an active process that is based on the idea that students create their own knowledge as they try to make sense of the world around them. In the constructivist theory of learning, the classroom context can be used to encourage students to utilise real-world examples to expand their knowledge and to think critically and discuss their work, creating new knowledge through their interactions with the world around them (Adesanya, 2009). The link between constructivist theory and CS can be explored through the social and interactive nature of both concepts.

In a constructivist learning environment, language is not only a means of communication, but it also plays an important role in expressing and shaping our understanding. According to Rabiah (2018: 7), language is a product of cultural influences, and when students engage in learning, they bring their own linguistic background into the process. Therefore, CS can be seen as a linguistic expression of cultural influences within the constructivist framework. When students participate in class they create meaning, they draw upon their own linguistic repertoires, switching between languages to express ideas more accurately, reveal cultural distinctions, or negotiate meaning with others. Furthermore, in a constructivist learning environment that encourages collaborative and social interactions, CS can be used as a tool to support learning (Olivares & Lemberger, 2002: 76). Students can use CS to bridge gaps

between their L1 and L2, to seek clarity, or to communicate complex ideas more effectively. This is consistent with the constructivist view that learning is a social activity and that language, including CS, functions as a means of negotiation and knowledge creation within a classroom. The approach places more emphasis on students developing their own definitions, meanings, and understandings based on discovery than it does on memorizing other people's concepts and definitions. This leads us to the social aspect of constructivism.

### **3.4.1 Social Constructivism Theory**

Vygotsky's social constructivism theory suggests that knowledge is primarily constructed in a social context, and it is then internalised and used by individuals (Vygotsky, 1978). It is further stated that social constructivism theory emphasises the role of social interactions and cultural context in shaping an individual's understanding of the world (ibid.). Social constructivism exists in human life because of its social and interpersonal effects (Galbin, 2014). In the context of language, the theory asserts that language is not only a means of communication, but also a product of social interactions and cultural norms (Mtetwa, 2021: 15). Attitudes towards CS can be closely linked to social constructivism theory because CS is often influenced by the social power dynamics and cultural background of individuals (Martinez, 2010). In diverse linguistic communities, CS may be a natural way of communication in the ways that social reality is constructed, and this reflects the social constructivists' idea that language is dynamic and socially embedded. Leeds-Hurwitz (2009) argues that social constructivism suggests that language is not an unchanging system, but rather a dynamic and evolving system that is shaped by social interactions. Therefore, in terms of CS, one can argue that individuals might engage in CS for multiple reasons based on their social interactions, highlighting the role of social constructivism in shaping language behaviours.

By using social constructivism as a framework, this research aims to show the attitudes of the participants towards the use of CS in tutorials, since their attitudes are created and developed by their social interactions with other students and tutors. The study applies social constructivism to understand how students' perceived linguistic background influences their attitudes towards CS, and how the perceived benefits and disadvantages associated with CS influence students' attitudes towards CS. The most important elements in social constructivism are the assumptions that individuals rationalise their experiences by creating a model of the social world and the belief in language as the important system through which individuals construct reality (Woolfolk & Margetts, 2012). Furthermore, it is important to note that

learning, especially in a classroom setting, is a social and collaborative activity where individuals create meaning through interactions with one another. Therefore, attitudes towards CS are not predetermined, but rather formed through our interactions with others and the social context we are in (Yim & Clément, 2021).

Students often feel excluded from the school experience when their interests, experiences or opinions are not considered. Social constructivism as a theory sees teaching and learning as a shared social experience where meanings are jointly and actively constructed and where more experienced people such as teachers, tutors or other children help to construct and develop learners' understanding (Watson, 2001). This suggests that in a multilingual and multicultural environment, students may feel excluded when only English is used; however, they may feel more included when the tutor/teacher uses CS in their home language.

In the context of this study, social interaction, which Vygotsky (in Maja, 2015) deems an integral part of learning, plays a crucial role in shaping attitudes toward CS in tutorial rooms. As students interact in tutorials, their understanding of how different languages carry social meaning and their identities evolve. Through shared interpretations and ongoing negotiations, students individually and collectively construct the meaning of CS in specific contexts, resulting in positive or negative attitudes. Creswell (2013) discusses social constructivism as an interpretive framework in which individuals seek to understand their world and develop meanings according to their experiences.

Through the lens of social constructivism, students not only enhance their academic learning, knowledge, and scholarly skills, but also learn to make connections between attitudes, norms, values, behaviours, actions, and feelings (Kapur, 2018). This means that students learn from each other, as Gergen (2015) shows that learning is a social activity. He emphasises that languages, cultures and other social norms and values directly affect learning, as do social and interpersonal interactions. Vygotsky (1978: 90) argues that tasks or activities are socially and culturally shaped, and learning is a mediated experience created through schema and scaffolding. "Scaffolding" refers to the quality and quantity of cognitive or intellectual support that an adult or teacher provides for a student's learning (Mercer, 1991). In social constructivism theory, language, therefore, has an important role in scaffolding because language facilitates communication, negotiates meaning, and is used in co-constructing knowledge within a classroom context.

Through language, students engage in dialogue, express themselves, and seek clarification where they do not understand. This interaction forms the basis of scaffolding, where knowledgeable individuals (lecturers/tutors) provide support to students, guiding them towards a deeper understanding of the subject being discussed. The purpose of providing scaffolding is to improve learning because it leads to the absorption of content, ideas, and opinions. Mercer (1991: 104) argues that "appropriation", a term introduced by Vygotsky's colleague, Leontiev (1981), which refers to the culture-based quality of most learning, conceptualises early learning as culturally defined and highlights the reciprocity of teaching and learning. Not only do students absorb ideas, but teachers, too, need to get ideas from students (Mercer, 1991: 105). Therefore, discourse strategies such as CS, paraphrasing, and reconstructively recapping what has been done in class, improve learning.

A concept closely related to scaffolding is the Zone of Proximal Development (ZPD). ZPD represents the difference between what students can do on their own (level of actual performance) and what they can do with other competent people, such as teachers and peers (level of potential development) (Mercer, 1991: 100). With the help of scaffolding, the teacher assists students in developing problem-solving skills, which leads to an increase in the level of performance. Mercer (1991:102) argues that the ZPD explains central features of learning and development and argues that the provision of help or guidance is a normal and essential feature of learning and that the limits of human understanding or learning can be expanded by providing cognitive support. It can be argued that CS can be a valuable tool in supporting students to reach their ZPD. Firstly, CS enables teachers to scaffold students' learning experiences; by recognising the students' present language proficiency, teachers can adjust their instruction to provide the right amount of support. With the support of this individualised approach, students can complete tasks that fall within their ZPD and get the support they need to improve their knowledge and abilities. Secondly, CS can improve comprehension and engagement. Students are more likely to comprehend and relate to the topic when teachers speak in a language or manner that they can relate to.

Using CS can also bridge the communication gap between students' native language and the language used for instruction. A classroom that embraces inclusivity can be achieved by recognizing and valuing the diversity among students. Teachers who acknowledge and respect students' cultural backgrounds can create a learning environment that makes it easier for students to grasp concepts within their ZPD by incorporating their home languages into the

learning process (Mercer, 1991). CS also promotes awareness of bi- and multilingualism, which helps students comprehend the meaning and application of language. This metacognitive skill is crucial for tackling challenging tasks within the ZPD (Mercer, 1991). As students become more aware of how different languages convey information, they can better apply the subjects they are learning. This gradual progress leads them closer to comprehension.

Vygotsky's (1978) Social Constructivism Theory is important for this research since it highlights the importance of language in education and in an activity-centred approach. The emphasis falls on the learner and on the task itself instead of on the educator. According to Vygotsky's theory, for learners to connect with culture and acquire knowledge, they require "psychological tools" such as language to attain the ZPD (Vygotsky, 1978). This implies that the purpose of education should be to support students' cultural experiences and use the same languages that students speak in their social settings to learn and be taught. Teachers would need to deliver what is referred to as "comprehensible input" (Ellis, 1985: 252) in languages that students can grasp if they are to help students reach their full potential, foster creativity, and increase their understanding and mastery of the subject matter.

Exploring students' attitudes towards the use of CS at UKZN through the lens of social constructivist theory is important for a better understanding of language dynamics and educational experiences. Social constructivism, as mentioned above, highlights the social and collaborative nature of learning. Using this theory to explore the participants' attitudes towards CS at UKZN will allow me to investigate how social interactions and cultural contexts may shape students' perceptions and attitudes. When investigating students' attitudes towards CS, it is essential to recognise the role of peer interactions, classroom discourse, and cultural influences in shaping these attitudes.

Moreover, social constructivism highlights the significance of language as a means of communication and sensemaking, within a community. Social constructivism encourages researchers to explore how students collaboratively navigate tasks by utilising their abilities to jointly create meaning. Lastly, social constructivism emphasises the dynamic nature of learning and the role of cultural context in shaping educational experiences. As previously explained, UKZN students come from diverse linguistic and cultural backgrounds but the majority are isiZulu speakers. Exploring their attitudes towards CS through the social constructivist lens allows me to consider how cultural influences and social interactions contribute to the construction of knowledge and attitudes. This perspective recognises the importance of cultural

diversity and encourages a deeper understanding of how students' linguistic background intersects with their experiences at the university, contributing to a more inclusive and culturally responsive educational environment.

### **3.5 Conclusion**

Chapter three presented the conceptual and the theoretical framework for this study as the foundation upon which the empirical research and findings can be understood. According to Grant and Osanloo (2014: 13) research without a theoretical framework is like a house without a foundation. Hence this chapter discussed all the components of the conceptual and the theoretical framework. The two theories served as the lens for this study. The combination of Social Constructivism Theory and Sociolinguistic Approach will provide a holistic perspective on the use of CS in the UKZN tutorial rooms. By investigating the social interactions between students, the study will be able to understand how CS is constructed and negotiated in a multicultural and multilingual education environment. By integrating the Sociolinguistic Approach, the study will be able to develop a deeper understanding of how students use language in tutorial rooms and how they use CS as a LoLT to promote an inclusive teaching and learning environment. The following chapter will discuss the methodology that was used for this study.

# **CHAPTER 4: METHODOLOGY**

## **4.1 Introduction**

This chapter outlines and provides support for the chosen methodology in this study. Firstly, it provides a brief description of the context in which the current study was conducted. Secondly, it discusses the research design and the paradigm underpinning the study. The discussion that follows consists of the sampling strategies, sampling description, sample size, data collection procedures, and how participants' perspectives were elicited to generate data through the data analysis. Lastly this chapter also discusses ethical considerations, followed by how validity was maintained.

## **4.2 Research Methodology**

### **4.2.1 Reasons for mixed-methods methodology**

A mixed-methods methodology was adopted to determine the different attitudes of students towards the use of CS in the UKZN tutorial rooms. Traditionally, a mixed-methods approach is used to collect both statistical data and in-depth participant responses. Combining the approaches improves the entire research design, allowing for access to more convincing and thorough material than is possible with a single method (Creswell & Clark, 2011). Sibisi (2022: 73) points out that because of the complexity of the attitude construct, a single measure of data collection may not be able to represent these complexities. Using a mixed research methodology therefore contributes "to a better understanding of the phenomenon" which also contributes to the validity of the research (Sibisi, 2022: 73).

A quantitative approach could assist in the collection of numerical data and in the statistical analysis. By analysing the data statistically, I aimed to identify significant trends and patterns in students' attitudes towards the use of CS. Furthermore, a quantitative approach was important for this study as it assisted me in identifying factors, such as perceived linguistic background and the perceived benefits and disadvantages associated with using CS, that may influence students' attitudes towards CS in tutorials. In addition, quantitative research relies on standardised and measurable data, such as surveys with Likert-scale responses or questionnaires with multiple-choice options, which can minimise the subjectivity and bias in the data collection process, allowing for more objective and reliable results (Nordin, Ali, Zubir,

& Sadjirin, 2013). The study began with a survey questionnaire, allowing for the collection of broad quantitative data that provided an overview of the research topic. Additionally, the survey questionnaire helped refine the research questions, ensuring that the subsequent qualitative interviews were focused and targeted.

According to Du Plooy-Cilliers, Davis, and Bezuidenhout (2014: 175), qualitative researchers are interested in the in-depth human experience of a phenomenon. They collect rich and detailed data from complex and multifaceted situations in a particular social context, “including all the personal and subjective differences that are characteristic of individual experience and [the] meaning linked with [a] specific phenomenon” (Du Plooy-Cilliers, 2014: 175). In this study, human experiences relate to the use of CS in a specific context, the tutorial room where the participants are students who engage with each other and with their tutor. Patton and Cochran (2002: 2) note that “qualitative research is defined by its goals, which relate to understanding some aspect of social life, and its techniques, which [generally] provide words, as opposed to numbers, as data for analysis”. Payne and Payne (2004) offer a similar perspective, stating that qualitative research is concerned with interpreting the meaning individuals assign to their behaviours. As the study is concerned with attitudes towards a specific behaviour – CS, as a form of lived experience (Yin, 2011: 8), semi-structured interviews in the form of focus group discussions formed part of the qualitative research conducted.

The reason for employing a mixed- methods approach in this study was that it allowed me to collect statistical data and give the study a "voice" by incorporating the respondents' perspectives. As the study explored student attitudes it was essential to support the study's statistical findings with explanations or perspectives from participants that provided a context for the statistical findings. The data gathered is therefore presented in both conversational and numerical formats: the quantitative data was analysed statistically and the qualitative data thematically.

### **4.3 Ethics and recruitment of participants**

#### **4.3.1 Ethics**

According to Cohen, Manion, and Morrison (2017), it is important to remember that research participants are not forced to participate. The researcher must guarantee that participation is

voluntary and that issues such as sensitivity, anonymity, and confidentiality are addressed. Due to this, all standard ethical procedures were adhered to, with particular attention paid to issues of confidentiality and participants' anonymity. I applied to the UKZN Research Ethics Committee for ethical approval, which was granted (HSSREC/00004554/2022, APPENDIX B). I also obtained a gatekeeper's letter (APPENDIX C) from the institution and permission to conduct the study from the office of the registrar. All participants were given informed consent documents (see APPENDIX A) via email by their lecturer that outlined the research's objective, methodology, and the relevant information relating to the data collection procedure, to offer them a greater understanding of the study. Before the data collection phase of the study began, written consent was obtained from the participants. In the informed consent document, the participants could indicate their consent to the questionnaire and the recording of the interviews (see APPENDIX A). At the research reporting phase, confidentiality was maintained by using pseudonyms and by modifying contextual details that could -reveal the identities of the participants. Participants were informed that data would be stored securely by the UKZN for a period of five years before being destroyed.

