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Original Research Article

Code-Switching as an Interactional Strategy: A Case of First Year University Students and Lecturers

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ABSTRACT

Code-switching is an important aspect in the teaching and learning process. This study critically evaluates the types of codeswitching that were used by both the lecturers and the students in Communication and Study Skills (CSS) classes of the University of Botswana. The study employed the mixed methods by discussing both the qualitative and the quantitative research approaches. Seven CSS classes were studied and the number of students ranged between 30 and 50 per class. From the results, three significant components emerged and these are that; (i) there was only the use of tag switches and the inter-sentential switches (ii) there were some discrepancies in the code-switches that were used by the lecturers from all the seven classes (iii) There were students' code-switches which also explained the interactional strategy that was used in CSS classes. One of the conclusions of this study is that the lecturers and the students always code-switch in the classrooms and this is done for a number of reasons such as nomination of students, checking the students' progress on the assigned tasks and posing of rhetorical questions. Finally, the findings of this study could be an eye-opener to the lecturers and other educational practitioners in ensuring that code-switching is done cautiously to ensure that there is an improvement on the pedagogical practices rather than leading the practices to a decline.

Introduction
Context of the study

This study was conducted at the University of Botswana Communication and Study Skills classes. When the students pass their Botswana General Certificate in Secondary Education (BGCSE), they are admitted, among other tertiary institutions, at the University of Botswana (UB). According to University of Botswana (2019), the students are admitted to the different faculties of UB with overall points that range between 30 and 44 points in the six subjects that the student would have set for. UB has the following faculties: Business, Education, Engineering and Technology, Humanities, Science, Social Sciences and Health Sciences. Students from all the listed faculties are taught Communication and Study Skills (CSS) at their first year. One of the reasons for the foregoing step could be to help the students to acquire the high-level interactional skills and knowledge valued by today's labour market (Human Resource Development Council, 2015). Therefore, the Communication and Study Skills Unit (CSSU) aims at providing the students with key competencies during classroom interaction so that by the time they graduate, they would have acquired some relevant skills (University of Botswana, 2011).

In 1994, the Botswana's Revised National Policy on Education (RNPE) identified the goal of education as a fundamental human right. As already mentioned above, the CSSU aimed at providing the students with key competencies which will be part of their fundamental rights in learning (World Data on Education, 2006). A further review of the RNPE was done by Tabulawa (2009) who argued that the main aim of the Botswana government was to ensure that the policy discussed herein meant to deliver a self-programmable student. Regarding the use of language in Botswana classrooms, Mokibelo (2016)

argues that there are only two categorisation of languages; the national and foreign language. In the context of this study, the two languages are English and Setswana. Even though there are two languages for use in Botswana schools, this policy only applies in junior schools and not the University. At UB, the language of instruction should be English and Setswana is the second language for most of the students.

Motivation

Using her experience as a CSS lecturer, the researcher realised that there were instances where either the students or the lecturer switched from English to Setswana language. English is the language of instruction at UB while Setswana is the first language for most of the Batswana. This study, therefore, wishes to investigate the different types of code-switching used during classroom interaction and why those types were used. This study sought to fill the existing gap in the literature where there seem to be very little or no literature on code-switching at the University of Botswana.

Research Question

1) What types of code-switching were used and why?

Literature Review
Definition of Code-Switching

Code Switching (CS) is a term used to identify alternations of linguistic varieties within the same language (Myres-Scotten, 1993; Wirda, 2011; Shafi., Kazmi and Asif, 2020). Thus, the use of linguistic varieties in the same language is considered as CS. This is because regional and minority dialects could be used during classroom interaction. From another point of view, CS has been defined as shifting from one language to another during interaction (Moghadam., Samad and Shahraki, 2012). That is, during the interaction, one would be using a language and in the process, change to another. In the context of this study, English language is used at UB and during teaching and learning, either the lecturers or the students shifted to the use of Setswana language.

Types of code-switches

A number of scholars have categorised CS in different ways. According to sociolinguists (e.g. Liu, 2006; Moghadam., et al, 2012) CS is in two types namely mechanical switches and code-changing. According to the above scholars, mechanical switches occur because the speaker could not find an appropriate word in one language and as a result, she/he resorts the first language. On the other hand, code-changing occurs because there is a fluent intra-sentential shift and altering the focus from one language to another.

Moreover, Wirda (2011) categorised code-switching into three types namely: tag code-switching which happens when a bilingual uses short expressions (tags) from a different language at the end of his/her utterances. Other sociolinguists, (e.g. Yusuf and Chyntia, 2018; Kasim, Yusuf and Ningsih, 2019) stated that tag switching is when tags are put in different parts in an utterance and these are normally a set of words in one language. As claimed by the above scholars, tags can be moved freely and they can be inserted almost anywhere in a discourse without violating any grammatical rules.

Another type of code-switching is inter-sentential which happens when there is a complete sentence in a foreign language uttered between two sentences in a base language (Wirda, 2011). The foregoing type of CS corroborates Moghadam., et al's (2012) definition of CS that in CS, one would be using a language and, in the process, change to another. In addition to the above type of CS, Kasim et al, 2019 state that in inter-sentential code-switching, there is greater fluency in two languages and the major parts of the two languages should conform to the rules of both languages. Thus, for UB, both the lecturers and the students should be conversant with the rules of both English and Setswana. Another definition from Zirker (2007) is that, inter-sentential switching consists of language switches at phrasal, sentence, or discourse boundaries. So, in inter-sentential code-switching, one switches between two languages which he/she is fluent in and the switches could be in different ways.

