Reading & Writing - Journal of the Literacy Association of South Africa
ISSN: (Online) 2308-1422, (Print) 2079-8245

Bridging the gap in teaching comprehension in English as First Additional Language in two Phases, Grade 3 and Grade 4 teachers' perspective

Check for updates

Author:
Charity Z. Fynn[1]

Affiliation:
[1]Department of Early Childhood Care and Education, Faculty of Education, University of Fort Hare, Alice, South Africa

Corresponding author:
Charity Fynn,
cfynn@ufh.ac.za

Dates:
Received: 26 Sept. 2025
Accepted: 23 Jan. 2026
Published: 09 Apr. 2026

How to cite this article:
Fynn, C.Z., 2026, 'Bridging the gap in teaching comprehension in English as First Additional Language in two Phases, Grade 3 and Grade 4 teachers' perspective', *Reading & Writing* 17(1), a617. https://doi.org/10.4102/rw.v17i1.617

Copyright:
© 2026. The Author. Licensee: AOSIS. This work is licensed under the Creative Commons Attribution 4.0 International (CC BY 4.0) license (https://creativecommons.org/licenses/by/4.0/).

Read online:
Scan this QR code with your smart phone or mobile device to read online.

Background: Reading proficiency in English as a First Additional Language remains a critical challenge in South Africa and other countries. The 2021 Progress in International Reading Literacy Study starkly highlighted this issue, revealing that South African 10-year-olds perform at an extremely low level of reading for meaning, scoring 288 points far below the international centre point of 500 and ranking last among 65 participating education systems.

Objectives: To investigate the pedagogical and systemic challenges teachers face in assisting learners with the transition from mother tongue instruction in the Foundation Phase to English as the primary language of teaching and learning at the start of Grade 4.

Method: Informed by a constructivist paradigm, the research employed a qualitative approach. Twelve Grade 3 and Grade 4 language teachers were purposively sampled from four under-resourced rural schools. Data were collected through classroom observations and a semi-structured focus group interview to explore teaching practices. Document analysis was conducted to provide context and allow for rich qualitative data.

Results: Thematic analysis revealed a systematic misalignment between policy, curriculum design, and classroom practice. Results indicated profound lack of targeted teacher development and institutional support, and indicated that transition to English is sudden, causing academically capable Grade 3 learners to struggle in Grade 4.

Conclusion: The abrupt linguistic transition is disadvantageous to learners, with no coherent plan to manage it. Grade 3 teachers are left to cope individually.

Contribution: The study contributes specific recommendations to address this systemic failure: implementing robust teacher professional development programmes; adopting a structured dual-language scaffolding model; and ensuring the provision of sufficient high-quality resources to support a more gradual and effective transition.

Keywords: comprehension; reading; translanguaging; literacy; Grade 3; Grade 4; language of teaching and learning.

Introduction

It is often acknowledged that teaching English as a First Additional Language (EFAL) is a major worldwide difficulty. Reading with comprehension of EFAL continues to pose a challenge in South Africa. In the Foundation Phase, the Language of Learning and Teaching (LoLT) is mother tongue up to Grade 3 (Fesi & Mncube 2021). From Grade 4 onwards, the LoLT changes to EFAL. This transition from mother tongue in Grade 3 (Foundation Phase) to Grade 4 English (Intermediate Phase) creates significant comprehension challenges (Mataboge 2024). Learners struggle to read for meaning in Grade 4, affecting overall academic progress (Cekiso, Boakye & Olifant 2024). Progress in International Reading Literacy Study (PIRLS) 2001–2021 data reveal that only 19% of South African learners can read for meaning.

The Department of Basic Education (DBE) views the transition from Grade 3 to Grade 4 as a move from 'learning to read' to 'reading to learn'. 'Learning to read' is developing the fundamentals of reading, including phonics, letter sounds and word recognition. On the other hand, 'reading to learn' is the use of reading as a tool to understand new information and ideas from a wide range of subjects such as Natural Science, History, Mathematics, and others. This means that Grade 3 focuses on foundational reading skills, while Grade 4 uses those skills to access content across all subjects, which requires the use of a new LoLT, typically English. This creates a challenge for

Grade 4 learners, as they have not yet mastered English in Grade 3. A variety of interventions and programmes have been developed to boost reading in the Foundation Phase in South Africa. The majority of these interventions lack review studies (Silverman et al. 2020).