#### **4.3.2 Recruitment of participants**

##### **Purposive sampling and sample size**

This study employed purposive sampling, a sampling technique that enables the researcher to choose a distinct group for whom the research topic is relevant (Cohen et al., 2017). This selection process has the advantage of being free of bias and prejudice. Students are equally likely to be included in the sample, resulting in objective data or findings (Nordin et al., 2013). This style of sampling is based on the notion that the best information is most likely to be gathered from a relatively small sample, chosen with purpose in mind, and selected on the basis of their known traits and experiences as opposed to being chosen at random, providing high-quality data and insightful perspectives on the research topic (Curwin & Slater, 2008; Cohen et al., 2017; Denscombe, 2017). Purposive sampling falls within the category of non-probability sampling techniques (Denscombe, 2017: 35). According to Smith and Osborn (2015: 54), the specificity of a sample will be determined by the nature of the study, and in some situations, the rarity or frequency of the issue under research will determine the sample's boundaries. The factors mentioned were considered when selecting participants for this study. The sample was therefore selected on the basis of the participants' experience and involvement

with the topic under investigation, which in this instance was the students' attitudes towards the use of CS in tutorial rooms.

The questionnaire sample consisted of 99 first-year students from multiracial and multilingual backgrounds, ranging in age between 18 and 28 years, from the discipline of Psychology at UKZN. They were selected on the basis that Psychology falls under the College of Humanities, which has approximately 42% of UKZN's entire student population (Kamwendo, Hlongwa & Mkhize, 2014: 83). This puts the College of Humanities at the heart of UKZN's language policy implementation. Furthermore, the Psychology discipline is one of the disciplines within the College of Humanities which are at the forefront in the implementation of the language policy. The Psychology discipline embarked on a project named "*Psychology through vernacular*" which aims to translate the key introductory concepts in Psychology from English into isiZulu (Kamwendo et al., 2014: 83). The translation of terms from English to isiZulu also "led to the compilation of a bilingual handbook in isiZulu and English with the sole aim of facilitating epistemological access to isiZulu L1 Psychology students" (Sibisi, 2022: 61). Therefore, these participants were carefully chosen because they had probably experienced CS in their lectures and tutorials and would be able to provide valuable insight into the research topic.

#### **4.4 Data Collection**

##### **4.4.1 Data collection strategies**

Data collection refers to a process of gathering information from all relevant sources to find answers to the research problem; these sources are divided into two: secondary data and primary data (Sapsford & Jupp, 1996: 105). This research's secondary sources included existing literature from different authors, scholars, and other written texts relating to the use of CS in an educational setting, with a focus on the South African context. Primary data included survey questionnaires and semi-structured face-to-face interviews with first-year students from the Psychology discipline.

##### **4.4.2 Surveys**

To be able to reach many participants efficiently and at a relatively low cost, I used survey questionnaires (see APPENDIX D). Furthermore, the survey questionnaire made use of Likert-type scale questions which allowed participants to express their level of agreement with a statement. This is important when analysing how students perceived linguistic background

influences on their attitudes towards CS, as it provides quantitative measures of these influences so that one can gather nuanced insight into the degree to which students view CS as helpful (Regmi et al., 2016). In addition, the use of a survey questionnaire allows for the collection of large amounts of data from a diverse group of participants (Regmi et al., 2016: 641), which is important for obtaining a comprehensive understanding of the attitudes and perceptions of students in a multilingual and multicultural environment. The questionnaire consisted of 29 questions that were divided into three parts. Part one was used to obtain basic demographic information about the participants, which allowed me to better understand the background characteristics of the participants such as their age, gender, and home language(s).

Part two dealt with the use of CS at UKZN, and provided details such as where students use CS, and how frequently they use it. Part three focused on students' attitudes towards CS, and it aimed to understand the participants' level of dis/agreement with specific statements. The statements also asked participants about the influence of their linguistic background on their current attitudes towards CS. Furthermore, there were various statements regarding the benefits and disadvantages associated with CS, where participants had to show their level of dis/agreement. The survey questionnaire was administered electronically to facilitate easier data management and to reduce errors, especially as students had shifted to online learning during a period of unrest on campus. After discussions with the lecturer of the first-year Introduction to Psychology module, the lecturer invited students via email to participate and advised tutors of the module to add me to the various WhatsApp tutorial groups, so that I could share more information about the study with the participants and to allow them to ask questions about the study. The survey questionnaire link was shared with the four tutorial groups, for those who had given their consent to complete. Out of the approximately 300 students registered for the module, 99 students chose to participate.

Administering survey questionnaires this way also assisted me in effectively engaging a larger population of students, especially under the specific circumstances during which the data collection took place. To supplement the results of the questionnaires and to fill the gaps in the survey tool, I also employed a qualitative approach in the form of focus group interviews. This approach is more likely to give substance and reveal detailed information about students' attitudes towards the use of CS in multilingual and multicultural tutorial rooms. Qualitative research deals with trying to achieve a clear understanding of the problem that is under review in a more complex way than in the less nuanced data of the questionnaire (Rahman, 2020: 103).

This approach is used to get information about how people think, feel, and how they claim to behave. This section of the study was conducted through focus group interviews consisting of ten people, who were divided into two groups equalling five participants per group.

#### **4.4.3 Focus group interviews**

Schurink and Schurink (1998:2) define focus group interviews “as the purposive discussion of a topic or related topics taking place between people with similar backgrounds and common interests”. Focus group interviews also enable the researcher to develop new concepts and theories (Schurink & Schurink, 1998: 2). De Vos (2002: 309) concurs that focus groups are important for obtaining insights into perceptions and attitudes of people in an atmosphere of dynamic group interaction. From the 99 participants who participated voluntarily in the survey questionnaire, more than 50 participants were invited telephonically and via email to participate in the focus group interviews as they had indicated that they might be contacted for the follow-up interview. However, many of the participants did not respond to the emails and telephone calls, and some decided to pull out of the study citing personal reasons. In the end, 13 participants confirmed their attendance, and only 10 came to the focus group interviews. The focus group interviews were arranged during the time when the unrest on campus had ceased and it was safe for students to return.

The ten participants were divided into two focus groups (five students in each group). Despite a smaller number of participants in the focus group interviews than initially anticipated, a smaller grouping allowed for more time and in-depth discussions with the participants on their experiences and opinions about the use of CS in the tutorials. In terms of the ethical considerations mentioned earlier in the chapter, the participants were reminded that the interviewees would remain anonymous in the representation of the data and that if the interviewees felt uncomfortable in answering a specific question, they were entitled to refrain from giving a response. Open-ended questions were asked in the focus group interviews to encourage the participants to elaborate on their experiences and their thoughts. In line with the research questions and objectives, using open-ended questionnaires also allowed me to gain valuable insight into how students perceive the benefits and disadvantages of CS, how their perceived linguistic background may influence their current attitudes towards CS, and what specific experiences shaped their attitudes.

In the first part of the focus group interviews participants were asked to give a short narration of their linguistic background, where they grew up, languages they were exposed to growing up, both at home and at school. The second part of the interview focused on the use of CS at the UKZN; participants were asked about how they perceived the benefits and disadvantages associated with using CS in a multilingual and multicultural educational environment such as in tutorials at UKZN. Additionally, the possible influence of the participants' linguistic backgrounds on their current attitudes towards CS in tutorials was discussed. Since the groups were divided into two, each group session took approximately 45 to 55 minutes. Focus group interviews were important for this current study because they allowed me as the researcher to interact with the respondents. Schurink and Schurink (1998: 5) add that focus group interviews enable clarification of misconceptions, as respondents could repeat their answers to questions that might be rephrased if they were not clear.

#### **4.5 Data analysis**

The next two subsections describe the data analysis process I conducted for each research tool I used: the survey questionnaire and the focus group interview.

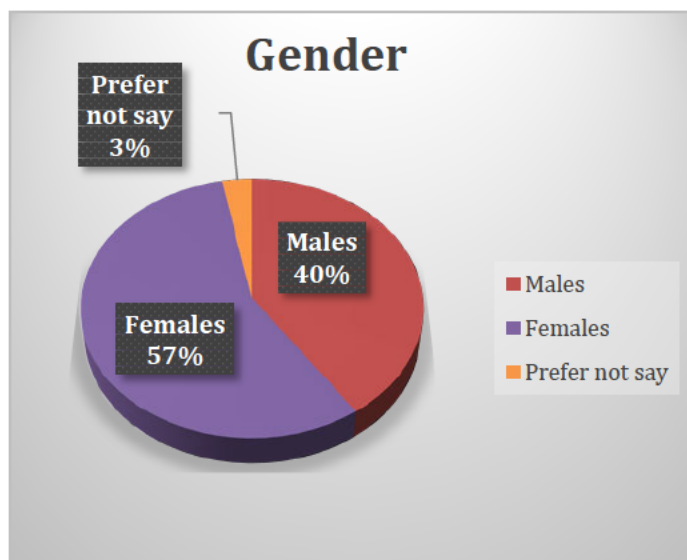
##### **4.5.1 Surveys**

Responses from the participants were analysed using Google Forms. The Google Forms was utilised because it provided an easy-to-use web interface for developing and designing web-based survey questionnaires (Raju & Harinariyana, 2016: 7). Furthermore, an advantage of using Google Forms was that it provided real-time data on the number of participants who participated in the survey daily. Another advantage of Google Forms is that respondents' data is available in a format suitable for analysis, meaning that I do not need to key-in respondents' data manually, hence data coding errors are minimised (Raju & Harinariyana, 2016: 7). After the survey questionnaire was filled in online, Google Forms automatically recorded the data in a Google spreadsheet in an analysable format and Google Forms allowed for tabulation and graphical presentation of data. The participants in this study were first-year students from the discipline of Psychology, in the School of Applied Human Sciences at the UKZN on the Howard College Campus.

I had initially hoped to sample 150 participants, however only 103 students took part in the study and completed the survey questionnaire. It is important to note that out of the 103

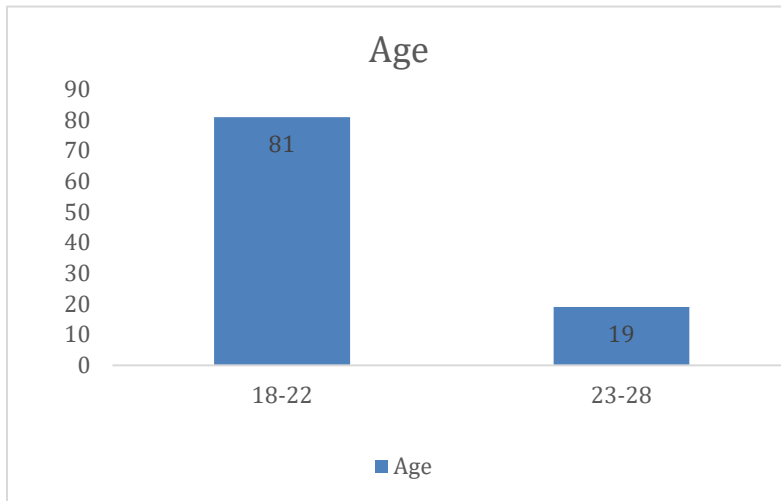
participants there were 4 cases of duplication where participants submitted two entries each. After removing the duplicate entries, the number of entries went down from 103 to 99. Most of the participants were females (56), making up 57% of the total sample group, and 40 were males, making up 40% of the total sample; 3 of the participants preferred not to share their gender, making up 3% of the total sample. Furthermore, most of the participants were between the ages of 18 to 22 years, which made up 80% of the sample. 19% of the sample were aged from 23 to 28 years, and lastly, 1% of the sample was aged from 29 to 34 years. The majority (88) of the participants had isiZulu as their home language, making up 89% of the total sample and 6 indicated that isiXhosa was their home language, which is 6% of the total sample. Other languages such as English (1%), Sepedi (1%), Xitsonga (1%), and Siswati (1%) accounted for the remaining 4%.

Figures 2, 3, and 4, with the pie charts and bar graph below, provide a summary of participants' demographic information.



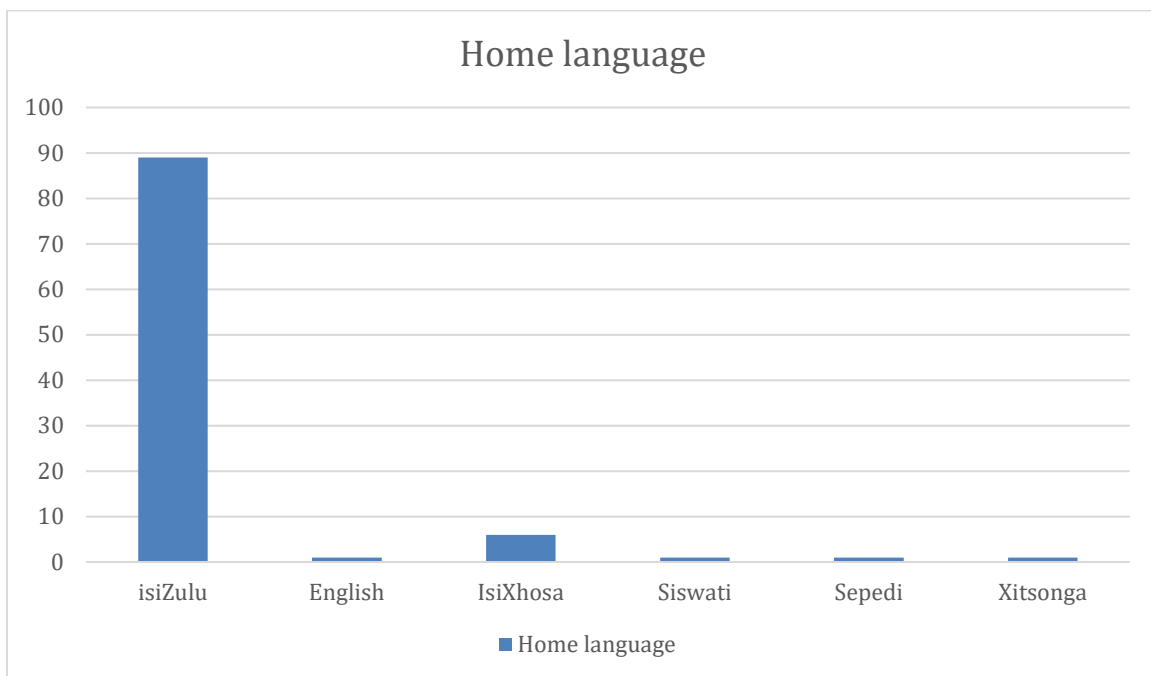
**Figure 2: Demographic descriptive statistics for gender.**

The graph below shows that most of the participants (81%) were within the age group of 18-22 years. Fewer participants (19%) are within the age group of 23-28 years.