The final type of CS is intra-sentential which according to Wirda (2011) and Zirker (2007), occurs when a word, a phrase, or a clause of a foreign language is found within the sentence in a base language and it is usually performed without pause, interruption or hesitation. Thus, in intra-sentential code-switching, one switches to the vernacular without pauses or interruptions. It can also be argued that the difference between inter-sentential and intra-sentential CS is mainly on a pause being followed by the switch in inter-sentential and just switching without a pause for intra-sentential. Kasim et al (2019) pointed out that, intra-sentential switching allows for an impression that speakers are inadequately proficient in a language

to finish what they want to say. Thus, code-switching can be in many forms and these depend on how the students would be exchanging the information with their lecturer(s).

How code-switching occurs

According to Arnfast and Jørgensen (2003), the term code-switching may cover chunks and tags as well as (parts of) utterances, depending on the criteria for distinguishing between loans and switches. The aforementioned chunks and tags are referred to, by a number of scholars (e.g. Zirker, 2007; Wirda, 2011; Moghadam., et al, 2012), as brief phrases, clauses, words or full sentences of two languages. Thus, code-switching can be in many forms and these depend on how the students would be exchanging the information with their lecturers. For this study, CS was considered on the basis of only two languages that were used during the teaching and learning process in CSS classes and these were English and Setswana.

Scholars of code-switching in the classrooms have explored how it occurs (e.g. Macaro, 2005; Narasuman, Wali and Sadry, 2019) and stated that in a naturalistic discourse, CS occurs when a speaker and an interlocutor share more than one language or dialect. It occurs because the speaker finds it easier or more appropriate, in the linguistic and/or cultural context, to communicate by switching rather than by keeping the utterance totally in the same language. The above scholars continue on to argue that CS occurs frequently and is widespread throughout the world's bilingual language communities. This means that CS takes place because two languages are being used by the group of people, who in this study are the lecturer(s) and the students at UB.

It is also worth noting that how CS occurs can be based on statistics. Moghadam., et al, (2012) claimed that, "In natural conversations between two bilinguals, CS includes eighty-four percent single word switches, ten percent phrase switches, and six percent clause switching" (Skiba, 1997). The statistics presented herein as percentages of how CS is applicable in higher learning, will be used to find out how CS was used in CSS classes of the University of Botswana.   In a conclusive manner, Galegane (2015) maintains that there are number of contributing factors that explain how code-switching occurs and some of these are that it can be in chunks, phrases or sentences. Lastly, the significance of these vary depending on the foregoing factors.

Why code-switch

Code-switching has been investigated by some scholars and they claimed that it occurs within a certain environment because it is motivated by the in ability to carry on a conversation in the language on the floor at the moment (Myres-Scotten, 1993). From a related point of view, Narasuman, et al (2019) claims that code-switching occurs because of low proficiency in the target language. The foregoing function relates to the type which was described as the intra-sentential switch. As a way of summing up the above scholars two reasons that results in code-switching, Flyman-Mattsson and Burenhult (1999) referred to it as "linguistic insecurity".

Additionally, Moore (2010) and Harya (2018) argue that code-switching occurs because the speakers are either bilingual or multilingual and so, this speaking groups help bridge the gap in the classroom discourse. The above point is in a way expanded by Wirda (2011) who claimed that, code-switching is a way of asserting identity, to some extent, among bilinguals. Thus, asserting identity helps to bridge the gap in the classroom discourse which may in turn lead to effective communication and interaction in the classroom (Narasuman, et al, 2019). Finally, code-switching serves important communicative and cognitive functions (Mafela, 2009; Moore, 2002).

Moreover, Flyman-Mattsson and Burenhult (1999) asserts that code-switching is used for repetitive functions. According to the above scholars, code-switching is used as a repetition of the previously uttered sentences. The repetition in the first language can be either be a partial or full form and is often expanded with further information. Commonly in the repetitive code-switch, the target language precedes the first language. The results of this study, therefore, will establish whether repetition was used by the lecturers or their students.

Finally, one of the reasons for CS in academic context was studied by Mokgwathi (2011). The scholar studied CS in the context of Botswana secondary schools and argued that CS enables learners to participate in the learning process by allowing them to code-switch to Setswana when responding to the teacher's question, when asking a question, and when discussing class tasks. In making a summary of the aforementioned reasons of CS, other scholars maintain that it softens or strengthens a request or command (Heeti and Abdely, 2016). From the above scholars' observation, CS could be used to create a friendly and social environment.

Code-switching at university contexts
Different scholars have studied code-switching at university level. Shartiely (2016) studied code-switching at the University of Dar es Salaam in Tanzania and discovered that both inter-and intra-sentential code-switching were used by the lecturers while interacting with their students. Thus, only two types of switches were used as opposed to the three types of inter-sentential, intra-sentential and gaps which were identified by Wirda (2011). From another African context, Quarcoo and Amuzu (2016) investigated code-switching among University of Ghana students. Their findings revealed that English was used for discussing core academic work while Akan (and Akan/English CS) is used for passing side comments (and side sequences). The foregoing results will help find out how English (second language and language of instruction) was used versus Setswana (first language).