Background

The results from studies from PIRLS 2001, 2006 (Mullis et al. 2007), 2011, and 2016 indicated that South African children cannot read with meaning. When looking at the PIRLS 2021 results, a slight improvement was indicated as compared to previous studies, but the improvement is not significant in the classroom. Grade 3 learners who are promoted to Grade 4 are still struggling with reading. One of the major struggles that Grade 4 teacher highlighted is the fact that they are now teaching in English across all languages. This sudden transition in the LoLT creates a gap in EFAL reading in South Africa between the Foundation Phase (Grades R–3) and Intermediate Phase (Grades 4–6) continues to be a major obstacle.

Theoretical framework

The study is informed by a constructivist paradigm, and discusses how social interactions influence knowledge creation (Vygotsky 1987). This concept emphasises how scaffolding, peer cooperation, and culturally sensitive teaching can help language acquisition in EFAL environments. According to recent research, learners who switch between instructional mediums experience more cognitive dissonance when language regulations are inconsistent (Chauke & Malatji 2024). The articulation gap, as defined by the Council on Higher Education, reflects a systemic failure to align curricular expectations between phases, disproportionately affecting rural learners who lack exposure to English outside school (DoE 2023). By combining these viewpoints, this study presents EFAL reading as a socially situated activity that calls for deliberate policy and pedagogical coherence. Socio-constructivism emphasises the value of social interactions and cultural contexts in education. Learning EFAL is more challenging in South Africa's multilingual context since Grade 4 students regularly move from their native tongues to English (Naketsana 2019). The disparities in literacy practices among different socioeconomic groups exacerbate the challenges faced by students, particularly those from low socioeconomic backgrounds (Boakye 2015).

Literature review

Teaching comprehension in English as a First Additional Language contexts

Reading comprehension is a foundational component of literacy and academic achievement, particularly in multilingual contexts such as South Africa, where many learners study EFAL. The transition from Grade 3 to Grade 4 marks a shift from 'learning to read' to 'reading to learn', and this shift often exposes significant gaps in learners' comprehension abilities. Recent South African research indicates that many EFAL learners enter Grade 4 without the linguistic and cognitive preparedness needed to understand content-rich texts (Spaull & Pretorius 2022). Teachers' perspectives are therefore crucial in understanding both why these gaps persist and which instructional practices best support comprehension development across both phases.

Teaching comprehension to EFAL learners requires intentional, language-rich instruction that clearly expands vocabulary, facilitates the creation of meaning, and supports students' comprehension of texts in a variety of contexts.

Unlike home-language learners, EFAL learners must simultaneously decode text and acquire the linguistic structures necessary for meaning-making. Studies show that comprehension does not naturally develop once decoding becomes automatic; instead, it requires deliberate teaching focused on vocabulary, language structures and cognitive processing skills (Carter 2023; Elston, Tiba & Condy 2022). This implies that comprehension should be explicitly embedded in daily literacy instruction in both Grade 3 and Grade 4.

Clear instruction in comprehension development

Recent literature widely supports explicit instruction as an effective method for improving comprehension outcomes in EFAL classrooms. Explicit instruction involves modelling, explaining, and demonstrating how skilled readers use strategies such as predicting, questioning, summarizing, and inferencing (Mbambo-Marimirofa, Phillips & Condy 2023). Elston et al. (2022) shows that EFAL learners significantly benefit when teachers use think-alouds to make reading processes visible. Explicit instruction also helps learners navigate academic language demands, which increase sharply in Grade 4 as texts become longer, more complex, and content specific.

For the transition between phases, explicit teaching is essential because many Grade 4 teachers assume learners already possess comprehension strategies, even though research shows these strategies are rarely fully acquired by the end of Grade 3 (Carter 2023). Strengthening explicit instruction across both phases is therefore key to bridging the comprehension gap.

Scaffolding as a support mechanism

Scaffolding is a temporary, structured support that helps learners perform tasks they cannot yet do independently and plays a vital role in EFAL comprehension development. Scaffolding practices include pre-teaching vocabulary, using visual aids, guiding learners through texts with structured questions, and modelling text navigation skills. Uçak and Kartal (2023) found that scaffolded instructional tools, such as sentence frames, significantly improved comprehension outcomes for multilingual learners. However, studies show a concerning reduction in scaffolding as learners move into Grade 4, despite an increase in text difficulty (Dyosini 2024).

When scaffolding is inconsistent across phases, learners experience a sudden drop in support, contributing to comprehension breakdowns. Maintaining structured scaffolding across Grade 3 and Grade 4 is therefore essential for ensuring continuity.