**Figure 3: Demographic descriptive statistics for age**

The graph below indicates that the majority (89%) of the participants had isiZulu as a home language. Fewer participants (6%) had isiXhosa as their home language.



**Figure 4: Demographic descriptive statistics for home language**

#### **4.5.2 Focus group interviews**

As data analysis involves organising, transforming, and structuring data patterns to uncover relationships, interpret findings, provide explanations, and draw conclusions (Bryman, 2004), I systematically transcribed and organised the data. According to Sgier (2012), it is a process that begins informally before the formal data analysis step. It is not seen as a one-time event that occurs after all the data has been collected; rather it happens continuously. Therefore, researchers must utilise their abilities to make sense of the data throughout the various stages of the data analysis process (Sgier, 2012). I will now briefly outline the data analysis process I conducted for each of the research instruments by focusing on the process for the quantitative data gathered in the survey questionnaire and the qualitative data gathered in the interviews.

For qualitative data analysis, a thematic analysis was chosen, due to its flexibility in generating comprehensive information (Braun & Clarke 2006). As Braun and Clarke (2006) outlined, thematic analysis consists of six phases of analysis. These phases, which relate to the qualitative data analysis of this study, will now be discussed. Firstly, the data was thoroughly reviewed by accurately transcribing it and re-listening to the auditory data (participants' recorded responses) while converting these responses into textual format. Listening to and reading the data enabled immersion, resulting in an intimate familiarity with the content. Initial codes were generated by coding and selecting the interesting information across the entire data set from the participants' responses and preparing this for codes. This was accomplished by coding brief descriptions, which consisted of a few short phrases explaining what was happening in the data or what the data was about. Furthermore, themes were created by combining all the relevant information from codes with each potential theme. Then the themes with similar meanings or patterns were combined. Once those themes were formed, I evaluated and identified whether those themes corresponded to the coded extracts and the entire data set. As a result, the distinctions between core themes and sub-themes began to emerge during this phase.

Additionally, I set out the specifics of each theme, which meant providing clear and concise definitions as well as naming each theme. I defined the themes by offering a comprehensive analysis of sentences in relation to the research topic. In the final phase, I analysed the selected extracts and made an association of the entire analysis with the research questions, objectives, and previous literature. Braun and Clarke (2006) advocate for the six phases in thematic analysis because this structural approach provides a systematic and rigorous framework for conducting qualitative data analysis. These phases provided me with an understanding of how

to navigate the complexities of data interpretation, ensuring a thorough and comprehensive analysis process. By following Braun and Clarke's (2006) six phases in thematic analysis, I was able to organise the data, leading to a more efficient and effective analysis of the qualitative data.

#### **4.6 Validity**

Every type of study depends on the validity of its findings for its credibility. In qualitative studies, validity is described by a variety of concepts; nevertheless, it should be noted that validity is not a single, fixed, or universal concept but rather a contextual construct that is firmly rooted in the methodology and goals of research projects (Golafshani, 2003: 603). In qualitative research, "validity refers to the 'appropriateness' of the tools, procedure, and data to answer a research question, the methodology must be appropriate, the design must be valid for the methodology, the sampling and data analysis must be valid for the methodology, and the results must be valid for the sample and context" (Leung, 2015: 324). This means that the study's objective must be defined and focused on the desired result, which is to explore students' attitudes towards the use of CS in UKZN tutorials. To achieve this, I used mixed methods, as the survey questionnaire provided a large sample size and structured data, while focus group interviews provided in-depth insights into students' attitudes towards CS. Cypress (2017: 254) contends that validity is broadly defined "as a state of being well grounded or justifiable, relevant, meaningful, logical, conforming to accepted principles or quality of being sound, just, and well-founded", which among other things confirms that validity in qualitative research places importance on the accuracy and truthfulness of the research findings.

Furthermore, according to Whitemore, Chase, and Mandle (2001), for the research to be reliable, the data collected must accurately represent the reality of the participants in terms of their purpose and the context behind their responses in a believable way. Thus, in ensuring credibility I documented and presented the data in a way that reflected the participants' perspectives and their awareness of their own interests and perceptions. I maintained this by establishing rapport with the participants and encouraged them to speak openly about their experiences while remaining committed to answering the questions asked to reflect also the contextual factors influencing their attitudes towards the use of CS. The students were given the option to express themselves in either English, isiZulu, or CS to ensure a comfortable and inclusive environment. This language flexibility was to facilitate open and authentic communication and to accommodate diverse linguistic preferences among them. The purpose

of allowing the students to use either English or isiZulu was to promote a sense of ease during discussions.

To ensure validity for quantitative data, firstly, it was important to design survey questions that were clear, unambiguous, and directly related to the research objectives. By ensuring that questions measure what they are intended to measure, researchers can improve the validity of the data collection and analysis process (Bhalerao, 2015: 50). Furthermore, I pilot tested the survey instrument (Google forms) on my supervisors, and other postgraduate candidates I know. According to Hassan, Schattner, and Mazza (2006) a pilot study can be defined as a “small study to test research protocols, data collection instruments, sample recruitment strategies, and other research strategies in preparation for a larger study.” Pilot testing allowed me to be able to identify potential issues with how questions were worded. After collecting feedback from a small sample of participants, I was able to make necessary adjustments based on their comments, which I believe can improve the validity of the data collection and analysis process. The focus group interviews were not pilot tested, meaning they were conducted without a preliminary trial to identify potential issues or areas for improvement

#### **4.7 Limitations of the study**

The limitations of this study primarily revolved around external factors that affected the research environment, specifically student protests on campus during the first semester. I wanted to distribute the questionnaire manually to students in their tutorials. However, the disruptions on campus led to changes in the mode of teaching as lectures moved to online learning. These disruptions influenced the availability and engagement of participants, as no one was allowed on campus. After encountering this problem, I decided to distribute the survey questionnaire electronically, reaching a wider number of students. Also, if I had distributed the survey manually, it would have taken longer to reach a wider number of students, as the tutors had mentioned that almost 50% of their students did not attend every tutorial; therefore, distributing them electronically assisted me to reach many participants. Furthermore, the small sample size for the focus group interviews was a limitation of this current study because it might not accurately present the opinions or experiences of a larger UKZN student population. It is also important to mention that students were from only one discipline and this could be a limitation because it might not have captured the full range of students’ perspectives from other disciplines within the institution. This suggests that the findings cannot be generalised as the sampling only includes one discipline (Psychology) within the university which is made up of

many different disciplines. Therefore, a limitation could be the generalisability of the study's findings. However, this was combated by using purposive sampling, which enabled me to choose a group that was most likely to reveal insight into the phenomenon that I was currently studying. Therefore, this study does not claim to make statistical generalisations: however, the research design and sampling method did allow me to achieve a deeper understanding of the use of CS in tutorials within the Psychology discipline.

#### **4.8 Conclusion**

In this chapter, I have described and discussed the research methodology used in the study. I provided reasons for choosing a mixed methods methodology approach, which included gathering both quantitative and qualitative data in the form of survey questionnaires and focus group interviews. I elaborated on the ethical considerations taken prior to and whilst conducting the study, as prescribed by UKZN. The chapter also included a discussion on the purposive sampling of participants and provided detailed information on how the data collection process took place. The chapter then discussed the data analysis methods used, including thematic analysis and Google Forms. The process to ensure the credibility and trustworthiness of the research methodology was explained. In conclusion, the limitations of the methodology were described. The following chapter will discuss the analysis and findings of the current study.

## **CHAPTER 5: DATA ANALYSIS AND FINDINGS**

### **5.1 Introduction**

This chapter presents and examines the quantitative and qualitative data gathered to explore students' attitudes toward CS in tutorial settings at the UKZN. Building on the research problem, which addresses the integration of CS in multilingual classrooms, and guided by the research questions, this chapter highlights both the prevalence and perceptions of CS among students. The findings presented here aim to provide insights into students' experiences and attitudes, which are essential for understanding the educational impact of CS within a diverse linguistic environment. Through this analysis, we seek to clarify how CS is perceived as beneficial or challenging, addressing the role it plays in academic engagement and understanding. By presenting these findings, this chapter underscores the importance of an inclusive approach to language use in education, setting a foundation for the subsequent discussion and conclusions.

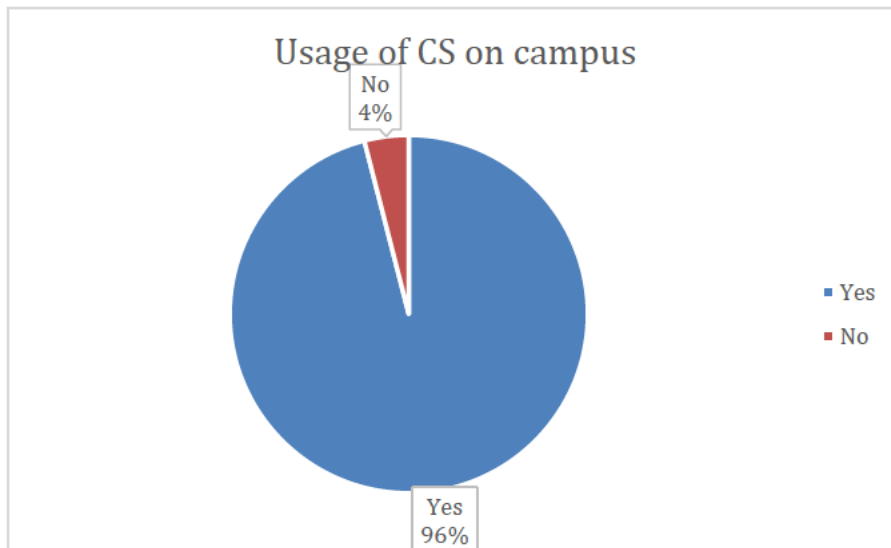
### **5.2 Phase one: Quantitative interpretation of results**

#### **5.2.1 Use of code-switching**

As one of the primary questions on the survey questionnaire, participants were asked if they use CS on campus. Out of the 99 entries, 95 of the participants (96%) indicated that they indeed use CS on the campus. The follow-up question required the participants who indicated that they use CS on campus to select where they frequently use CS, and they were allowed to select multiple answers. More than half of the participants indicated that they frequently use CS in lecture rooms, 53 (53.5%) and tutorial rooms, 51 (51.5%). The findings show that just over half of the participants use CS in lectures and in tutorial rooms, which might imply that lecturers have created an inclusive environment where students feel confident and comfortable in expressing themselves using languages, they are comfortable with. The result also shows that participants do not only use CS in tutorial rooms and lecture rooms, but that they also use CS outside class, in places such as the library and Local Area Networks (LANs), 43 (43.4%) and other places on campus, such as the cafeteria, parks, etc., 44 (44.4%). Furthermore, the results suggest that English, 87 (87.9%) and isiZulu, 69 (69.7%) are the languages most often used by students when they engage in CS in UKZN.

Figures 5, 6, and 7 below depict pie and bar graphs to provide a visual summary of the findings.

The pie chart below shows that 96% of the participants use CS on campus.



**Figure 5: Descriptive statistics for usage of CS on campus.**

The bar graph below shows that participants frequently use CS in lecture rooms, 53 (53.5%) and tutorial rooms, 51 (51.5%).

If your response to the previous question was YES, where do you frequently use code-switching (you may tick more than one box)?

99 responses

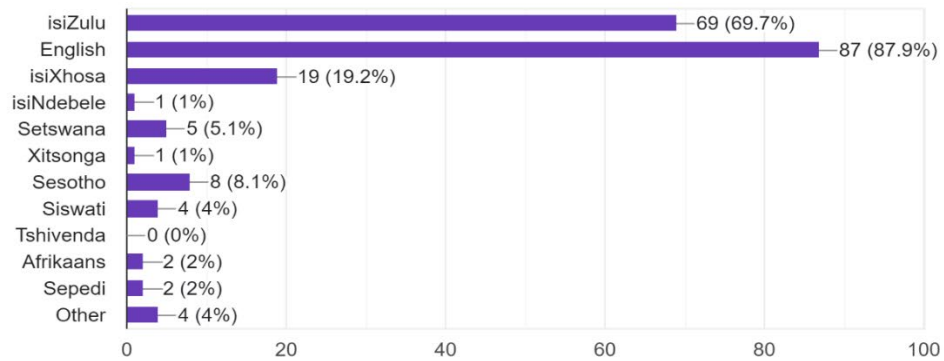


**Figure 6: Descriptive statistics of where students frequently use CS on campus.**

The findings below are noteworthy as they suggest that CS is employed to a slightly greater extent in the classroom than outside. The following responses, indicated in the bar graph below,

show which languages students use when they CS on campus. The results indicate that English (87.9%) and isiZulu (69.7%) are the most frequently used languages for CS on campus. It is important to mention that students were allowed to select multiple answers from the options that were given.

