JURNAL UPI

Investigating the impact of code switching on student's engagement in the teaching and learning of french as a foreign language in secondary schools in education

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RÉSUMÉ-ABSTRACT

Les stratégies pédagogiques multilingues sont des méthodes pédagogiques qui prennent en compte la nature multilingue de la classe. Ces stratégies sont conçues pour accueillir les étudiants qui parlent différentes langues et les aider à apprendre efficacement dans un environnement multilingue. La présente étude examine l'impact du changement de code sur l'engagement des élèves dans l'enseignement et l'apprentissage du français langue étrangère (FLE) dans les écoles secondaires. La théorie du constructivisme sous-tendait cette étude. L'étude a adopté une méthode mixte, une étude de conception de recherche séquentielle explicative où les données ont été générées par le prétest et le post-test, des entrevues de groupes de discussion et des observations structurées. Les données ont été analysées à l'aide du SSPS. L'étude révèle que le changement de code aide les apprenants à mieux comprendre le contenu en français, il aide également les apprenants à être interactifs en classe, ce qui peut améliorer le rendement des apprenants. Il est conseillé aux enseignants d'utiliser le changement de code dans l'enseignement et l'apprentissage du français langue étrangère (FLF). Il est nécessaire de mener une étude sur la façon dont les enseignants peuvent mieux utiliser le changement de code dans l'enseignement et l'apprentissage de la FFL.

ARTICLE INFO

Multilingual pedagogical strategies are instructional methods that take into account the multilingual nature of the classroom. These strategies are designed to accommodate students who speak different languages and help them to learn effectively in multilingual environment. The present study investigates the impact of code switching on students' engagement in the teaching and learning of French as a Foreign Language (FFL) in secondary schools. The theory of Constructivism underpinned this study. The study adopted mixed method, explanatory sequential research design study where data was generated through the pre-test and post-test, focus group interviews and structured observations. The data was analysed using the SSPS. The study reveals that code switching helps learners to understand better French content, it also helps learners to be interactive in class which may ameliorate the performance of learners. Teachers are advised to use code-switching in the teaching and learning of French as a Foreign Language (FFL). The is a need to conduct a study on how teachers can best use code-switching in the teaching and learning of FFL.

1. INTRODUCTION

French was introduced formally in schools in Lesotho in 1968 by the Missionary called Adalph Mabille Gill (1993). However, it seemed to be neglected by most schools since it was done in private schools and international schools. In 2009, the Ministry of Education and Training re-introduced French in secondary schools in Lesotho MoET (2009). Furthermore, the Curriculum and Assessment Policy (2009) further suggested that, minority languages such as Sephuthi, Ndebele, Xhoza, should be introduced as subjects in primary and high schools. As such, there would be majority of multilingual students in classrooms. As a result, this study investigates the impact of code switching as one of the multilingual pedagogical strategies on students' Engagement in the teaching and learning of French as a Foreign Language (FLE) in secondary schools.

Multilingual pedagogical strategies seem to be the solution in teaching and learning of French. In the context of this study, multilingual pedagogical strategies are teaching approaches that are designed for students who have the ability to communicate in two or more languages. The study will explore more on code switching as a multilingual pedagogical strategy to enhance learners' participation. In the teaching and learning of French as a foreign language. Haukas (2020) avers that in the school setting a teacher plays an integral part of being the key facilitator of learners' multilingualism. This implies that a teacher in a multilingual class should have the necessary skills and knowledge to facilitate a class this is asserted by Otwinowska (2014) when he indicates that a class for multilingual approach requires a competent teacher.

According to the context of this study, multilingual pedagogical strategies are seen as using of multiple languages in teaching and learning. Wei (2009) argues that, if multilingualism is well managed, it should be seen in various dimensions that promotes social stability, economic development, tolerance and co-existence. This can be seen in Lesotho when the ministry of Education has introduced other Nguni languages (Sephuthi, Xhoza, Ndebele) and French in the educational language policy of Lesotho MoET (2021). In as much as the policy articulates the introduction of these minority languages, Sesotho and English seem to be the most dominant language in Lesotho. Every subject from grade four (4) is taught in English except languages; that is, English is a medium of instruction from grade four (4) until higher learning institutions.

The policy acknowledges the mentioned languages other than Sesotho and English. Sesotho is native language which is spoken by approximately 85% of the population in Lesotho and this asserts that it is a dominant language in Lesotho Kula (2006). English is the second language as it is spoken mostly by the educated, people who went to formal education. This language is taught as a subject in grade 1 to 3 and as a medium of instruction from grade 4 until tertiary level MoET (2009b).