Systematic development of reading skills

Literature emphasises that comprehension must be built on a systematic progression of reading skills, including decoding, fluency, vocabulary, and higher-order comprehension abilities.

Research shows that reading instruction is most effective when skills are taught sequentially and reinforced continuously (World Bank 2018). If learners enter Grade 4 without automatic decoding or adequate fluency, they struggle to process the more advanced texts required across subjects (Carter 2023). South African studies highlight gaps in this progression, noting that Foundation Phase teachers often emphasise phonics and decoding, while Intermediate Phase teachers assume these skills are already mastered (Spaull & Pretorius 2022). This misalignment creates a discontinuity that affects EFAL comprehension. A systematic skills-development approach that spans both phases can therefore help ensure that learners have the foundational abilities needed for Grade 4 comprehension demands.

Structured support for English as a First Additional Language learners

English as a First Additional Language learners require sustained, targeted and curriculum-aligned support throughout their reading development.

Such structured support includes access to relevant reading materials, consistent guidance during reading tasks, differentiated instruction, and opportunities for guided and shared reading (Dyosini 2024). Teachers frequently report challenges such as large class sizes, limited reading resources, and insufficient professional development that hinder their ability to provide structured support (Maja 2025). Teacher support structures, especially professional development focused on comprehension instruction, have been shown to improve EFAL teaching practices. Tiba (2023) found that after teachers attended comprehension-focused workshops, their confidence and ability to teach reading strategies improved noticeably. When teachers feel supported and have access to structured materials, explicit comprehension instruction becomes more consistent and effective.

Comprehension strategies suitable for English as a First Additional Language learners

Recent empirical research conducted by Carter (2023) identifies several comprehension strategies particularly effective for EFAL learners when taught explicitly and supported with scaffolds. Strategies such as prediction, generating questions, clarifying, visualising, summarising, and making inferences must be integrated into daily reading instructions and be taught daily to the learners. Carter notes that strategies must be integrated into daily instruction and taught repeatedly for learners to internalise them. Mbambo-Marimirofa et al. (2023) adds that EFAL learners require additional language support (e.g. simplified explanations, contextual examples, bilingual cues) to successfully apply these strategies.

Bridging the Grade 3 to Grade 4 comprehension gap

Literature consistently highlights the mismatch between the reading skills learners possess at the end of Grade 3 and the academic language demands they encounter in Grade 4. Spaull and Pretorius (2022) argue that bridging this gap requires intentional alignment of teaching practices, shared planning between teachers across phases, and continuity in scaffolded support and explicit instruction. Key recommendations emerging from recent research include: (1) strengthening explicit comprehension strategy teaching in both phases; (2) maintaining scaffolding into Grade 4 rather than withdrawing it; (3) ensuring systematic development of reading skills from Grade 1 to Grade 4; (4) providing structured support and high-quality teaching materials; (5) enhancing teacher professional development on EFAL comprehension; and (6) facilitating collaboration between Foundation and Intermediate Phase teachers. When these interventions are combined, learners experience smoother transitions, stronger comprehension growth, and improved academic readiness for content subjects.

Research methods and design

To collect detailed information on teachers' experiences and methods for teaching reading in EFAL, this study uses a qualitative research approach that includes semi-structured interviews and classroom observations. The study is based on a constructivist perspective, which emphasises how social interactions and contextual awareness co-create knowledge. The total of 12 participants were purposefully selected from four different primary schools who have Grade 3 and teach EFAL.

Participants are deliberately selected based on their specific expertise related to the focus of the study. In contrast, probability sampling ensures that every member of the population has an equal chance of selection. This study employs purposive (non-probability) sampling (Jacobs 2024). The semi-structured interviews used in this study captured the uniqueness of each participant's experiences. Semi-structured interviews are qualitative by nature. Semi-structured interview flexibility enables the ability to probe more detail and explore new themes that may emerge; the interviews are open ended, which gives rise to rich data which are not limited.

Engaging deeply with each participant to gain rich data is crucial as stated by Creswell and Creswell (2017). Convenience sampling, as the name suggests, is a form of sampling in which participants are purposively selected

based on their availability and willingness to participate in the study (Cohen, Manion & Marrison 2002:Comment 8).

To ensure a range of viewpoints on transitional challenges, educators from both Foundation Phase and Intermediate Phase were included in the purposively sampled participants. Interviews in both English and isiZulu were examined based on the following: Instructional strategies for EFL reading, perceptions of curriculum alignment, resource accessibility, and institutional support structures. Document analysis was used to offer a way to confirm findings through triangulation. Data were collected using thematic coding, which was used to translate, transcribe, and analyse the data.