Which languages do you use when code-switching on campus (you may tick more than one box)?  
99 responses

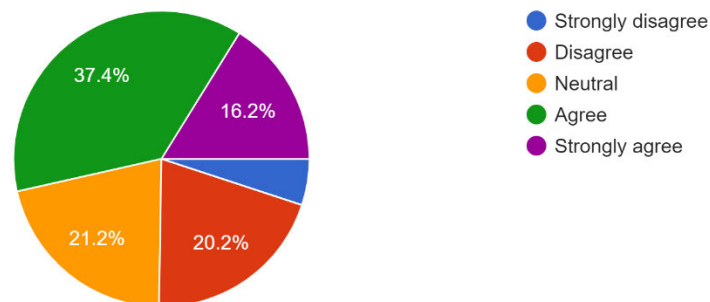


**Figure 7: Descriptive statistics of the languages used for CS on campus.**

### 5.2.2 Presentation of results by research questions

#### I. Research question 1: What are the students' attitudes towards using English-isiZulu CS in a multilingual and multiracial tutorial class?

Even though I don't understand isiZulu, I don't mind code-switching being used in the classroom.  
99 responses

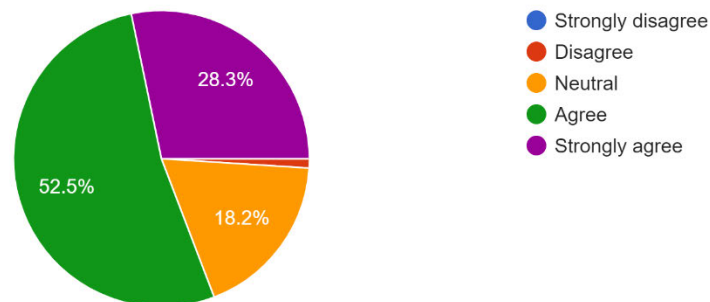


**Figure 8: English-isiZulu CS being used in the classroom.**

The findings of the study show a range of diverse attitudes among students towards the use of CS in a multilingual and multiracial environment. 53.6% of the study population strongly agree and agree with the statement “even though I don’t understand isiZulu, I don’t mind code-switching being used in the classroom”, suggesting that just over half of the students welcome CS. This positive response might indicate the willingness among students to accept and adapt to a multilingual and multicultural environment. This suggests that these students see CS as a valuable tool for communication. This group appears to be supportive of the practice, possibly indicating an acknowledgement of the benefits of using CS for better comprehension and creating a more inclusive learning environment. However, 21% of the study population expressed their neutral standing in terms of their attitudes towards the use of CS in tutorials. 20% of the students indicated that they disagreed, and 5% strongly disagreed, with CS being used in tutorials.

My general attitude towards using English-isiZulu code-switching in a learning environment is positive.

99 responses



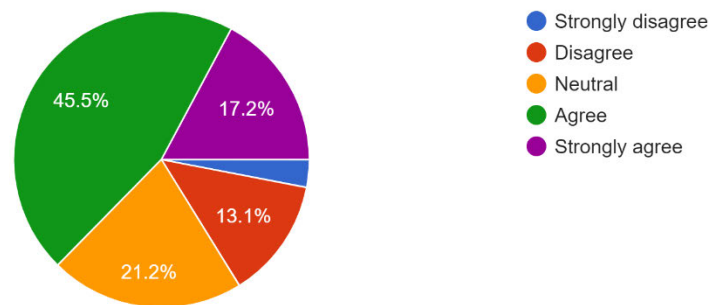
**Figure 9: General attitudes towards CS**

The findings show that a large percentage of students (80.8%: combining the 52.5% of those who agree and the 28.3% of those who strongly agree) generally have positive attitudes towards CS. There are also 18.2% of students who are neutral and a tiny percentage of 1% who disagree and strongly disagree. Findings from this present study are in general accordance with previous studies such as Maluleka (2019) which show that students’ attitudes to CS in a multilingual environment are mostly positive or neutral. Going back to the research question, it can be argued from figures 8 and 9 above and 10 below that the majority of participants have positive attitudes towards English-isiZulu CS.

## II. Research question 2: How does students' perceived language background impact students' attitudes towards English-isiZulu CS?

The data for the above question is summarised below.

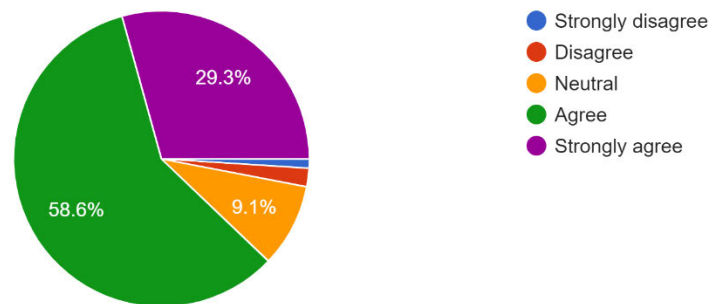
My language background influences my attitudes toward code-switching.  
99 responses



**Figure 10: Language background and its perceived influence on attitudes towards CS**

Most students agree (45.5%) or strongly agree (17.2%) that their perceived language background influences their attitudes towards CS. Thus, the above findings suggest that students' perceived language background is believed to play a significant role in shaping perceptions and beliefs about the practice. It is also important to note that 21.2% of the study population indicated their neutrality, while 13.2% disagreed that their language background influences their attitudes towards CS, and 3% even strongly disagreed.

Code-switching is beneficial in a multilingual and multicultural classroom environment.  
99 responses



**Figure 11: CS is beneficial in a multilingual and multicultural environment.**

As in the previous questions, the majority of students had an affirmative attitude towards the statement that “CS is beneficial in a multilingual and multicultural classroom environment” (87.9%, combining the *strongly agree* and *agree responses*). The high percentage of students who agree (58.6%), and strongly agree (29.3%) may show a general awareness of the linguistic and cultural diversity present in the UKZN classroom environment. A tiny percentage of 3% disagreed (2%) and strongly disagreed (1%) with the statement. Furthermore, this could reflect that the majority of students are comfortable with using multiple languages in their learning process, suggesting that students might view CS as an important tool that can assist them in navigating the complexities of multicultural tutorial rooms. In conclusion, the findings suggest that students value the benefits of linguistic flexibility and inclusivity in the UKZN multilingual tutorial rooms.

### **III. Research question 3: How do the perceived benefits and disadvantages associated with using CS in a multiracial and multilingual classroom shape the attitudes of the students?**

This section comprises eleven statements which yielded the responses ‘agree’, ‘strongly agree’, ‘neutral’, ‘strongly disagree’, ‘disagree’. All eleven statements were worded in such a way that responses were likely to indicate the perceived benefits and disadvantages associated with CS and how they shaped the students’ attitudes towards the practice. It should be noted that in the answers to statements 1, 2, 3, 4, and 5, all answers in the ‘agree’ and ‘strongly agree’ categories are indicative of how the perceived benefits associated with CS positively shaped the students’ attitudes towards CS, while all answers in the ‘disagree’ and ‘strongly disagree’ categories for

statements 6, 7, 8, 9, 10 and 11 are indicative of how the perceived disadvantages associated with CS did not negatively influence the attitudes of students towards CS. The table below (table 1) summarises the responses to the above-mentioned questions asked in the questionnaire.

**Table 1: Benefits & challenges associated with using CS (n=99)**

Statements	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
1. CS enhances my communication skills in class at UKZN (I feel more confident to make a comment or ask a question).	36 (36.4%)	39 (39.4%)	19 (19.2%)	3 (3%)	2 (2%)
2. I use CS with other students to discuss notes/tutorials in the classroom.	51 (51.5%)	35 (35.4%)	12 (12.1%)	-	1 (1%)
3. CS allows me to understand the content that is being discussed in lectures & tutorials better.	44 (44.4%)	38 (38.4%)	15 (15.2%)	1 (1%)	1 (1%)
4. CS helps me convey and comprehend information better, both in and outside the classroom.	49 (49.5%)	35 (35.4%)	13 (13.1%)	2 (2%)	-
5. CS in English-isiZulu will help me improve my vocabulary in both languages.	41 (41.4%)	39 (39.4%)	12 (12.1%)	2 (2%)	5 (5.1%)

6. I don't see the need for using CS in tutorials.	10 (10.1%)	4 (4%)	10 (10.2%)	44 (44.4%)	31 (31.3%)
7. I don't use English-isiZulu CS because I am not proficient in isiZulu.	7 (7.1%)	3 (3%)	12 (12.1%)	47 (47.5%)	30 (30.3%)
8. I do not see the need for English-isiZulu CS because it will not benefit me outside UKZN (e.g., workplace).	13 (13.1%)	3 (3%)	13 (13.1%)	43 (43.4%)	27 (27.4%)
9. Using CS in a formal learning environment hinders my chances of mastering English.	32 (32.3%)	11 (11.1%)	17 (17.2%)	25 (25.3%)	14 (14.1%)
10. English-isiZulu code-switching should only be used in tutorials if all the students understand isiZulu.	36 (36.4%)	16 (16.2%)	23 (23.2%)	20 (20.2%)	4 (4%)
11. I think using code-switching in classes with non-isiZulu speakers is unfair because code-switching is exclusive.	29 (29.3%)	10 (10.1%)	30 (30.3%)	19 (19.2%)	11 (11.1%)

From the information in Table 1 (inspection of statements 1-5), it can be noted that many of the students value the perceived benefits associated with CS. If we look at statement 3, it is evident from the data that the majority of students (82.8%) either agree or strongly agree that CS

improves their understanding of the academic content that is being discussed in the lecture rooms or tutorials. Furthermore, looking at statements 1 and 2, the findings reveal that most students reported that they feel more confident to participate in class discussions and ask questions when CS is allowed. This suggests that CS can help students overcome language barriers and feel more comfortable expressing themselves in the classroom.

Additionally, in statement 2, most students (86.9%) either agree or strongly agree that they use CS with their peers to discuss notes/tutorials in the tutorial room. This indicates the practical benefits of CS as a tool for knowledge-sharing among students. Overall, the data from statements 1-5 suggests that there are clearly perceived benefits associated with CS in a multilingual and multicultural environment such as tutorials where students often come from different language backgrounds, and CS can promote student engagement and enhance learning outcomes. Besides using CS to discuss notes or to comprehend information, in statement 5 it can also be noted that a significant percentage of students believe that CS between English and isiZulu can improve their vocabulary in both languages. 41.4% of the participants agreed and 39.4% strongly agreed with the statement. CS allows students to access a wider range of vocabulary as they can draw upon the lexical richness of both languages.

Upon further inspection of statements 6-11 the following observations can be made: statement 6 shows that most of the participants (75.7%) either disagree or strongly disagree with the statement saying that they do not use CS in tutorial. Also, in statement 8, most students (77.8%) disagreed or strongly disagreed with the statement saying that they do not see the benefits of CS outside UKZN. The above results further concur with the previous findings from statements 1-6, where a significant number of students indicated that the benefits associated with CS positively shape their attitudes towards CS, while the perceived disadvantages associated with CS do not negatively shape their attitudes towards CS in a significant way. However, it is important to note that the findings also point to the issue of exclusion through CS. As indicated in statement 11, the findings show that some students (39.4%) agree or strongly agree that CS can create a sense of exclusion and marginalization for those who are not proficient in the languages employed during CS, while 30.3% of the participants remained neutral on this statement and lastly 29.3% disagreed or strongly disagreed. Students who are not fluent in isiZulu can often face disadvantages when CS occurs as this can hinder their comprehension of the subject that is being discussed.

### **5.2.3 Conclusion**

This section set out to analyse students' attitudes towards the use of CS in multilingual and multicultural tutorial rooms via survey questionnaire responses. It was found that the perceived benefits associated with CS such as better comprehension, and improving their vocabulary of both languages, positively shaped the students' attitudes. However, this chapter also revealed that the disadvantages associated with CS such as exclusion of non-isiZulu speakers can create marginalization in the process of CS.

## **5.3 Phase two: Qualitative interpretation of results**

### **5.3.1 Data collection**

The qualitative data was collected on the 20<sup>th</sup> of September 2023. The initial plan was to interview fifteen participants; however, only ten respondents were willing to participate. At the end of the survey questionnaire, which had 99 respondents, participants were asked if they were willing to participate in the follow-up focus group interviews. More than 50 participants indicated their willingness to participate. However, when follow-up phone calls and emails were made to invite respondents to the focus group interview, some did not respond to the emails, and others did not attend the interview. 13 respondents confirmed their attendance of the focus group interviews, with 3 pulling out on the day of the interviews due to personal reasons. The 10 participants who arrived were divided into two groups of five. All participants were asked the same open-ended questions to give them the freedom to express their thoughts fully. The two interviews lasted 47 minutes and 55 minutes respectively. I asked the participant open-ended questions and made use of the smartphone and laptop to record the responses from the respondents.

### **5.3.2 Themes generated from the data**

To make sense of the data, I immersed myself in it in order to identify themes and the relationships between them, thus also identifying sub-themes. I adopted a thematic analysis, which was first developed by Braun and Clarke (2006), to discover, analyse, and report on emerging themes and patterns. I approached the process in the following manner: after repeatedly listening to the participants' responses from the interview-auditory data, I converted them into textual format (transcribe). Next, I established potential themes, which provided organised information about the factors that influenced and shaped the attitudes of the

participants interviewed towards the use of CS in a multilingual and multicultural tutorial room. Then the sub-themes were developed from the main themes, and these are presented below:

**Table 2: Emerging themes and sub-themes**

<b>Research Questions</b>	<b>Themes</b>	<b>Sub-themes</b>
1. What are the students' attitudes towards using English-isiZulu CS in a multilingual and multiracial tutorial class?	1. Attitudes towards CS at UKZN.	1. Factors influencing positive attitudes towards CS at UKZN. 2. Factors influencing negative attitudes towards CS at UKZN.
2. How does students' perceived language background impact students' attitudes towards English-isiZulu CS?	1. Relationship between perceived linguistic background and students' attitudes towards CS.	1. How students' perceived linguistic background shapes their attitudes towards CS.
3. How do the perceived benefits and disadvantages associated with using CS in a multiracial and multilingual tutorial shape the attitudes of the students?	1. Students' perceptions of the benefits and disadvantages associated with using CS in a multilingual and multicultural environment.	1. Language bias and exclusion. 2. Impact of CS on student comprehension.