From an EFL context, Narasuman, et al (2019) investigated code-switching amongst the lecturers in Kandahar and Balkh public Universities in Afghanistan. From their findings, the lecturers stated that they switch codes for various reasons, such as, giving clear instructions, talking about cultural issues, explaining grammar and new vocabulary, and instructing ESP classes. On the other hand, a study by Ong, Zhang and Martin (2013) examined the code-switching patterns in classroom discourse among English and Chinese bilinguals. The above scholars found out that the bilinguals preferred the Mandarin determinants over their English counterparts. Making reference to the above authors will help to establish the preferred language for code-switching at the University of Botswana CSS classes.

Finally, Shafi., et al (2020) studied code-switching at the University of Lahore in Pakistan where the scholars helped to investigate the impact of CS during classroom interaction. The above scholars found out that code-switching was a universal problem which was used as a teaching strategy and it helped to facilitate conversation and keep communication as an ongoing process. The findings by the foregoing scholars informs the current study because the researcher would find out the purpose of using the different types of CS in Communication and Study Skills classes of UB.

Theoretical Framework
In order to analyse the lecturers and students code-switching pattern(s), this study will use the Communication Accommodation Theory (CAT) developed by Howard Giles (Giles., Taylor and Bourhis, 1973; Giles and Ogay, 2007). As claimed by the above authors, CAT emphasis the adjustments that people do while communicating. This means that human beings, in some cases, have a tendency of diverting to another language during interaction and the said action can be effectively carried out with adjusting from one language to the other. Another point worth mentioning is that (Gallois., Ogay and Giles, 2005) argued that CAT is a theory of, amongst others, interpersonal communication, invoking the importance of understanding interpersonal interactions. This previous study will contribute in analysing the findings of this study because code-switching was also used for international communication.

Communication accommodation theorists focus on the patterns of convergence and divergence of communication behaviours. According to scholars of Social Communication, (e.g. Buller and Aune, 1992; Giles, and Ogay, 2007; Parcha, 2014), Convergence refers to the process through which people emphasise similarities in their patterns of interaction. The above scholars further explain that the foregoing process helps individuals to shift speech patterns in interaction so that they more closely resemble the speech patterns of speech partners. Thus, in the convergence pattern of code-switching, the switches should be understood by both partners which for this study they are the CSS lecturers and their students. On the other hand, the preceding scholars further assert that, divergence is a linguistic strategy whereby a member of a speech community accentuates the linguistic differences between himself and his interlocutor. Consequently, the bilinguals, emphasize their differences during interaction. In the case of classroom interaction, both convergence and divergence can be demonstrated by both the lecturers and the students. This constant movement toward and away from others, by changing one's communicative behaviour, is called accommodation.

CAT has been used in this study because it is a framework for understanding the interpersonal dynamics of speakers (and communicators) as they adjust their language (Farzadnia and Giles, 2015). The theory has been used to understand the interactional patterns that were used, in terms of, code-switching, in CSS classes of the University of Botswana. Further, the CAT has been used in this study because it is a theory that helps people to adapt how they talk to how they believe their listeners will best receive it (Gregory and Webster, 1996). This means that if the lecturer or the student code-switches, they might be mindful of the other party who is on the receiving end. They code-switch because they know that the other party would understand what is being said. The above authors further highlight that the adaptation is non-conscious. This suggests that, as the lecturers and the students interact, they may not be aware that they have 'shifted' from one language to

the other. For the context of this study, both the lecturers and the students, during the adaptation process, would not be aware that they have switched from English to Setswana.

Methodology
Research design
The research design for this study was mixed methods because both the qualitative and the quantitative research methods were used. The qualitative method was used by presenting all the code-switched data and thereafter, coded it into common themes. On the other hand, the quantitative data was presented by counting the similar responses in terms of whether they were phrases or words. The application of mixed methods was important as it contributed to rich research findings.

Participants
The University of Botswana (UB) first year students and their lecturers participated in the study. The participants were drawn from seven faculties of the UB which were Business, Social Sciences, Humanities, Science, Engineering and Technology, Education and Health Science. However, it is worth pointing out that Education and Health Science lessons were taught by the same lecturer. One class was observed from each of the above-mentioned faculties and this was done to make this study to be more focused. The number of students from all the seven classes ranged from 30-50 students.

In identifying the participants, convenience sampling was employed. A convenience sample, according to Hobbs., Matsuo and Payne (2010) is when the participants are, "accessible, easy-to-contact, and well-known". Based on the foregoing explanation, the researcher identified the participants of this study because they were available during the data collection exercise. The lecturers were also well known to the researcher because they all taught Communication and Study Skills at the University of Botswana, the course that the researcher also taught at the same institution. Another point relating to the participants is that, both the lecturers and the students used in this study were identified by pseudonyms in order to maintain anonymity and provide privacy to the participants.

Data collection and analysis procedure
Seven CSS lessons were captured using a video recorder for each lesson and each of these ran for about fifty minutes which is the common teaching time per each lesson at UB. For the qualitative results, narrative research was used as the collected data was transcribed and accorded common themes which were later used to derive meaning for the study. On the other hand, the quantitative data was analysed by using descriptive statistics which are used to describe or present data. This was done by counting the number of code-switched words, phrases and clauses and later outlined them in a table showing the occurrences and percentages.

Results
The purpose of this study was to investigate the different types of code-switching used during classroom interaction and why the foregoing was used. The following research question was analysed to get the results herewith;

      1)   What type of code-switching was used and why?

The lesson excerpts presented herein were selected from the lesson transcriptions in order to focus only on the scope of this study which is, code-switching. The presentation of results that follows in this section, used the CAT as a theory of interpersonal communication, invoking the dual importance of both factors in predicting and understanding classroom interactions (Gallois., et al, 2005).