Makumane and Ngcobo (2018) contends that the revision of the policy advocates for foreign languages teaching and learning such as French in the category of other languages. French has the status of foreign language as it is not commonly used for communication by a large number of locals excluding those who have learned it at school Faniran (2017).

In study conducted in Morocco, one would conclude the use of code-switching in the teaching and learning of French as a Foreign language assist learner in double language acquisition and mastery. As it is highlighted by Radi (2021) on the findings that code switching is done for two principal purposes which is to use code-switching as contrastive strategy to compare two different linguistic systems and as a support strategy to facilitate communication. Therefore, it is evident that code switching enriches learner's linguistic skills and mastery.

However, the findings do not clearly indicate whether code switching promotes learner's engagement in the teaching and learning of French, Radi (2021) only highlights that code-switching

facilitates communication in a French class, therefore the present study investigates the impact of code-switching in enhancing learners' engagement in the teaching and learning of French as Foreign Language (FFL) in secondary schools in Lesotho.

A study was conducted by Thomson (2019) which highlights that in order for the interaction between the teacher and leaners in the French language class, to careful blend of both target language and source language be used in a class. The study was conducted with a population of 36 students of French as a Foreign Language. Classroom observation and questionnaire were used. Findings from the conducted study outlined that, the role of code-switching in French language and among others.

In Lesotho, Khalema (2023) conducted a study on using code switching in teaching and learning of Geography. He discovered that codeswitching fosters a connection between a learner and a teacher. In my opinion based on the results, code switching promotes the interaction and participation between learners and a teachers and therefore this study aims to investigate the impacts of code-switching in enhancing learners' engagement in the teaching and learning of French. Hence, I concur with Abubakar (2022) in asserting that code switching serves as a pedagogical technique that helps teachers to furnish with examples while teaching abstract concepts to the learners. Therefore, code-switching effectively enhances learners' participation and also promotes an enhanced level of comprehension.

The study is underpinned by two theories, constructivism theory and Cultural Historical Activity Theory (CHAT). Constructivism is a learning theory found in psychology which explains how people acquire knowledge and learn (Olusegun,2015). One of the principles of constructivism highlights that, it encourages ownership and voice. In other words, this theory allows learners to be active participants that engages with other learners or the teacher in the teaching and learning of French as a Foreign Language (FFL). This aligns with constructivism principle that states that there is active participation of learner (Poplack ,2017). It is learner centered Schuh (2016). He avers that learner-centered pedagogy promotes opportunities for students to be critical thinkers based on their experiences and interpretations.

More, Diego (2010) propounds that Cultural Historical Activity Theory (CHAT) refers to the interdisciplinary approach to studying human learning and development. One of the principles of CHAT attest that there is creation and modification of various types of tools to facilitate learning and communication (Vygotsky,1978). In essence, teachers of French as a Foreign Language can use adapted tools during the instructional process. In this present study the tool seems to be code switching in order to promotes student engagement in the teaching and learning of French as a Foreign Language(FFL). Equally so, constructivism views mediation as a central tool for learning. In support, (Aljohani,2017) argues that it emphasizes on how tools and artifacts mediate individuals' interactions with their environment to construct knowledge. Therefore, this CHAT and Constructivism principle align together in this study and they guide in facilitation of learners' engagement with other learners and a teacher.

In conclusion, there is a need to conduct a study focusing on the impact of codeswitching on enhancement of students' engagement in the teaching and learning of French as a Foreign Language in Lesotho. Equally so, there is a need to conduct the study on teacher's usage of code switching in a French as a Foreign language classroom in improving learner's performance. Therefore, the present study, investigates the impact of code-switching in enhancing learner's engagement in the teaching and learning of French as a Foreign Language by responding to the following research questions:

1. What are the impacts of code switching on student engagement in the teaching and learning of French as a Foreign Language (FFL)?
2. What are the effects of language diversity on student engagement and performance in French?
3. How do teachers incorporate code switching to support diverse linguistic backgrounds in the classroom?
4. Why do learners exposed to code switching behave the way they do?

2. MÉTHODE

The study has adopted mixed methods research approach. According to Shrestha and Giri (2021), mixed-method research approach includes philosophical assumptions to provide directions in the collection and analysis of data from various sources in a study. The study is also underpinned by pragmatic paradigm. This paradigm believes in multiple realities (Kivunja and Kuyini, 2017). It advocates for the comprehensive understanding of the research problem through both qualitative and quantitative evidence. Thus, this study promotes mixed-method research approach to encompass both qualitative and quantitative findings, resulting into in-depth understanding in regard to the impact of code-switching in the teaching and learning of FFL to enhance learners' engagement.