### 5.3.3 Attitudes towards CS at UKZN

Earlier (in section 5.2.3), it was reported that the majority of students participating in this study had positive attitudes towards the use of CS but in the focus group interviews, the attitudes towards CS varied among the participants. Of the 10 participants, 9 students spoke isiZulu as their home language, one spoke English as a home language. When asked about their general attitudes towards the use of CS in tutorial rooms, the majority of the participants (9) indicated

that they had positive attitudes towards CS, however, one participant had a negative attitude. The responses suggested the following sub-themes: (1) *factors influencing positive attitudes towards CS at UKZN*, (2) *factors influencing negative attitudes towards CS at UKZN*.

### **I. Factors influencing positive attitudes towards CS at UKZN**

When participants were asked what their experience of the use of CS at UKZN tutorial rooms was, the participant below commented that the use of CS allowed them to comprehend and express themselves freely in tutorials.

Participant 1

*“For mina, kwenza kube lula ukuthi ngikwazi ukusho lento engisuke ngifisa ukuyisho ngaphandle kokuthi ngize ngicabange kakhulu for the right word in English. Also, ngiyayisebenzisa i-CS ukuthi ngicizelele lokhu engsuke ngikusho eclassini, ngoba ngibuye ngibone ngathi uma ngibeka nge English, lento engsuka ngiyacabanga ayfiki ngalendlela engisuke ngifuna ifike ngayo, bese ngiya CS to emphasise.” [For me, CS makes it easier for me to be able to say what I want to say without having to think too much about the right word in English. Also, I use CS to emphasise my point in class, because sometimes I feel that when I utter my thought using English, it does not always come out the way I want it to, so I use CS to emphasise.]*

As shown in the above extract, by using CS the participant was able to bridge the comprehension gap. Also, the above extract shows that using CS, one is able to emphasise something they could not express in the same way in English, which can provide a clearer understanding, thus it empowers students to engage with the content confidently and accurately. Participants claimed that most of their tutors are mother-tongue speakers of isiZulu, and that they use CS to engage with students in order to create an inclusive environment.

Participant 4 asserted:

*“Most of my tutors are mother-tongue speakers of isiZulu, so they allow us to do CS in class. The reason for that, I believe, is to ease the tension and allow us as students to express ourselves in a language we are comfortable with. Iskhathi esiningi uma i-tutor yethu ibona ukuthi mhlampe kukhona ongasikhulumi isiZulu, iya translator lokhu okade kushiwo ngesiZulu, ukuze nalona ongezwana angoboni engathi uvalelwa ngaphandle.”*

*[in most cases if we have students who do not understand isiZulu, our tutor would translate to make sure they do not feel excluded]*

Participant 9 also asserted:

*“Mina ngiyayisebenzisa kakhulu i-CS kuma tutorials, isizathu salokho, ingoba, okokuqala ngibe nenhlanhla yokuthola ama tutor angenayo inking uma sisebenzise i-CS. Okunye futhi ukuthi lento yokusebenzisa i-CS mina iyangisiza kakhulu eclassin ukuze ngikwazi ukuthi ngi maintain engagement with the tutor, and keep the interaction interesting, ngoba kunzima ukusikhuluma isingisi so mangisebenzisa i-CS, I am able to express my opinions freely without fearing that kuzoba ne misunderstanding kulento engiyishoyo.”*

*[I use CS a lot in tutorials because, I have been lucky to find tutors who do not have a problem when we use CS. Also, using CS helps me a lot in class as I am able to maintain engagement with the tutor, and keep the interaction interesting, as it is difficult to engage in English only, so CS enables me to express my opinions freely without fearing that there will be a misunderstanding in what I say.]*

Similarly, participant 3 argued:

*“I believe CS is beneficial, I will explain from my own experience, for me, CS has helped me a lot, yes, I do get the fact that in an exam, we need to write in English, but for me CS has helped me understand things better compared to when they are explained in English only. When a tutor or lecturer uses CS, I can understand the content easily and better, and I am also able to remember the content easily. In exams, it is easier, I try to remember the content in my mother-tongue language, which makes the thinking process easy, and then I translate to English and write.”*

The extracts above demonstrate how the use of CS can play an important role in fostering a supportive learning environment and bridging comprehension gaps. They also show that CS enables tutors to explain content effectively to students by switching between languages. The participants also mention that their experience is that the tutor translates what s/he said in isiZulu into English, which they consider crucial as it encourages inclusion. In addition, it can be highlighted from participant 9’s comment above that CS can play an important role in addressing potential misunderstandings in tutorials. The above extracts demonstrate that the benefits associated with CS in a multilingual and multicultural environment can play a crucial

role in shaping the students' positive attitudes towards the use of CS, as CS can enhance comprehension, create an inclusive environment, and foster a supportive learning environment.

Participant 10 specified this below:

*“I think it has a positive impact, because it allows people to express themselves in languages they are most comfortable in [...] Also, I come from a very cultural background, therefore CS has helped me a lot in making sure that I preserve my language and also show that I am a proud Zulu man who has not lost touch with their mother tongue language.”*

Although this study is not exploring how CS can be used to preserve indigenous languages, it is important to highlight that allowing CS in UKZN tutorials can foster an environment that appreciates linguistic diversity and values the importance of participants maintaining their mother tongue language. The above citation demonstrates the cultural significance of isiZulu and its role in identity construction. It also shows that the decision to CS is influenced by the perceived benefits or disadvantages associated with CS. This implies that CS is viewed as an intentional linguistic behaviour rather than as a sign of language incompetence. Additionally, this means that individuals will assess the social context and their communicative intentions to determine whether CS would offer benefits.

## **II. Factors influencing negative attitudes towards CS at UKZN.**

As emphasised throughout the thesis, attitudes are influenced by various factors, and it is important to note that attitudes towards the use of CS can vary among students. Therefore, this section explores the factors that influence negative attitudes towards CS. Some of these factors were highlighted in the survey questionnaire (see Table 1). Participants in the study highlighted that the exclusion of those who are non-isiZulu speakers is one of the most influential factors that contribute to the negative attitudes towards CS at UKZN. It was also highlighted that some lecturers and tutors do not speak or understand isiZulu, thus they do not allow CS in their classes. Furthermore, it is important to note that all the participants in the two focus groups were asked the same questions, but due to their different experiences with the use of CS, they ended up having different opinions.

When participants were asked about their experience of the use of CS in UKZN tutorial rooms, participant 2 highlighted that CS is not allowed in most of their tutorials and lectures and explained this:

## Participant 2

*“Most of the tutorials that I attend do not allow us to use CS or isiZulu, because we attend mostly with students from other races, who do not understand isiZulu. Therefore, when we CS, it feels like we are excluding them from the conversation that is taking place in the class, so our tutors do not allow us to CS, we strictly use English throughout the lesson...”*

Similarly, participant 6 also mentioned:

*“In all my lectures, it is strictly English, because my lecturers are not isiZulu speaking, so they use English only, and they also encourage us to use English in class because if we CS, we will exclude other students who do not understand isiZulu. I have three tutors who are not isiZulu speaking, so they conduct their classes in English.”*

From the above extracts, it can be noted that the participants did not mention that they themselves have negative attitudes towards the use of CS but that they are aware that CS can also be an exclusionary practice. Maintaining a multilingual and multicultural environment can be challenging, but if the tutor and all the students are proficient in both languages used for CS, it can be very beneficial. At the same time, if this is not the case, it can also lead to exclusion, which can hinder the overall learning experience. Additionally, it can also be highlighted that if the lecturers and tutors are not proficient in isiZulu, that means that they may find it challenging to find appropriate translations, and they may struggle to convey complex ideas accurately.

### **5.3.4 The relationship between perceived linguistic background and students’ attitudes towards CS.**

Ali, Kazemian, and Mahar (2015) state that individuals who are monolinguals may be more inclined to value and maintain their mother-tongue language, which can lead to negative attitudes towards CS, while those who are exposed to multiple languages may view CS as normal, which could lead to more positive attitudes towards CS. To understand the linguistic background of the participants, I explained to them that I wanted to know where they grew up, what languages they were exposed to, the schools they attended, the medium of instruction that was used in those schools, and the additional languages they learned. As shown by the findings in Figure 5, 96% of the participants indicated they used CS on campus. Based on these findings, I asked participants if they had been exposed to CS previously. Lastly, the participants were

asked whether they thought that their language background had any influence on their attitudes towards CS.

### **I. How students perceived linguistic background shapes their attitudes towards CS.**

Firstly, as mentioned above, participants were asked to share their language/linguistic background. The following participants indicated that they grew up in rural areas and that they were mainly exposed to isiZulu.

Participant 1:

*“Ngikhulele eNquthu, ngikhule ekhaya kanye nasesikoleni kukhulunywa isiZulu ngenxa yokuthi isikole nendawo ebengihlal kuyo ibisemakhaya, ngakho-ke nasesikoleni besifund ngesiZulu, noma umthetho wesikole wawuthi zonke izifundo kumele zifundwe ngesingi ngaphandle kwesifundo sesiZulu, kodwa othisha babesifundisa ngesiZulu zonke izifundo kusukela emabengeni aphansi ngaze ngafika ka grade 10. Ngithi masengifika ka grade 10 ngashintsha isikole ngayofunda endaweni okuthiwa iKaCeza, la engathola khona othisha ababefisa sifunde isingisi[...] Ngakhoke ngingasho ukuthi ngiwumuntu okhule ekhuluma isiZulu kakhulu, isingisi ngiqale ukusikhuluma sengingena e high school.” [I grew up in eNquthu, where isiZulu was used at home and also at school because our school was in the rural areas. Even though the school policy stipulated that English is a medium of instruction for every subject besides isiZulu, teachers used isiZulu to teach every subject. After grade 10, I went to study at a school in a place called KaCeza, where I got to learn a bit of English as our teachers always encouraged us to use it [...] so I would say, I have been exposed to isiZulu my entire life, and I started acquiring English in high school.]*

Participant 10 had this to say:

*“Mina I high school engiye kuyo beyisemakhaya, isiZulu besiyi home language, kanti isingisi bekuyi- first additional language (FAL). Thina-ke esikoleni, yonke into beyenziwa ngesiZulu, makhulunywa nathi ku assembly, bekusetshenziswa isiZulu, kodwa ema classini othisa bebesebenzisa isingisi, kodwa futhi besivumelekile ukuthi sisebenzise isiZulu uma siphendula.” [The high school I went to was in the rural areas, isiZulu was the home language, and English was the first additional language (FAL). At school, we were addressed in isiZulu in the assembly, but in the classroom teachers used English, however they also allowed us to engage with them in isiZulu.]*

The above extracts give insight into the linguistic background of the participants. They reveal that these two participants grew up in an environment where they were primarily exposed to isiZulu, and learnt English a bit later in their lives. In contrast to what was shared by Participants 1 and 10, other participants had this to say in terms of their linguistic background:

Participant 2

*“...I went to urban schools, and from primary till I finished, I was exposed to English mostly, I was also exposed to a little bit of Afrikaans and IsiZulu both at home and at school. Also, at home we mostly use English since the community we are in is dominated by coloured people and blacks. So, I was exposed to English both at home and at school.”*

Participants 6 and 8 had a similar linguistic background to Participant 2. Below is the quotation from Participant 6 describing their linguistic background.

Participant 6 extracts:

*“[...] I grew up in Waterloo, in Verulam. My home language is isiZulu, but I was exposed to English much earlier in my life, because throughout my schooling life, I went to multiracial schools where English was a medium of instruction...”*

Participant 8 added that:

*“[...] I went to school in a suburban area, which was a coloured- dominated school. The medium of instruction there was English, and they made sure that they enforce the use of English in class to such an extent that teachers would give us a fine of R5, if you were caught having a conversation in isiZulu...”*

It is clear from the above extracts that these participants had different linguistic backgrounds from Participants 1 and 10. It is noteworthy that the use of isiZulu was fined in the school of Participant 8, which shows how a ‘dangerous’ English dominance continues to persist in the school system. Even though the students mention that English was a medium of instruction in their school, it is important to note that the school’s policy of punishing students for practising isiZulu is condemnable because it may impede linguistic diversity and it can also perpetuate a form of linguistic discrimination.

Furthermore, Participant 5 said that they grew up in a multilingual and multicultural environment where many languages such as isiZulu, isiXhosa, Sesotho, Xitsonga, and English were spoken.

Participant 5 stated that:

*“I grew up in Gauteng, I was exposed to many different languages such as Sesotho, isiXhosa, Xitsonga, English, and a little bit of isiZulu. So, growing up I had to learn all these languages in order to communicate with people [...] it is different from KZN, which is largely dominated by isiZulu and English [...] the isiZulu that is spoken in Gauteng is totally different from the one which is spoken here in KZN, so for me it was hard to adapt. So, I can say that growing up, I was exposed to many different languages, due to the environment that I grew up in which promoted multilingualism and multiculturalism.”*

Students’ linguistic background, including their experience with CS during language learning in school is likely to have an impact on how they view CS. For instance, individuals who have exposure to CS and regularly engage in it may generally hold positive attitudes towards CS compared to those without such experiences. Additionally, cultural influences and general language attitudes contribute significantly to shaping one’s perspectives on CS. After the participants shared their linguistic backgrounds, they were asked if they thought that their perceived language backgrounds had any influence on their attitudes towards CS. This was done so that I could analyse the participants’ perceived linguistic backgrounds against the answers they provided for this question, as this would give me an idea of how the students’ linguistic background might shape their attitudes towards CS.

For example, Participant 10 highlighted that at the high school he went to, CS was encouraged because it allowed effective communication.