Qualitative Analysis
The qualitative research tool revealed the following results:

Lesson transcription one

Faculty: Science

Lecturer: Kago

Topic: Academic writing (writing as a process)

CODE-SWITCHING EXCERPTS FROM THE LESSON ON ACADEMIC WRITING (THE WRITING PROCESS)

1. Whatever comes into your mind, you just jot it down concerning that topic. The question is; how does it help you as you go through this writing process? **"Ee mma" (Yes ma'am) TAG** *Student answer*	**2. "Ee rra" (Yes sir) TAG**
3. Okay, Let us talk about the Introduction: What is an Introduction? "**Le ntse le bua eng?" (What have you been discussing?) INTER-SENTENTIAL.** What is an Introduction? **"Ee rra re go reeditse" (Yes sir, we are listening) INTER-SENTENTIAL**	4. Anything else about the Introduction? He says it explains the topic. **"Ee mma" (Yes ma'am) TAG**
5. Anything else? "**Le ne le bua kaga eng?" (What did you discuss?)** What else does it do? Can we share those ideas please? **INTER-SENTENTIAL**	6. Okay, what are the strategies that you can use to introduce the topic? **"Ee rra" (Yes sir) TAG**
7. What else might you do in the Introduction? **"Ee rra" (Yes sir) TAG**	8. Let me give you this hand-out; **"Borre baba kwa morago; le di bone"? (Gentlemen at the back; have you got them?)** it will give examples of introducing a thesis statement. **INTER-SENTENTIAL**
9. Let us look at the first page in that hand out **"Le kile la utwa ka" (Have you heard about)** thesis statement? **TAG**	10. Each paragraph discusses one main idea. So, the thesis statement is the central idea of the essay. So it means that if I put one paragraph, it should still make sense **"e le nosi ke e beetse hale" (on its own)**. **TAG**
11. "Ee rra" (Yes sir) TAG	12. The paragraph usually introduces one idea. So under this sub topics "**tse di buang ka di" (that talk about) TAG** causes of diseases, those will be your various topic sentences.
13. Any other questions? **"Ee rra" (Yes sir) TAG**	**14. "Akere" (Isn't) TAG** in the first paragraph you will have stated that the symptoms of this disease manifest in various symptoms. So you are actually developing your paragraphs; you give supporting sentences that support that idea; you need to expand on the topic sentence and variables.
15. Any other questions? **"Ee mma" (Yes ma'am) TAG**	

Table 1: Lecturer Kago's code-switches

The above lesson transcription has eleven tag switches and four inter-sentential switches. The tag switches are the most frequent and observed throughout the lesson. This pattern of code-switching could be used because lecturer Kago preferred to nominate the students using tags. The examples of such are "Ee mma" (Yes ma'am) or "Ee rra" (Yes sir). The foregoing results are, according to Wirda (2011), the type of code-switching which happens when a bilingual inserts short expressions (tags) from a different language within his/her utterances.   Kasim., et al (2019) who argued that in tag switching, the tags are put in different parts in an utterance without violating any grammatical rules. As observed in table 1 above, some tags are at the end of the utterance, others are in the middle while others are at the end.

 It is also worth noting that there were four inter-sentential switches used in the above lesson. Lecturer Kago used Setswana sentences in order to check the students' progress on the task given. Examples of these were as follows: "Le ntse le bua eng?" (What have you been discussing?) which was used twice in different teaching exchanges and "Borre baba kwa morago; le di bone"? (Gentlemen at the back; have you got them?). The other inter-sentential switch was used to nominate the

students to talk. An example of this was, "Ee rra re go reeditse" (Yes sir, we are listening). Inter-sentential switching happens when there is a complete sentence in a foreign language which is fluently uttered between two sentences in a base language (Wirda, 2011; Kasim., et al, 2019). Therefore for this study, some Setswana sentences were observed in between the English language sentences.

Lesson transcription two

Faculty: Business

Lecturer: Letso

Topic: Communication: Information Literacy Skills

CODE-SWITCHING EXCERPTS FROM THE LESSON ON INFORMATION LITERACY SKILLS

1. What else? That table to redeem itself. **"E seng jalo mabele a ga mmago a ta jewa ke tshupa" (lest your mum's harvest will be devoured by pests). INTER-SENTENTIAL** Yes. Don't hide or pray to your ancestors that they should cover you with soil. No. Just give us the answer.	2. Today if you read a newspaper, if you buy a newspaper, you don't read everything all at once; "**Akere"? (Isn't it?) TAG** there are some things that you say, 'no this I don't need'. That is an implementation of a skill; you are selecting and evaluating.
3. Can you hear her? "Mma ke kopa o buele kwa godimo"; "Ngwanaka" (Please speak up loud; My daughter), INTER-SENTENTIAL	4. So if you are information literate, you will be able to do a lot more other things than people you will be competing with. So information literacy is not only needed in school when you are still a learner. You are still going to need it even after school; at your workplace, when you socialise and many other places. **"Akere" (Isn't) TAG** you guys like people who are resourceful?
5. You want somebody who is resourceful. Somebody who will tell you, "why don't you check that website?" **"Akere"? TAG (Isn't it?)** That is being information literate.	