This study used explanatory sequential mixed method design, QUAN qual. Charles (2014) refers research design as the orderly planning of research which translates into drawing valid conclusions. The sequential designs necessitate the generation and analysis of data in two phases, quantitative phase and qualitative phase to provide more insights to the quantitative data (Leedy,2021).

Explanatory sequential mixed methods is one which the researcher first conducts quantitative research, analyses the results then builds on the results to explain them in a detailed way in a qualitative phase Cresswell (2018). This research design was adopted in order to generate data that provides answers to the research questions and meet the objectives of the study.

In generating data for this study, focus group discussions, structured classroom observations and test scores were utilized. Focus group interviews is defined as a discussion done purposively on a topic or related topics happening to people with the similar background or common interest Schrurink (2022). This approach involves assembling participants into groups and asking questions that enable them to express their individual as well as collective viewpoints. This method furnishes a researcher with an opportunity to delve deeper into the responses of participants and also explore issues that they may bring up Cohen et al (2018). This makes it to be appropriate for this study.

Structured classroom observations were used as data generation method. Classroom observations are tools that include rating scales, allowing quantitative data to be generated Cresswell (2014). One lesson was observed. It is believed that observation helps the researcher in understanding participants' behaviour within their natural environment, in this study, it is the classroom setting. I employed the field notes technique as recommended by Ary (2010) which enabled me to generate more insights on how using of codeswitching influenced teacher-learner interactions in the teaching and learning of French as a Foreign Language.

Test scores, this instrument is used in quantitative data generation. In this study, i used use it to measure the effectiveness of using code-switching in teaching and learning of French as a Foreign Language (FFL). Pre-test assessment was done before the intervention was utilized and then post-test assessment was done after using the intervention.

3.   RÉSULTATS ET DISCUSSION

Groups	Transcription of each themes		
	Impact of code switching	**Benefits of code switching**	**Opinions of using of code-switching in a FFL class**
Group A	"it helps us to understand" "it helps to know the meaning of words"	"it befits us to understand better in a French class"	"it should be used at least 30% in class" "we need to learn French because as School English is first language"
Group B	"understanding of knowledge" "better communication"	"it does not benefit us, it gives us less exposure to French language"	"it should not be used as it give us with less exposure
Group C	"makes us to love French"	"it helps us to translate words from French to English"	"code-switching must not be allowed in French class as it gives us less exposure to French language"

The table above shows the general information obtained from the focus group interviews with A, B and C. Most learners in groups highlighted that codeswitching helps them to understand better the French content. They further highlighted that they benefit from an it enhances their interaction in class amongst themselves as learners and with a teacher. As a result, their academic performance ameliorates.

3.1.2. Calculations of the pre-test scores and post-test scores

Tabel 1.2 Calculations of the pre-test scores and post-test scores

Pre-test		*Post-test*	
Mean	45.7	Mean	68.5
Standard Error	2.985335	Standard Error	2.281569
Median	46.5	Median	67.5
Mode	40	Mode	65

Standard		Standard	
Deviation	9.440457	Deviation	7.214954
Range	31	Range	20
Minimum	28	Minimum	60
Maximum	59	Maximum	80
Sum	457	Sum	685
Count	10	Count	10

The table above highlights the finding of the calculations of the pre-test scores and post-test scores in the teaching and learning of French as a Foreign Language. The study reveals that using of code switching in a FFL class enhances learner's engagement and results into good academic performance of learners. This is highlighted when the average mean for pre-test score is 45.7 and the one for post-test score is 68.8 showing an increase of 21.8. therefore, it is evident code-switching in the teaching and learning of French has the positive impact as the average test scores have increased.

Equally so, the minimum average for pre-test score is 28 whereas for post-test scores is 60. This shows the significant increase of 32 of the minimum average as a result, codeswitching is impactful. It is clear based on table 1.2 that it accelerates the performance of the learner. Khalema and Raselimo (2024) points out that the use of code switching in the teaching and learning improves the learners' academic performance.

3.1.3. Detailed data presentation per research question

What is the impact of code switching on student engagement in the teaching and learning of French as a Foreign language?

During the focus group interviews with learners, the study revealed that code-switching may have positive impacts and negative impacts in the teaching and learning of French as a FFL. However, most participants highlighted that codeswitching has the positive impacts in as far as teaching and learning of FFL is concerned.