Participant 10 extract:

*“My language background influences my attitudes towards CS, it influences my attitudes positively, because in the high school that I went to, CS was encouraged as a tool for effective communication in classroom. Secondly, the environment that I grew up in uses CS a lot, therefore, it became a part of me...”*

Participant 1 had this to say:

*“I would also like to agree that my language background influences my attitudes towards CS. Firstly, from my personal experience, I have been exposed to both English and isiZulu, and I grew up using CS especially in high school, so I have positive experiences using CS in assisting me to understand things better. Also, in the community that I come from, CS is a norm, and it is accepted within our community, it is used in schools and almost everywhere. In closing I can say my language background has positively influenced my attitudes towards CS.”*

If we look at these participants’ opinions, it can be highlighted from their responses that they were exposed to more than one language (English and isiZulu) and a switching between languages was common. As a result, they tend to show more positive attitudes towards CS due to their rich linguistic background.

The participants who had indicated that they grew up in a predominately English-speaking environment tended to show neutral or negative attitudes towards CS. Participant 8 who had mentioned that they grew up in an English-speaking environment noted the following, when they were asked if their language background influences their attitudes to CS:

Participant 8 extract:

*“Yes, it does, I have been exposed mostly to English from childhood, and I have seen the benefits of being proficient in English, not that isiZulu is useless to me, but I only use it with my parents at home, and sometimes with my friends. Also, it is important to note that growing up, we were told that if you know English, you have better chances of being employed, which is why I think my parents took me to multiracial schools so that I can be competent in English, so in closing, I can say that my language background influenced my attitudes towards CS.”*

The participant mentions that they have been exposed mostly to English from childhood and they have seen the benefits of being proficient in English. However, they also mention that isiZulu is not “useless” to them as they use it with their family and friends. I further probed the participant, enquiring into whether they thought their language background positively or negatively influenced their attitudes towards the use of CS in UKZN tutorials. The participant

responded by saying that they did not see the need to use CS in tutorials, they believed that English should be used throughout.

Participant 8 responded:

*“To answer your question, outside class, I don’t have an issue with CS, but in class, I don’t see the need to use CS...”*

To judge by the participant’s responses, their language background, which primarily involves exposure to English from childhood, has led to a more negative attitude towards CS in the classroom. The participant highlighted the perceived benefits of being proficient in English, emphasizing its importance for employment opportunities. It is also interesting that they view isiZulu as a social language, one to be used at home and with friends, which suggests that they perceive the status of isiZulu to be different from that of English. This reflects the influence of societal attitudes and perceptions regarding the value of English proficiency, which has been ingrained in the participant since childhood. The participant's exposure to primarily English in formal educational settings has shaped their negative attitudes towards CS.

Participant 2 discussed how their linguistic background negatively influenced their attitudes towards CS at first, but after learning that not everyone was as privileged as they in terms of being exposed to English from childhood, their attitudes towards CS changed.

Participant 2 response:

*“It does influence my attitudes towards CS, because I grew up in an English-speaking environment[...] but then I came to UKZN, I was forced to learn isiZulu, of which in the beginning, my attitude toward CS was negative, because I did not see the need for isiZulu, I always asked myself that besides KZN, whereas will I be required to use isiZulu, but after learning about other peoples’ backgrounds and also realising that some people are not fortunate as I am, I think CS is a good thing. So yes, my language background influenced my attitudes towards CS, because if I did not come to UKZN, I was still not going to see the importance of learning isiZulu.”*

The participant's response reflects a significant shift in their attitudes towards CS due to their language background and experiences. Growing up in an English-speaking environment, the participant initially held a negative attitude towards CS, perceiving English as the global

language with greater opportunities. However, upon being exposed to isiZulu at UKZN, their perspective evolved. The participant's initial resistance to CS stemmed from a failure to perceive the necessity for isiZulu and from a strong emphasis on English for employment. This highlights the influence of societal attitudes and the participant's language background on their attitudes towards CS. Exposure to isiZulu and an understanding of others' backgrounds prompted a re-evaluation of the importance of CS. The participant's realisation that not everyone had the same linguistic opportunities and recognising isiZulu's significance within the university context contributed to a more positive attitude. This transformation underscores the impact of exposure, empathy, and a broadened perspective on the participant's evolving attitudes towards language use. In summary, the participant's response illustrates the dynamic nature of attitudes towards CS and the profound influence of language background and experiences. The participant's journey from initial resistance to a positive attitude towards CS highlights the transformative effect of exposure, empathy, and a broader understanding of language diversity.

Participant 5 mentioned that growing up in a multilingual and multicultural environment had positively influenced their attitudes, since it was a daily occurrence where they came from.

*“Since I come from a multilingual background, the languages that were spoken at home and school were not different, as I mentioned earlier that in Gauteng we speak a variety of languages, so whether you are in school or at home, the language that you communicate in will depend on who are you speaking to at that particular time, because even at home we speak multiple languages, from isiZulu, isiXhosa, Sesotho, Xitsonga, English, so that has positively impacted my attitudes towards CS.”*

The participant's response indicates that their multilingual background has influenced their attitudes towards CS. The participant highlights the fact that in Gauteng, where they grew up, a variety of languages are spoken at home and school, and the language used in communication depends on the person they are speaking to at that time. This reflects the participant's exposure to a multilingual environment, where CS is a natural and integral part of language use. The participant's experience of using multiple languages at home and school has probably contributed to their positive attitude towards CS. Furthermore, the participant's response highlights the importance of understanding the cultural and linguistic diversity of individuals in shaping attitudes towards CS. The participant's exposure to a variety of languages and

cultures has also probably contributed to their positive attitude towards CS, as they recognise the value of multilingualism and multiculturalism.

The findings above indicate that students from an isiZulu background or those exposed to multiple languages while growing up are likely to have positive attitudes towards CS, while those primarily exposed to a monolingual environment in English are likely to have negative attitudes. Firstly, the participants' linguistic background and exposure to multiple languages shape their attitudes towards CS. Growing up in a multilingual environment, the participant is accustomed to the natural and frequent use of multiple languages in various contexts, leading to a positive perception of CS as a normal and valuable linguistic practice. Secondly, the societal and cultural attitudes towards language and CS play a significant role. In some monolingual environments, there may be a strong emphasis on the dominant language as Participant 8 mentioned they grew up in an English-speaking environment and knowing English offers better employment opportunities, leading to a negative perception of CS and a lack of appreciation for linguistic diversity. In contrast, multilingual environments often value and celebrate linguistic diversity, leading to more positive attitudes towards CS. Additionally, the participants' exposure to the benefits of multilingualism and the practical use of CS in their daily lives may contribute to their positive attitudes. Most participants understand CS as a valuable tool that enhances communication and allows for expression in multilingual settings.

### **5.3.5 Students' perceptions of the benefits and disadvantages associated with using CS in a multilingual and multicultural environment.**

In a tutorial setting where diverse linguistic and cultural backgrounds meet, CS becomes a common and appreciated practice. However, some participants raised concerns regarding its potential for bias and a negative impact on those who are not proficient in isiZulu. This section delves, once more, into the multifaceted nature of CS, exploring both its perceived benefits and its disadvantages among the sample students. Firstly, the potential for language bias and exclusion cannot be ignored. When English-isiZulu CS occurs frequently, it can create a sense of exclusion for individuals less proficient in isiZulu. This can lead to feelings of isolation and disengagement, and ultimately can hinder their participation and sense of belonging within the tutorial room.

Others contend that CS can enhance comprehension by providing alternative ways to express ideas and by drawing on their existing language skills. Ultimately, the impact seems to depend

on various factors, including the frequency and context of CS, the language proficiency of the students involved, and the specific learning objectives of the environment. Further exploration of the student perspectives is crucial for understanding the complex interplay of benefits and disadvantages associated with CS. By providing a platform for students to share their experiences and perceptions, I gained valuable insights into how CS shapes their learning and communication within multilingual and multicultural tutorial environments. The following sub-themes were generated using the interview questions looking at the impact of CS in a multilingual and multicultural environment such as UKZN.

### **I. Language bias and exclusion**

The focus group interviews suggest that CS can create language bias and exclude those students who are not proficient in isiZulu. In the survey questionnaire (table 2), when asked if “CS in classes with non-isiZulu speakers is unfair because code-switching is exclusionary”, 39.4% of the participants either agreed or strongly agreed with the above statement, while 30.3% were neutral, and 29.3% either disagreed or strongly disagreed. Furthermore, in section 5.3.3, where participants were asked about their experience with the use of CS in UKZN tutorial rooms, Participant 2 and Participant 6 mentioned that, in most of their tutorials and lectures, CS was not allowed because it excluded non-isiZulu speakers. To further understand the students’ perceptions of the benefits and disadvantages associated with CS in a multilingual and multicultural environment, the participants were asked what impact CS had on such an environment. With this question the researcher wanted to understand whether it had more benefits or vice versa, and participants had to explain why they thought so.

Participant 2 argued that:

*“In a multicultural and multilingual environment such as UKZN, I think CS has more disadvantages compared to the benefits. I base my argument on the fact that there is language diversity at UKZN, what will happen if those who speak Sesotho, want to CS between English and Sesotho, or let me just say, what would happen if everyone wanted to CS using their mother tongue language because they understand better in it.? So, in as much as it is beneficial for isiZulu speaking students, but for others who do not understand isiZulu, it is not. It can cause confusion and students from other races might feel excluded from the class.”*

Participant 8 agreed with Participant 2 and added that:

*“In a multilingual and multicultural environment such as UKZN, the use of CS creates a language barrier for those who are not familiar with the languages being switched, for example, we have students who come from other countries who do not understand isiZulu, so when CS happens it excludes them. From my understanding it has more disadvantages than advantages.”*

The two participants above highlighted the disadvantages associated with CS, as it can exclude those who do not understand isiZulu. The participants further acknowledged the benefits associated with CS for isiZulu speakers; however, they emphasised that these benefits do not translate to non-isiZulu speakers who might be left out of discussions taking place in the tutorial.

## **II. Impact of CS on student comprehension**

Students in the focus group interviews suggested that tutors could, by strategically switching between languages, highlight certain terminology or provide additional context. Tutors can also cater for different learning styles and address individual needs within a single tutorial session. This approach ensures that all students can understand the material and succeed in the tutorial.

Participant 7 stated that:

*“...CS allow us to convey a message in a best way possible, because it allows us to choose a language to convey the message and help in providing clarity and avoiding misunderstandings. Also, CS allow us to maintain a connection with our mother tongue language and our culture.”*

Participant 6 also added:

*“...in most cases when we CS, we are trying to convey a message ngendlela elula engeke ize ikudide wena muntu osuke edlulisa imessage (in a simple way that will not confuse me as the sender of the message). So, if we are not allowed to CS, we may be afraid to share our answers or opinions in the tutorial room, because in as much as English is a medium of instruction, some students are not proficient in it, and if they are not allowed to switch to a language, they are comfortable in, they might not participate in class.”*

The student's response to the impact of CS at UKZN highlights the positive effects of this linguistic practice on student comprehension. The student notes that CS allows them to convey a message in the best way possible, by choosing a language that conveys the message with clarity and avoids misunderstandings. This suggests that CS can be a valuable tool for enhancing student comprehension and communication in tutorials. Moreover, the student notes that CS allows them to maintain a connection with their mother-tongue language and culture which is consistent with what was mentioned earlier. This also highlights the importance of CS in promoting linguistic and cultural diversity, particularly in multilingual and multicultural environments. CS can be used to accommodate students' linguistic diversity and to promote inclusivity and equity in UKZN tutorials by allowing students to appreciate and value linguistic diversity and cultural differences. The student's response aligns with section 5.3.3.1, which identified the positive impact of CS on student comprehension. CS has been found to assist in task clarification, vocabulary and meaning, allowing students to focus on the goals of the task and work out ways to address it. CS can also act as a valuable bridge between languages, fostering understanding and facilitating communication across linguistic barriers. Students, particularly those who are not proficient in English, can benefit from CS to clarify concepts, express themselves more effectively, and build their confidence in the target language. This can be especially helpful for students grappling with complex ideas. The impact of CS on student comprehension remained a subject of debate in this study.

## **5.4 Conclusion**

This section presented the research findings and aligned these to the key themes and related sub-themes. The data reflects students' attitudes towards the use of CS in a multilingual and multicultural environment, such as the UKZN tutorials. The findings revealed what factors influence 'students' positive and negative attitudes towards CS at UKZN and revealed how linguistic backgrounds shape students' attitudes towards CS in a way where early exposure to only English in formal education might contribute to a more negative attitude to the practice. Lastly, this section discussed students' perceptions of the benefits and disadvantages associated with using CS in a multilingual and multicultural environment. All in all, positive attitudes towards CS were more pronounced among the student sample. In the next section, the results will be related to the literature and unpacked further.

## **CHAPTER 6: DISCUSSIONS**

### **6.1 Introduction**

Chapter 6 serves to integrate the foundational insights from Chapters 2 and 3 with the findings presented in this chapter. Chapter 2 provided a historical and contextual background, detailing South Africa's linguistic landscape, the role of CS in educational settings, and specific policies at the UKZN that support multilingualism. This groundwork highlighted how language policies and societal attitudes towards languages like isiZulu and English influence the academic environment. Chapter 3 then built on this context by introducing the conceptual and theoretical frameworks, focusing on sociolinguistic approaches and social constructivism, which underscore the social and interactive functions of CS in learning. In this chapter, the discussion of findings links back to these earlier foundations, examining how students' language backgrounds and perceptions align with, or diverge from, previously discussed literature. This synthesis offers a nuanced understanding of how both historical and theoretical perspectives shape current attitudes toward CS within UKZN tutorials.

### **6.2 Attitudes towards CS at UKZN**

In exploring attitudes towards CS at UKZN, this study recognises that there are multiple factors that might positively or negatively influence students' attitudes towards CS. Factors such as acceptance of linguistic diversity, appreciation of different cultural backgrounds, and the use of CS to promote a supportive and inclusive learning environment were all highlighted by the participants as factors that positively influence their attitudes towards the use of CS at UKZN tutorials. The results demonstrate that the majority of students' have positive attitudes towards CS in UKZN tutorials. However, the study also shows that a positive attitude may coexist with concerns, as some students indicated that they were concerned that the use of English-isiZulu CS excludes non-isiZulu speaking students. What is interesting is that some students had negative attitudes towards CS. However, they showed acceptance towards those who use it with the understanding that CS was beneficial to those students.