Table 2: Lecturer Letso's code-switches

The above code-switching excerpts indicate that lecturer Letso had a total of five switches. There were three tags which were based on the Information Literacy Skills topic and the examples of these were, "**Akere"? (Isn't it?).** In all the three instances, one word responses were given by the lecturer and it is interesting to point out that all the two were in the form of questions which were meant to solicit responses from the students. Such students' responses serve important cognitive functions (Mafela, 2009). The last tag was meant to remind the students of how resourceful one should be in regard to the acquisition of Information Literacy Skills.

On the other hand, there were two inter-sentential switches reflected from lecturer Letso's lesson. Examples of these were, "E seng jalo mabele a ga mmago a ta jewa ke tshupa" (lest your mum's harvest will be devoured by pests) and "Mma ke kopa o buele kwa godimo"; "Ngwanaka" (Please speak up loud; my daughter). This kind of code-switching was acknowledged by Mafela (2009) who noted that such utterances serve important communicative functions. The above two switches were similar in that they were meant to encourage the students to actively participate in the lesson.

Lesson transcription three

Faculty: Social Science

Lecturer: Dimpho

Topic: Critical Reading

CODE-SWITCHING EXCERPTS FROM THE LESSON ON CRITICAL READING

1. Can you cite one or two examples, from the newspaper article in regard to the use language? It is there. I think you mentioned some like; "Life is hard" Ausi Maggie kept on saying **"ga kena madi" (I do not have money). TAG**	2. Student 1: I personally believe that there must be reasons why she lost her job because her son cannot just be taken from her **"go sena mathata hela" (when there are no problems). TAG**
3. Student 2: If it is not true? **"Ema pele" (Wait a minute) "Ke gore nkareng?" (What can I say?) INTRA-SENTENTIAL** A lot of investigations still need to be done so as to clarify some issues.	

Table 3: Lecturer Dimpho's code switches

From lecturer Dimpho's lesson on Critical Reading, there was one switch from the lecturer. The lecturer used the tag, "ga kena madi" (I do not have money) which was in the form of a phrase. Interestingly, in this class, there were instances where the students also code-switched from English to Setswana. The examples of the two instances are; "go sena mathata hela" (when there are no problems) and "Ema pele" (Wait a minute) "Ke gore nkareng?" (What can I say?). The foregoing code-switching example relates with what has been observed by Moghadam., et al, 2012 that the student did not know what to say in English hence the decision to use Setswana, the student's first language. Relating to the above scholars explanation of the foregoing inter-sentential switch, Flyman-Mattsson and Burenhult (1999) referred to it as "linguistic insecurity". It can be claimed that the student was not sure of how best to express the answer in English, the language of instruction, hence the decision to present it in Setswana, the first language. It is also worth mentioning that the linguistic insecurity was clearly stated when the student responded, "Ema pele" (Wait a minute) "Ke gore nkareng?" (What can I say?). According to some linguists (e.g. Liu, 2006; Zirker, 2007; Moghadam., et al, 2012), the said description is called mechanical switching.

Lesson transcription four

Faculty: EDUCATION

Lecturer (i): Lorato

Topic: Listening and note-taking

Lecturer Lorato taught CSS lessons from two faculties and these are Education and Health Science.

CODE-SWITCHING EXCERPTS FROM THE LESSON ON LISTENING AND NOTE-TAKING

1. Imagine that guy who has always been at the cattle-post. And he has been asked to come to a **kgotla** (**Customary court) TAG** meeting to address people on how he has been able to take care of his cattle. What he does; he comes in; he does not even greet people. He just comes and say, **"ee go tilwe kete go le bolelela gore dikgomo tsaka nna ke dirang ka tsone" (I have been asked to come and address you on how I take care of my cattle). INTER-SENTENTIAL**. That person does not know how well to communicate because he has not been exposed to listening skills.	2. Group work on "How relationships are improved during listening". **"Ke bo mang?" (Who will be the first to start?) TAG.**

| 3. Student 1: **"Ga rea hetsa" (We have not finished) TAG** | 4. Student 2:
Most of us are saying right now that we are different. And just as we are different I might be nodding my head but that does not mean I am listening. When I see that my mum says something that I don't even like, I can say, "**Mm, ke a go utwa mama. O bua nnete." (Yes, I hear you mum. You are telling the truth) INTER-SENTENTIAL** When I am not listening. |

Table 4: Lecturer Lorato's code switches

From lecturer Lorato's lesson on "Listening and Note-Taking", code-switching emerged in five instances which occurred in four teaching exchanges. There were three tag switches of which one was making reference to the topic, "kgotla" (Customary court), while the other two, "Ke bo mang?" (Who will be the first to start?) and "Ga rea hetsa" (We have not finished), were used by the lecturer to check the students' progress as they had worked in groups for a couple of minutes. The last two examples of tags cover chunks of words and phrases as observed by Arnfast and Jørgensen., 2003; Moghadam., et al, 2012).

Another type of code-switching that was used in lecturer Lorato's lesson was the inter-sentential switches where two were identified. Like the tag switch "kgotla" (Customary court), in the paragraph above, these were used in reference to the lesson, "ee go tilwe kete go le bolelela gore dikgomo tsaka nna ke dirang ka tsone" (I have been asked to come and address you on how I take care of my cattle) and "Mm, ke a go utwa mama. O bua nnete." (Yes, I hear you mum. You are telling the truth). The last two inter-sentential switching consists of language switches at sentence level (Zirker, 2007).