In group A, one participant said "code-switching helps us to understand, again, it helps us to understand better some concepts in French and get what the teacher is saying." This suggest that, the use of code-switching is positive as learners comprehend better when it is used in the French class. In my opinion when learners understand some French content, they will be engaged in the teaching and learning

What are the effects of language diversity on student engagement and performance in French as a Foreign Language?

Learners of FFL in a French class have better understanding of French content when codeswitching is utilized as a pedagogical strategy during teaching and learning of French as a Foreign Language (FFL). Codeswitching enhances learner's engagement with a teacher and with other learners which results to improved academic performance in French. Khalema (2023) adds that the use of code switching does not only augment the participation of learners in a class but also ameliorate the performance of learners.

How do teachers incorporate codeswitching to support diverse linguistic backgrounds in a classroom?

In school where this study was carried out, learners are from different linguistic backgrounds from different countries in the world. As a result, they learn English as their first language in the school curriculum. Therefore, in the teaching and learning of French as a Foreign Language (FFL) English language was used together with French. During the instruction process, a teacher may explain some concept in English so that learners can comprehend them. Learners interaction with other learners and with a teacher was enhanced, learners were able to communicate in French.

Why do learners exposed to codeswitching behave the way they do?

Learners exposed to codeswitching are active participants in a class of French as a Foreign Language class. This was observed during the structured observation where learners were interactive in a FFL class. Furthermore, as it was stated by learners that during the focus group interviews. "code-switching in a French class helps us to understand better" this suggest that code switching helps learners to comprehend French content which leads to their interaction among themselves and with a teacher and that boost their academic performance in French as a Foreign Language.

Discussion

The study sought to investigate the impact of codeswitching in enhancing learners' engagement in the teaching and learning of French as a Foreign Language in secondary schools. Based on the focus group interviews, one could conclude that code switching enhances learners' engagement in the teaching and learning of FFL as it boosts learners understanding of French content and this may result into good performance.

Additionally, analysis from the methods applied, qualitative and quantitative reveal that using of codeswitching in the teaching and learning of French as a Foreign Language enhances learners' engagement and learners' comprehension of French content in class. This study also reveals that codeswitching in French education is essential as it boost learners understanding "I understand better when codeswitching is used in the French class, i also follow well in class" this is what one of the learners during focus group interviews articulated. Therefore, this suggest that, it is vital and indispensable to use code switching in the class of French as a Foreign Language(FFL).

Maluleke (2019) propounds that codeswitching helps teachers to clarify concepts that are complex and encourages active participation among learners. This means that utilisation of codeswitching to explain difficult concepts to learners means that learners will fully comprehend and lead to good academic performance of learners. Furthermore, the analysis also reveals that the usage of codeswitching in the teaching and learning of French as a Foreign Language can improve learner's academic performance and promote the participation of learners. Khalema and Raselimo (2024) highlight that codeswitching in the teaching and learning facilitates the comprehension of the content and it promotes the engagement of learners in the instruction process. This implies that in a FFL class learner will easily comprehend the content and also there would be engagement.

However, generated data also reveals that overuse of codeswitching gives learners less exposure to French language. "I won't be able to speak with other French students without codeswitching". This are some of the statements that were uttered during the focus group interviews with learner of FFL. Therefore, this clearly means that the overuse of codeswitching may give learners les exposure to French language. I am therefore of the opinion that a teacher of FFL could use codeswitching in class when there is a need to do so, like clarifying some complex French content only.

To add more, this would be to give learners more exposure to French language. This will result into learners who will be able to be independent in the usage of French language without using codeswitching. MoET (2009) confirms that, French was re-introduced in Lesotho secondary schools so as to enable Basotho to participate globally through the knowledge of French as it is one of the most learned languages after English. Furthermore, to be globally competitive in the job markets, they must use French language without a need to codeswitch, they will easily participate globally.

4. CONCLUSION

Codeswitching has the positive impact on student engagement in the teaching and learning French as a Foreign Language (FFL) as it fosters the understanding of learners in a FFL class, additionally, it helps learners to easily comprehend French content in a class, which leads to passing

of French by learners. Also, communication becomes easy when learners are exposed to French content and when they understand it.

The results reveal that there is a need for further research on this area more specifically on how can teachers of French as a Foreign Language (FFL) can best use code-switching in the teaching and learning of FFL. It can therefore be advisable for teachers of French as a Foreign Language (FFL) to use codeswitching in the teaching and learning in order to enhance learners' engagement.

REMERCIEMENTS

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