Positive attitudes towards CS in a multilingual and multicultural tutorial room at the UKZN are influenced by various factors. According to the literature, these factors encompass the acceptance of linguistic diversity, the appreciation of varied cultural backgrounds, and the encouragement of an inclusive learning environment. In this research, when the researcher

asked the participants about their general attitudes towards the use of CS in tutorial rooms, the majority of participants (9) indicated that they had positive attitudes towards CS, and they used CS in their daily lives particularly on campus due to the benefits associated with CS. One primary benefit associated with CS was the issue of comprehension; students felt that it allowed them to understand complex ideas by using both English and isiZulu, and to understand and engage with the academic content better. Another factor that influenced positive attitudes towards CS among students at UKZN is that students believed that CS creates a supportive learning environment which allows students to participate and contribute as they can express themselves comfortably using CS. The findings also revealed that CS fosters a diverse learning experience for students.

Furthermore, the result of the current study suggests that many students find CS to be beneficial in a multilingual and multicultural environment such as UKZN, where isiZulu and English are the primary languages of the student body. CS is also seen as beneficial because students make use of it to comprehend better, and to help them solve a problem about a topic or subject. Potowki (2009) argued that students use CS for translation when they come across words or phrases that are unfamiliar to them. The present study has shown that students believe that CS contributes to better learning, which led to the majority of the students having positive attitudes towards CS in UKZN tutorials. In addition, the study found that students indicated that CS makes them comfortable as they are able to express their ideas well when they do not find the best word or phrase in English, when they need to clarify a point that they want to make, and when they do not want to hinder the flow of the communication. According to Grosjean (2013), CS is not the substitute use of two or more codes, however, it is an intentional choice of language that expresses the message better than another language as the target language.

As previously mentioned, some participants are also concerned that the exclusion of non-isiZulu speakers when CS is employed can lead to problems. Junaid (2019: 62) states that the application of CS in classes where not all students involved are proficient in the languages in which CS happens may create problems as these students might be somehow neglected. So, at this point, it may be suggested that students should be proficient in the languages in which switching occurs. Furthermore, a study by Fernandez-Balboa (1990), although dated, considers the use of CS in the classroom to be harmful, believing that the students will not be able to develop their language proficiency in each of the two languages. Some students explained that they believe that CS is detrimental to the development of their English language, and some

mentioned that they do not see the need for CS, as it will not benefit them outside UKZN. Palmer (2009: 52) believes that the powerful status of English globally can contribute to the view that CS into another language while speaking English is a sign of linguistic weakness.

### **6.3 How does students' language background impact on students' attitudes towards English-isiZulu CS?**

Earlier in chapter five, it was reported that many of the participants indicated that they had positive attitudes towards the use of CS in UKZN tutorial rooms and a small minority had negative attitudes. It was in the interest of this study to investigate if the positive or negative attitudes students had towards CS were influenced by their linguistic background. Therefore, participants were asked if they thought that their linguistic background influenced their attitudes towards CS, and all ten participants agreed. The results revealed that most of the participants who came from multilingual and multicultural environments had positive attitudes towards CS, and those who came from monolingual, English-speaking backgrounds had negative attitudes. This is supported by Yim and Clement (2021), who states that individuals who come from multilingual backgrounds may have more positive attitudes towards CS as they are used to multiple languages, and they see CS as a valuable tool for effective communication. Ibrahim, Shah, and Armia (2013) also concur that individuals who grow up in environments where multiple languages are spoken often have positive attitudes towards CS compared to those who grow up in a monolingual environment. The influence of linguistic background on individual attitudes shown throughout the study is in line with findings from Kavak (2020). In this study it is suggested that exposure to different cultures and languages through education can also influence your attitudes to or perspective on CS (ibid.).

### **6.4 How do the benefits and disadvantages associated with using CS in a multiracial and multilingual classroom shape the attitudes of the students?**

The benefits and disadvantages associated with CS are similar to factors that influence the attitudes towards CS. According to Metila (2009) CS is beneficial because it assists in improving class participation, making the classroom environment relaxed, which allows students to perform much better. Abad (2005) agrees with Metila (2009) that CS creates a relaxed atmosphere in the classroom, which aids democratic and critical learning environments for students. Lee (2006) affirms that CS used by students outside the classroom should be allowed in the classroom because it allows students to contribute to the ongoing class

discussion and bridges social and cultural gaps. In essence, many sociolinguists today agree that using CS in the classroom is beneficial because it has a positive impact on students' comprehension. According to Bautista (1996), when students switch between languages it creates an informal atmosphere in the classroom, and this encourages collaboration among students during group activities. It also promotes interaction and discussion within the classroom. Incorporating CS into classrooms can be seen as beneficial, because it assists in explaining abstract concepts and defining complex terms to students. This indicates that when tutors employ CS their explanations become more accessible to students. It facilitates communication among students and within the tutorial room itself, making it easier for students to grasp lesson content and seek clarification on subjects as well. Additionally, CS helps bridge communication gaps between students within the tutorial setting. Scholars believe that CS can help learners to make learning vocabulary and grammar easy (Cook, 2001; Jingxia, 2010; Kumar & Narenda, 2012). It was stated by Kumar and Narenda (2012) that the use of CS in the classroom mostly happens in the explanation of grammar. Obviously, educators are trying to use the mother tongue as a tool to explain the grammar rules of the target language.

Cook (2001) states that the mother-tongue language provides much-needed scaffolding and understanding in education. The benefits of the mother tongue are that it frees up students' working memory (Turnbull & Dailey-O'Cain, 2009) and allows students to use higher-order thinking skills as opposed to basic comprehension or translation skills. Alegría De La Colina, and del Pilar García Mayo (2009) studied CS among undergraduates with low English proficiency during tasks of varying cognitive demands. They found that the students varied their strategies depending on the task, and that the mother-tongue language allowed them to transfer their cognitive, metacognitive, and social skills to English. Not only do students typically complete the task more quickly, but they often seem more confident in the product they have created. With all these benefits, utilising CS in the classroom can be a great asset to the student. Drawing parallels to the current study, the findings by Alegría De La Colina, and del Pilar García Mayo (2009) suggest that when students engage in CS, this allows them to apply their social skills to English also, which leads to an increase in their confidence. This aligns with the findings of this current study, as the positive attitudes observed can be attributed to the confidence-boosting benefits identified by Alegría De La Colina, and del Pilar García Mayo (2009). However, along with these benefits, participants also highlighted that CS creates exclusion for non-isiZulu speakers. At the same time, according to Hughes, Shaunessy, Brice, Ratliff, and McHatton (2006: 15), CS can also be used to exclude members of a group who are

not as familiar with the language. In this study, participants highlighted that in some of their lectures/tutorials, CS is not possible because lecturers/tutors are non-isiZulu speakers, and they are aware of the fact that the use of CS will exclude those who do not understand isiZulu.

## **6.5 Conclusion**

This study enabled me to conclude that the majority of the UKZN students who made up the sample for this thesis had positive attitudes towards the use of CS in UKZN tutorial rooms. The study also found that many of the students use CS in tutorials for the variety of reasons highlighted above. The findings of the current study have also illustrated that linguistic background seems to play a significant role in students' current attitudes towards the use of CS, as the majority of the students came from multilingual and multicultural backgrounds, which had a positive influence on their attitudes towards the use of CS. The study also highlighted that the benefits and disadvantages that the participants identified influenced their attitudes towards the use of CS in tutorials.

## **CHAPTER 7: CONCLUSION**

### **7.1 Introduction**

In this last chapter I address the conclusions that can be drawn from the study, reflecting on its aim, its objectives, and the conceptual and theoretical framework which I followed in exploring students' attitudes towards the use of CS in tutorials at UKZN. The aims and objectives were met as both quantitative and qualitative data were gathered about factors that influence students' attitudes, how their linguistic background shapes their current attitudes, and how benefits and disadvantages associated with CS shape students' attitudes towards the use of CS in UKZN tutorial rooms. This chapter also includes a brief discussion of the study's limitations, as well as recommendations based on the research findings.

### **7.2 Practical implications and summary drawn from the study**

The study pointed out that there were various factors influencing students' attitudes towards the use of CS in UKZN tutorials. One point raised in the previous chapters was that the majority of studies about CS in South Africa primarily focused on the benefits of CS in a bilingual classroom. It was also highlighted that the majority of language studies at UKZN focused on the implementation of the UKZN language policy, overlooking students' attitudes towards the use of English-isiZulu CS at the institution. As a result, I considered it important to uncover the students' attitudes towards the use of CS in UKZN tutorials. The practical implications and summary drawn from the study highlight the complex dynamics at play within multilingual learning environments, emphasizing the value of CS in bridging linguistic gaps. First, the study found that students generally held positive attitudes toward CS, especially regarding its role in making academic content more accessible. Through CS, students reported feeling more confident in participating in tutorials and felt that it facilitated comprehension of complex topics. This aligns with theories suggesting that CS serves as a cognitive and social bridge, aiding students in accessing higher-order thinking skills while maintaining cultural identity. These findings indicate that CS could be instrumental in fostering inclusive educational practices, where students from diverse linguistic backgrounds can participate equitably. Institutions aiming to implement language policies should, therefore, recognise the practical benefits of CS as it aligns with educational goals of inclusivity and equal access to knowledge

However, despite these benefits, the study reveals a tension in perceptions. A segment of students expressed concerns about CS potentially excluding non-isiZulu-speaking peers, who

may feel marginalised in tutorial settings dominated by isiZulu-English CS. This underscores the need for institutional measures to ensure that multilingual practices do not unintentionally isolate non-speakers of certain languages. UKZN's approach of offering isiZulu language courses for non-isiZulu speakers reflects a commitment to inclusivity, yet further measures, such as encouraging lecturers/tutors to balance language use and provide contextual support, may be necessary to foster truly inclusive spaces. The study suggests that universities embracing multilingualism should continuously adapt language policies and instructional methods to reflect student feedback, thus reducing perceived biases and enhancing participation across linguistic groups. Furthermore, the University acknowledges the importance of promoting proficiency in both languages, English and isiZulu, as these are the languages used within the institution. While being proficient in English, which is used for communication in trade and industry, offers benefits, proficiency in isiZulu contributes to nation building and helps students understand and speak the language spoken by the majority population in KwaZulu-Natal (Language Policy of the University of KwaZulu-Natal, 2014). Many White/Indian children learn only basic isiZulu in school; Ramdan (2015: 43) points out that many White/Indian schools in KZN offer the following languages from grade R to grade 3: Home language (English), First Additional Language (learners have a choice of Afrikaans or isiZulu). Ramdan (2015) mentions that this is done to promote and maintain multilingualism in schools, as the government regards language as a tool to advance education. UKZN isiZulu courses are designed to equip students with the necessary skills to understand and communicate effectively in isiZulu. The institution further provides dedicated language support services, including individual consultations, workshops, and online resources.

These services aim to assist students in overcoming language barriers and enhancing their academic success. The university also encourages the use of isiZulu in lectures, tutorials, and other academic settings where appropriate. This allows students to experience the language in an authentic context and fosters a more inclusive learning environment. Despite all the efforts made by the institution, more research needs to be done on how effective these strategies are, from a student perspective, to identify more specifically how improvements can be made on a practical level. It is important to understand what factors could assist students who are struggling, despite all the efforts by the institution to familiarise them with UKZN language policy.

Moreover, the study's implications extend to the broader conversation around language policy and social integration within educational institutions. The frequent use of CS highlights a cultural shift within classrooms, where language serves not only as a tool of instruction but as a medium for social identity and cohesion. By acknowledging the social dimensions of language learning, universities can better accommodate the cultural and linguistic identities of their students. The theoretical frameworks underpinning this research, namely social constructivism and sociolinguistics, reinforce the idea that language policies should be socially responsive, fostering environments where students from diverse backgrounds feel represented and valued. This approach is particularly significant in South Africa's context, where educational institutions play a role in bridging historical divides through language and cultural exchange. In conclusion, the findings advocate for a balanced approach to language use in educational settings, one that acknowledges both the cognitive and social benefits of CS while remaining sensitive to the challenges of inclusivity. For institutions like UKZN, refining language policies to reflect these insights may involve not only promoting bilingualism but also actively creating avenues for cultural exchange and understanding. Practical steps could include targeted training for staff members such as lecturers and tutors to navigate multilingual environments effectively. As this study demonstrates, fostering a multilingual academic environment is an ongoing process that requires alignment with the evolving needs and perceptions of the student body

### **7.3 Strengths of the research**

The strength of this research is that, firstly, the study has highlighted a gap in recent language research at UKZN, as the majority of recent studies have focused on the UKZN language policy and its implementation. The current study focused on the use of both English and isiZulu in UKZN tutorials in order to discuss current attitudes held by students. The second strength of this research is that it included students from diverse linguistic backgrounds. By including students with diverse multilingual and multicultural backgrounds I could capture a range of attitudes towards CS. This linguistic diversity has strengthened the validity of the findings, and points to the need for further studies to be conducted exploring the use of CS at UKZN. Furthermore, the methodology employed in this study is another strength of this research. Using mixed methods allowed me to explore the depth of students' attitudes towards the use of CS, revealing not only what students think about CS, but also the underlying factors influencing their perceptions. Lastly, I believe that this research will contribute to informing

the institution about the positive and negative attitudes towards CS in UKZN tutorials. Awareness of these attitudes could enable the institution to develop strategies to promote an inclusive learning environment within the institution.