Lesson transcription five

Faculty: HEALTH SCIENCE

Lecturer (ii): Lorato

Topic: Presentation Skills

CODE-SWITCHING EXCERPTS FROM THE LESSON ON PRESENTATION SKILLS

| 1. Student 1: We will talk about African Potato as a medicinal plant in Botswana. African Potato in Setswana, our mother tongue, it is called **"kgoko ya poo" TAG.** And Scientifically it is called hypoxi hemerocallidia. | 2. Student 2: We will be presenting traditional uses of **'Mokgwapha' TAG** which is **(Aloe Vera)** and how it contributes to modern medicine. |

Table 5: Lecturer Lorato's code switches

From the above two examples, only one type of code-switching was demonstrated in lecturer Lorato's Presentation Skills lesson. The above two examples were from the students only since they were presenting on the Health Science topics. The types of switches used were tags and these were used to explain the scientific product which was the centre of the presentation. In code-switching, where the students discuss and later present their findings, the different switches that are made are said to be complementary (Quarcoo & Amuzu, 2016).

Lesson transcription six

Faculty: Engineering and Technology

Lecturer: Goitse

Topic: Writing: Paraphrasing

CODE-SWITCHING EXCERPTS FROM THE LESSON ON PARAPHRASING

1. So, if you have stolen the author's words in your essays, go back and paraphrase those essays. That is what you have done; some of you. Isn't it? I know you won't say 'Yes' **"Nakedi ga e nke ere ke nna ke nkgang" (The musk ox never pronounce it's odour); INTER-SENTENTIAL** We have that expression in Setswana. It smells but it never says I smell.	2. Yes **"mma" (sir) TAG**
3. Why do you think it is important to record the source? That is what you have done in your assignments **"Akere?" (Isn't it?) TAG** I am asking; Why? **"Ee" (Yes) TAG**	4. Can you state it in your own words; what was the author saying in this text? Some have not even started; **"Bagaetsho," (Colleagues) TAG** time is not on our side.
5. Let's quickly share what you have. **"Ee mma" (Yes ma'am) TAG**	

Table 6: Lecturer Goitse's code

Lecturer Goitse's lesson above on Paraphrasing had six code-switching examples of which five were tags and one was an inter-sentential switch. Three of the code-switches from English to Setswana were used so that the student can respond to the questions posed by the lecturer. Examples are, Yes "mma" (sir), "Ee" (Yes) and "Ee mma" (Yes ma'am). The foregoing examples have tagged certain set of words in one language and they are inserted into an utterance which is entirely in another language (Yusuf and Chyntia, 2018). The tagged words were in Setswana language and during this switch, the speaker sets aside the English language. For the one inter-sentential switch, the lecturer used it to caution the students on failure to acknowledge sources in their academic writing.

Lesson transcription seven

Faculty: Humanities

Lecturer: Kutlo

Topic: Paragraph Development

CODE-SWITCHING EXCERPTS FROM THE LESSON ON PARAGRAPH DEVELOPMENT

1. What are the characteristics of a paragraph are? **Yes "rra" (sir) TAG**	**2. Akere (Isn't) TAG** we have talked about a group of sentences and these sentences are based on different ideas.
3. When one is reading, they should not say, **"Ga tweng ha jaanong?" (What is the point here now?) INTER-SENTENTIAL ,** once it is like that it means the ideas are not linked together.	4. We are looking at the structure of a paragraph. How is it structured? Yes **"mma" (ma'am) TAG**
5. I think the thesis statement is the main idea of what the text is about. Do you agree with her? Do you agree with her? Yes. **"Le ba baneng ba sa tsholetsa matsogo" (Even those who did not raise up their hands). INTER-SENTENTIAL**	6. Which is the next part of a paragraph? **"Ee mma" (Yes ma'am) TAG**

Table 7: Lecturer Kutlo's code switches

Finally, there were some types of code-switching used during lecturer Kutlo's lesson on Paragraph Development. There were four tags and three of them were 'nomination tags' and their examples were, Yes "rra" (sir), Yes "mma" (ma'am) and "Ee mma" (Yes ma'am). It is worth noting that the other tag switch was used to 'remind' the students of what they learnt regarding sentences in a paragraph. The example was as follows; Akere (Isn't). As noted by Quarcoo and Amuzu (2016) who claimed that nomination tags revealed that English is used for discussing core academic work while Akan (and Akan/English CS) is used for passing side comments (and side sequences).

Another code-switching examples from lecturer Kutlo's lesson was inter-sentential. From the following example, "Ga tweng ha jaanong?" (What is the point here now?), the lecturer used it to 'explain' the importance of writing a coherent paragraph in academic writing. However, the second example, which was, "Le ba baneng ba sa tsholetsa matsogo" (Even those who did not raise up their hands) indicated a surprise from the lecturer. This was because when the question was first asked, the students were reluctant to respond and they all responded positively when the question was asked for the second time.

Quantitative Analysis

The analysis in this section would show how CS was used in CSS classes and this would be based on the number of occurrences. Related to the quanlitative analysis section, this section would mainly show the types of code-switches as used at the said classes. The information below analyses how code-switching was used as an interactional strategy. Two of the lessons presented below were taught by the same lecturer while the remaining five were taught by different lecturers. Code-switching in all the seven classes is presented below:

Serial No.	Lecturer's name	Number of tag switches	%	Number of inter-sentential switches	%	Total occurrence switches	Total percentage switches
1	Kago	12	**39**	4	**9**	16	**37**
2	Letso	3	**10**	2	**5**	5	**12**
3	Dimpho	2	**6**	1	**2**	3	**7**
4	Lorato	3	**10**	2	**5**	5	**12**
5	Lorato	2	**6**	0	**0**	2	**5**
6	Goitse	5	**16**	1	**2**	6	**14**
7	Kutlo	4	**13**	2	**5**	6	**14**
		31		12		43	
	TOTAL PERCENTAGES	**72**		**28**		**100**	