#### **7.4 Recommendations**

When conducting the focus group interviews, I noted that some participants indicated that in their lectures or tutorials, CS is not allowed because lecturers/tutors are non-isiZulu speakers, and much of the class is made up of non-isiZulu speakers. According to Madondo (2023), UKZN stated that between 2014 and 2018 staff and students will learn sufficient isiZulu for verbal academic interaction and for writing examinations, from 2019 to 2029 the university will ensure that written skills are developed to keep up with the institution's transformation charter. Hence, further research could explore the perception of students and staff regarding the effectiveness and impact of the UKZN language policy on their own experiences and their academics. Furthermore, the study highlights the importance of researching students' perceptions of how the university can create a more inclusive learning environment while promoting the language policy. The current study raises the question of whether students are consulted when decisions are made about the policy to identify potential challenges or attitudes. By involving students in the decision-making process, I believe the university can gain a valuable insight into the students' perspectives, challenges and preferences which can help in creating a more inclusive and supportive learning environment for students. Further research should be conducted to shed more light on the simultaneous use of English and isiZulu in educational settings in UKZN. Understanding how integrating both languages impact student engagement in class and how it influences the inclusive learning environment can provide a valuable insight into the use of both languages at UKZN. One would argue that this system should change from the lower grades; White/Indian learners should be taught the advanced isiZulu from lower grades, as the Department of Education (DoE, 2015: 29) states that "speaking the language of other people not only facilitates meaningful communication, but also builds openness and respect as barriers are broken down". Since the institution aims to create a bilingual environment where both English and isiZulu are valued and utilised, fostering a diverse and inclusive learning experience for all the students, it is important for every student, isiZulu-speaking or non-isiZulu-speaking, to familiarise themselves with the UKZN language policy, so that when the policy is being implemented, and CS takes place in tutorials and lectures they do not feel excluded

## 7.5 Limitations

The first limitation of the study was the sample size of only ten students for the focus group interviews. Even though many participants indicated at the end of their survey questionnaire form that they were interested in being part of the focus group interviews many cancelled in the end. Therefore, the findings cannot be generalised more broadly because they do not represent all UKZN students' attitudes towards the use of CS. A challenge that faced me was my own bias as a researcher. Given that I share a similar linguistic background with the majority of the participants, and I grew up in a disadvantaged background where I was not exposed to a lot of English, I related to participants' stories because I had a similar upbringing to theirs. This could be a limitation as this could have led to a lack of objectivity in the research process. This could also have involved the risk of assumptions being made or certain perspectives being favoured, which could affect the reliability of the study. Hence, I believe that this could be a limitation as it may have hindered my ability to draw unbiased conclusions. Nonetheless, I aimed to maintain a distance that allowed me to objectively analyse the data collected. It is also important to note that gender aspects were not considered for this study and that could have been a significant limitation of the study. However, to overcome this limitation, I standardised the research questions and methodologies used to collect data, allowing me to gather comprehensive data that account for diverse gender perspectives and experiences.

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# APPENDICES

## APPENDIX A: Participant Informed consent

School of Arts and Education  
College of Humanities  
University of KwaZulu-Natal  
Howard College

### Informed Consent Letter

Dear Student,

My name is Kwanele Melane (217033984). I am a Masters candidate at the University of KwaZulu-Natal, Howard College. The title of my research is: *Exploring students' attitudes towards the use of code-switching in tutorials at the University of KwaZulu-Natal: A qualitative study of students in the Discipline of Psychology*. The study aims to understand students' experiences of English-isiZulu code-switching in tutorials and to analyse how students' diverse background influences their attitude towards code-switching. I am interested in interviewing you to hear about your experiences and observations on the subject matter and therefore invite you to consider participation in the study. The study will take place on the Howard College Campus of the University of KwaZulu-Natal. The duration of your participation, if you choose to enrol, is expected to be one semester. However, if you are, at any stage, unable to continue with your participation, you are free to exit this study.

If you wish to participate, you will be asked to complete a questionnaire and do a short follow-up interview which will take about 20-25 minutes.

Please note that:

1. The information that you provide will be used for scholarly research only.
2. Your participation is entirely voluntary. You have a choice to participate, not participate or stop participating in the research at any time. You will not be penalised for taking such an action.
3. Your involvement is purely for academic purposes only, and there are no financial benefits involved.
4. Your confidentiality is guaranteed as your input will not be attributed to you personally but will be reported only as the opinion of a member of the sample group.
5. Data will be stored in secure storage and destroyed after five years.
6. Any information given by you cannot be used against you, and collected data will be used for the purpose of this research only.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number: HSSREC/00004554/2022).

In the event of any problems or concerns/questions you may contact the researchers or the UKZN Humanities & Social Sciences Research Ethics Committee; contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

I can be contacted at: School of Arts, University of KwaZulu-Natal, Howard College Campus, Durban.

Email: 217033984@stu.ukzn.ac.za

Cell: [REDACTED]

My supervisor is Loraine Prinsloo Marcus, who is located at the School of Arts, Howard College Campus of the University of KwaZulu-Natal. Contact details:

Email: prinslool@ukzn.ac.za

Phone number: [REDACTED]

Office contact number: 0312607218

My co-supervisor is Stephanie Rudwick, who is not currently located in South Africa.

Email: rudwicks@ukzn.ac.za or [REDACTED]

Thank you for your considering participation in this study.

## CONSENT

I \_\_\_\_\_ have been informed about the MA study entitled *Exploring students' attitudes towards the use of code-switching (CS) in tutorials at the University of KwaZulu-Natal* by Kwanele Melane.

I understand that the study aims to understand students' experiences of English-isiZulu code-switching in tutorials and to analyse how students' diverse backgrounds influence their attitude towards code-switching.

I have been given an opportunity to answer questions about the study.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time.

If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher, Kwanele Melane (217033984), contact number: [REDACTED]; Email: 217033984@stu.ukzn.ac.za or Kwanele.melane17@gmail.com or I may contact the supervisor Loraine Prinsloo Marcus, office number: 0312607218; contact number: [REDACTED]; email address: prinslool@ukzn.ac.za or the co-supervisor, Stephanie Rudwick, email: rudwicks@ukzn.ac.za or [REDACTED]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers, then I may contact:

**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION**

## APPENDIX B: Ethical Clearance



22 March 2023

**Kwanele Melane (217033984)**  
School Of Arts  
Howard College

Dear K Melane,

**Protocol reference number:** HSSREC/00004554/2022

**Project title:** Exploring students' attitudes towards the use of code-switching in tutorials at the University of KwaZulu-Natal: A qualitative study of students in the Discipline of Psychology.

**Degree:** Masters

### Approval Notification – Expedited Application

This letter serves to notify you that your application received on 01 August 2022 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

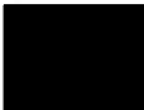
**Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.**

This approval is valid until 22 March 2024.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,



-----  
**Professor Dipane Hlalele (Chair)**

/dd

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### Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: [hssrec@ukzn.ac.za](mailto:hssrec@ukzn.ac.za) Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

**INSPIRING GREATNESS**

## APPENDIX C: Gatekeeper's Letter



22 August 2022

Kwanele Melane  
School of Applied Human Science  
College of Humanities  
Howard College Campus UKZN  
Email: [MelaneK@ukzn.ac.za](mailto:MelaneK@ukzn.ac.za)

Dear Kwanele

### RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate degree, provided Ethical clearance has been obtained. We note the title of your research project is:

*"Exploring students' attitudes towards the use of code-switching in tutorials at the University of KwaZulu-Natal: A qualitative study of students in the Discipline of Psychology."*

It is noted that you will be constituting your sample by handing out questionnaires and/or interviews with students (Zoom, Skype or telephone interviews recommended) on the Howard College campus.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using the 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely



Dr KE CLELAND: REGISTRAR

### Office of the Registrar

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 7971 Email: [registrar@ukzn.ac.za](mailto:registrar@ukzn.ac.za) Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

## APPENDIX D: Survey questionnaire

<b>Exploring students' attitudes towards the use of code-switching (CS) in tutorials at the University of KwaZulu-Natal: A qualitative study.</b>																									
<b>Note: This questionnaire aims to explore students' attitudes towards using CS in tutorials at UKZN and consists of three parts. Please be informed that all the collected data are confidential and will only be used for research purposes. Your honest responses will be greatly appreciated.</b>																									
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<b>Part 2: Usage of Code-switching</b>																									
6	<b>Do you use code-switching in your conversations on campus?</b> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Yes</td> <td style="width: 70%;"></td> </tr> <tr> <td>No</td> <td></td> </tr> </table>	Yes		No																					
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7	<b>If your response to the previous question was YES, where do you frequently use code-switching (you may tick more than one box)?</b>						
	Lecture halls		Tutorial rooms		Libraries and LAN's		Other (e.g. cafeteria)

8	<b>Which languages do you use when code-switching on campus (you may tick more than one box)?</b>						
	isiZulu		English		isiXhosa		isiNdebele
	Setswana		Xitsonga		Sesotho		Siswati
	Tshivenda		Afrikaans		Sepedi		Other

**Part 3: Attitudes towards code-switching (English-isiZulu)**

**Please choose the most appropriate response to the indicated statement.**

#	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9	CS enhances my communication skills in class at UKZN (I feel more confident to make a comment or ask a question).					
10	I use CS with other students to discuss notes/tutorials in the classroom.					
11	I don't see the need for using CS in tutorials.					
12	I don't use English-isiZulu CS because I am not proficient in isiZulu					
13	Even though I don't understand isiZulu, I don't mind CS being used in the classroom.					
14	CS allows me to understand the content that is being discussed in lectures & tutorial better.					
15	CS helps me convey and comprehend information better, both in and outside the classroom.					
16	Being able to CS makes me comfortable in my learning environment, and I use CS when I struggle to find a suitable word.					
17	The use of CS in the tutorials by tutors is a sign of their competence in English and isiZulu.					
19	I believe that CS is a sign of bi-/multicultural identity.					
20	I do not see the need for English-isiZulu CS because it will not					

	benefit me outside UKZN (e.g., workplace).					
21	Using CS in a formal learning environment hinders my chances of mastering English.					
22	CS is detrimental to the development of isiZulu as an academic language.					
23	CS is detrimental to the fostering of standard English.					
24	My language background influences my attitudes toward CS.					
25	CS is beneficial in a multilingual and multicultural classroom environment.					
26	I think using CS in classes with non-isiZulu speakers is unfair because CS is exclusive.					
27	CS in English-isiZulu will help me improve my vocabulary in both languages					
28	English-isiZulu CS should only be used in tutorials if all the students understand isiZulu.					
29	My general attitude towards using English-isiZulu CS in a learning environment is positive					

**CONTACT DETAILS FOR FURTHER INTERACTION**

I would appreciate it if you can avail yourself for a follow-up interview.

May I contact you for interview purposes?

Yes	
No	

If your response to the previous question was YES, can you please provide your contact details below.

Cell phone number	
Email Address	

## APPENDIX E: Interview Questions

1. **What was the language environment like when you grew up?** *(Tell me a bit about your background, where you grew up, what languages were spoken when growing up, were you exposed to any other language besides your mother tongue language (L1)?*
2. **Which high school did you attend? Which language(s) were used as a medium of instruction? Were these languages different from those used at home?**
3. **Which additional languages did you learn in school?**
4. **Were you exposed to code-switching (CS) a) at home, b) in high school?**
5. **If yes, how often did CS occur between a) family members, and b) teachers and students?**
6. **How often did CS occur between students outside of the classroom?**
7. **In high school, how did you feel about the use of CS in the classroom?** *(Did you approve or disapprove of CS? Explain why)*
8. **AT UKZN, were you exposed to CS in tutorials, if yes, how often and in how many modules?**
9. **What is your experience with the use of CS at UKZN tutorial rooms** *(do you benefit from it, or do you feel excluded, etc.? Please explain why)*
10. **What is your general attitude towards the use of CS in tutorial rooms?** *(Do you think it is beneficial to those competent in the two languages or not? Explain your answer)*
11. **Do you think that your language background has any influence on your attitude towards CS more generally, and English-isiZulu specifically?** *(Yes/No, explain why)*
12. **UKZN is a multilingual and multicultural environment, what impact do you think CS has on such environment?** *(Does it have more benefits than disadvantages or vice versa? Please explain why you think so)*
13. **Is there something else you would like to say in the context of English-isiZulu CS at UKZN?**

# APPENDIX F: Turnitin digital receipt



## Digital Receipt

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### CHAPTER 1: INTRODUCTION

#### 1.1 Background to the study

Prior to the end of apartheid in 1994, the official understanding of bilingualism in South Africa was limited to the languages of English and Afrikaans. This was due to the numerous efforts initiated by a racially segregated South Africa in which English and Afrikaans speakers held political power. However, 1994 marked a significant turning point in the linguistic diversity in South Africa, indicating the emergence of a diverse and inclusive society characterised by multiple ethnicities and languages. The inclusion of eleven officially recognised languages in South Africa's constitution contributed to the nation's burgeoning status as a genuinely multilingual society (Bakker, 2013). Inclusion of additional African languages, namely isiXhosa, Sepedi, Sotho, isiZulu, Ndebele, Sesotho, Tshivenda, isiVenda, isiNdebele and 2023 South African Sign Language as the 12<sup>th</sup> language, augmented the list of official languages, which had formerly been comprised of English and Afrikaans. Nevertheless, nearly thirty years after the fall of apartheid, English maintains its dominant position as the language in the political domain, alongside its influence in the social, economic, and educational realms (Moseke, 2020:13).

The utilisation of English as the primary language of instruction garners support from parents, students, and a substantial cohort of educators within the realm of education (Moseke, 2020:13). This phenomenon can be attributed to the belief that languages other than English, although officially recognised, lack economic prestige domestically and globally. Hence, English language acquisition is viewed as paramount in one's educational journey. Historically, many South Africans who faced educational and linguistic disadvantages due to the implementation of apartheid in South Africa perceived English as a gateway to favourable prospects, seemingly accessible only to a select group of wealthy individuals (Young, 2005). In contrast, English is currently perceived as a language no longer exclusive to a privileged few or those of a specific demographic; English is viewed as a language spoken by individuals from many backgrounds, often in conjunction with their mother tongues (Peters, 2012: 61).

According to the stipulations outlined in the enacted Constitution of the Republic of South Africa (1996), both the government and the Department of Education have been entrusted with the duty of promoting multilingualism and fostering the advancement of official languages.

## APPENDIX E: Turnitin report