Table 8: Frequencies of CS in all the seven classes

Table 8 above indicates the type of code-switching that was used in CSS classes. There were a lot of tag switches as indicated by 31 occurrences out of 43 (72%) and there were also 12 (28%) inter-sentential occurrences. These results are a little bit similar to the observations made by Moghadam., et al (2012) who claimed that, "In natural conversations between two bilinguals, CS includes eighty-four percent single word switches, ten percent phrase switches, and six percent clause switching". The similarity lies on the fact that the 'tag switches, which are mostly one word, they have the highest percentage and this was followed by the inter-sentential switches which are equivalent to the previous authors, phrase switches. The only difference between the above results and Moghadam., et al (2012) claim is that there were no intra-sentential switches observed in this study, which the researcher would relate to the previous authors, 'clause switching'.

The above table also shows that there was a great variation in code-switching occurrences between lecturer Kago and the other lecturers. This is demonstrated by the 12 (39%) tag switches and the 4 (9%) inter-sentential switches while all the other lecturers' tag switches ranged between 2 (6%) and 5 (16%) while inter-sentential switches ranged between 0 (0%) and 2 (5%).

These results are consistent with the claims made by Gallois., et al (2005) when they explained the CAT. The said scholars argued that CAT is a theory of interpersonal communication, invoking the dual importance of both factors in predicting and understanding interpersonal interactions. Thus, the variations between lecturer Kago and her colleagues could suggest that the factors involved during classroom interaction contribute to different ways of code-switching.

The results of this study also revealed that there was some code-switching carried out by the students in three of the investigated classes. The results are presented in the table below:

Lecturer's name	Lecturer's tag switches	Student's tag switches	Lecturer's Inter-sentential switches	Student's inter-sentential switches	Total occurrences	Total percentages
Dimpho	1	1	0	1	3	30
Lorato (i)	2	1	1	1	5	50
Lorato (ii)	0	2	0	0	2	20
					10	100

Table 9: Frequencies of the students' code-switching

Lecturer Lorato (i) had 50% code-switches from both the lecturer and the students with a total of three tag and two inter-sentential switches. On the other-hand, lecturer Dimpho and Lorato (ii) together contributed to the other 50% of code-switching. In investigating code-switching among University of Ghana students, Quarcoo and Amuzu (2016), observed that English was used for discussing core academic work while Akan (and Akan/English CS) was used for passing side comments (and side sequences). The above scholars' observation and that of the University of Botswana CSS classes shows some discrepancy. This is because four of the students' responses were in Setswana, not English, but they were meant to discuss the topic of the day. On the other hand, Setswana language was also used by the students for "passing the side comments" such as updating the lecturer on the progress of the academic task assigned.

In conclusion, the overall code-switches were studied and investigated as follows:

	Code-switching occurrences	Code-switching percentages
Lecturers	37	86
Students	6	14
Total	**43**	**100**

Table 10: Overall code-switching frequencies for the lecturers versus the students

The lecturers used a lot of code-switches as indicated by 37 (86%) of the occurrences while the students indicated 6 (14%). When studying code-switching in University of Dar es Salaam classrooms, the same pattern (as in table 10) of code-switching was observed by Shartiely (2016) who observed that more code-switches were used by the lecturers while interacting with their students.

Discussion
The significant findings from the above seven classes are summarised and presented in this section and reference to the research question, "What type of code-switching was used and why?" is made. It was found out that there were three significant findings in this study and each of these will be discussed below.

The types of code-switching
Code-switching was mostly used as an interactional strategy by the use of tags which were then followed by the inter-sentential switches, in terms of percentages (Zirker, 2007; Wirda 2011; Kasim et al, 2019). Examples of these are reflected from both the qualitative, shown by the frequent tag switches as opposed to the inter-sentential switches in table 1 to 7.

Another example is from the quantitative results as shown by the 72% and 28% for the tag and inter-sentential switches respectively. The above results suggest that the tags were mostly used by the CSS lecturers because they were used for the following four reasons: firstly, the tags were used for "nominating" the students to provide an answer. This normally followed the questions that have been asked by the lecturer. Examples of the students' nomination were; "Ee mma" (Yes ma'am) and "Yes rra" (Yes sir). As observed by some scholars of socio-linguistics (e.g. Wirda, 2011; Kasim., et al, 2019) the tag switches could be most frequently used because they were in short expressions which did not require any grammatical rules. Another reason for more tag switches could be that they were used to soften or strengthen a request or command (Heeti & Abdely, 2016).

Secondly, the tag switches were used for "checking" the students' progress in regard to the tasks that they were asked, by the lecturers, to work on in their groups. The lecturer(s) checked the students' progress regarding the discussion so that the class can carry on with the lesson plan. Some of the examples used as tag switches were, "Ke bo mang?" (Who will be the first to start?) and "Akere" (Isn't). The use of tags for "checking" academic progress could be a strategy that the lecturers have decided to use during instruction. Just like with "nominating" tag switches, the "checking" could be used by the lecturers to soften or strengthen a request or command (Heeti and Abdely, 2016) or as noted by Moore (2010) these could be used to display communicative patterns. This suggests that there are instances in bilingual classrooms where CS is used for 'lighter' reasons and also as part of the classroom interaction.

Thirdly, it is worth pointing out that the tag switches were used by the CSS lecturers as a "questioning" strategy. For some classes, the lesson would progress in English and when it was time for questions, Setswana would be used instead. This was illustrated by the most common example of; "Akere" (Isn't it?). Interestingly, the types of questions used were rhetorical, implying that the lecturers used English, the language of instruction, for classroom interaction and used Setswana so that their students can best receive information taught. Consistent with this argument is Gregory and Webster (1996) who argued that CAT helps people to, non-consciously; adapt how they talk to how they believe their listeners will best receive the message.

Finally, the tag switches were used in the study as a way of "reminding" the students of some point previously covered in class. This was illustrated by the use of "Akere" (Isn't). One of the most notable points in this study is the use of "Akere" (Isn't it?) (refer to previous paragraph), and "Akere" (Isn't) (referred to in this paragraph). For this study, both expressions are commonly spoken interjections in Setswana. However, the difference is that, in Setswana language, the former would be pronounced with a rising intonation while the latter would be pronounced with a falling intonation. In regard to the tag switch, "Akere" (Isn't) that acts as a reminder to the students' previous tasks, Narasuman, et al (2019) argues that this interactional strategy occurs for effective communication and interaction in the classroom.

Lecturers' code-switching discrepancies
It can be noted that there were some code-switching discrepancies in the seven classes observed. Lecturer Kago had more code-switches as compared to the other six lecturers. This was demonstrated by 12 (39) tag switches for the foregoing lecturer while the other lecturers' tag switches ranged between 2 (6%) and 5 (16%) (Refer to tables 1- 8), making a total of 19 (44%). The above results are interesting because lecturer Kago's switches were almost the same as that of the other six lecturers. This suggests that the code-switches could vary from one lecturer to the other. In further explaining the switches discrepancy discussed above, many scholars of sociocultural linguistics (e.g. Wirda, 2011; Heeti and Abdely, 2016; Kasim., et al, 2019) had a similar level of agreement that the tag switches could be most frequently used because they are used to soften or strengthen a request or command. These results imply that lecturer Kago, in nominating the students, applied the interactional strategy where tag switches were used to strengthen the request.

Another discrepancy between lecturer Kago and the other lecturers was observed in the use of inter-sentential switches. The aforementioned lecturer's inter-sentential switches alone were 4 (9%) and other lecturers had their switches ranging between 0 (0%) and 2 (5%) making a total of 8 (29%). The interesting point that emerges from these results is that lecturer Kago alone contributed the inter-sentential switches that are equal the half occurrences of six lecturers. The above results could mean that lecturer Kago used the inter-sentential switches in order to assert identity with the students who are both English and Setswana speakers (Wirda, 2011). Another reason for the above results could be that the lecturer wanted to ensure that there was effective communication and interaction in the classroom (Narasuman, et al, 2019).

The students' code-switches

The final significant results from this study is that there were instances where the students code-switched from English to Setswana. These were presented as follows: 37 (86%) occurrences for the lecturers and 6 (14%) for the students (refer to table 1-7 and 10). It is worth mentioning that the students' code-switches discussed in this subsection were from only three classes out of seven and these were taught by the following lecturers; Dimpho, Lorato (i) and Lorato (ii). Even though the students' results seem very minimal, they are worth discussing because of the following two reasons: firstly, they explain the interactional strategies used in CSS classes and secondly, they would shed some light on code-switching as an interactional pattern. The results suggest that the lecturers were not the only ones who used the code-switches. The students also code-switched and this is a good yard-stick in regard to the CAT. In analysing the students' code-switching pattern(s), the findings suggest that the switches were used as an interpersonal factor (Giles., Taylor and Bourhis, 1973; Giles and Ogay, 2007; Parcha, 2014). In further merging the students' code-switches with the CAT, the patterns of convergence were demonstrated in some of the observed classes. The students' switches were a good move because it showed the relationship that the lecturers had with their students in regard to code-switching and classroom talk. This constant movement toward the lecturers and the students, helped in ensuring that there was accommodation of the other party in code-switching. It is also interesting to note that the students also had instances where they would, like their lecturers, attune their responses in order to 'carry' their listeners along. It can be argued that the foregoing parties codeswitched because, "they were motivated to adjust the codes as a way of respecting each other". In a conclusive manner, Shafi., et al (2020) assert that the lecturers and the students use CS as a teaching strategy that helps to facilitate conversation and keep communication as an ongoing process.

Conclusion

This study sought to investigate the different types of code-switching used during classroom interaction and why those types were used. It was concluded that there were only two types of code-switches, the tags and the inter-sentential, in CSS classes as opposed to the three (tags, inter-sentential and intra-sentential) types of switches that they were used for "nominating" the students, "checking" if the students are doing the assigned tasks appropriately, posing "rhetorical" questions and "reminding" the students of something that they learned earlier. Thus, from this study, CS was used for 'lighter' reasons.

 Another major conclusion of this study is that the lecturers did not use code-switching in the same manner. Some used a number of switches in one lecture while others used minimal or no switches at all. Finally, the students also code-switched, implying that both the lecturers and the students wanted to maintain their identity as bilinguals. Another reason was that they wanted to accommodate each other in the interaction process as highlighted by CAT. These results indicated that there were different code-switching patterns during classroom interaction in CSS lessons. Lastly, the implications of this study are that the lecturers and other educational practitioners should ensure that code-switching is done cautiously to ensure that it is used to improve the pedagogical practices rather than leading the practices to a decline.

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