Data were transcribed using classroom observation. By providing empirical evidence of teaching behaviours and practices, this methodological technique allows the researcher to contextualise and triangulate the data from focus groups and interviews, while also capturing the actual data on language exchanges and teaching practices. Face-to-face interviews with Grade 3 teachers were undertaken for this study to examine their unique teaching EFAL tactics, experiences, and obstacles. Focus group interviews were used in this study to promote teacher engagement, and to allow them to talk about common issues and experiences. Validity was increased by triangulation with observations in the classroom and document reviews, such as lesson plans and Curriculum Assessment Policy Statements (CAPS). Anonymisation of school identities and informed permission were ethical considerations.

Ethical considerations

Ethical clearance to conduct this study was obtained from the University of Zululand Research Ethics Committee (No. UZREC 171110-030 PGD 2023/7).

Results

Learners face a breakdown at Grade 4 due to mismatched instruction and reduced support

The transition from Grade 3 to Grade 4 marks a significant shift from learning to read, to using reading as a tool for learning across all subjects.

A key finding is the mismatch between learners' reading skills at the end of Grade 3 and the academic demands at the start of Grade 4. This becomes problematic when Grade 4 teachers assume that learners have already mastered comprehension skills and therefore reduce essential support, such as pre-teaching vocabulary, while the reading texts become more complex. As a result, many learners experience significant comprehension difficulties.

Comprehension does not develop naturally after decoding and must be explicitly taught

The literature shows that EFAL learners cannot acquire comprehension skills automatically once they learn to decode; they require intentional, explicit instruction that models how to use strategies such as predicting, questioning, summarising, visualising, and inferencing (Carter 2023; Elston et al. 2022; Mbambo-Marimirofa et al. 2023). This suggests that insufficient attention is given to the development of comprehension skills among Grade 3 learners, despite comprehension representing a critical culminating stage in the "learning to read" process. Furthermore, a major comprehension gap occurs during the Grade 3–4 transition due to misaligned instructional expectations. A consistent finding in the literature is that many EFAL learners enter Grade 4 without sufficient reading fluency, vocabulary or academic language proficiency to handle more complex texts (Spaull & Pretorius 2022). Grade 4 teachers often assume learners already possess comprehension strategies, even though research shows these strategies are seldom mastered by the end of Grade 3 (Carter 2023).

Strengthening comprehension through collaboration

The literature emphasises that solutions cannot be isolated to a single grade. A systematic progression of reading skills from decoding to fluency to high-order comprehension must be reinforced from Grade 1 to Grade 4.

Lack of resources

Teachers were forced to make materials from out-of-date textbooks since schools lacked graded readers and visual aids. For reading to be worthwhile its learners need to be exposed to different reading material. Learners find their own way to be good readers if there is a variety of reading material. DBE (2011) states the importance of learners' exposure to reading through word-walls in the classroom, encouraging the learners to read more EFAL books. Lack of reading resources contributes to the difficulty in improving reading in schools. Proper access to reading materials improves the development of good reading skills (Rosyida & Ghufron 2018).

Code-switching as a two-sided tool

Code switching proves effective in the teaching of reading in EFAL; however overreliance and total dependency on code-switching hinders the proficiency development in EFAL. Although code-switching improved understanding, it made it more difficult to use academic English terminology. The overuse of code-switching when teaching EFAL reflects as a hinderance in reading with comprehension especially when speaking the language (Zano & Sibanda 2024).

Recommendations

Learners' growth of reading comprehension in EFAL is not adequately supported by the current curriculum and classroom circumstances. Urgent improvements are required to solve this, such as giving more comprehension of a focus on lesson plans, extending EFAL instruction in Grade 3, providing students with a variety of relevant reading resources, and providing teachers and students with organised help as they move into Grade 4. In the absence of these measures, South Africa's fundamental literacy crisis

would continue, resulting in inequalities and subpar academic performance.

Conclusion

Rethinking language policy as a continuum rather than a phase-specific mandate is necessary to close the EFAL articulation gap. South Africa can lessen the linguistic and cognitive disturbances that jeopardise the learning paths of rural learners by emphasising teacher autonomy and resource parity. Longitudinal effects of dual-language models on Intermediate Phase academic achievement should be investigated in future studies. In the teaching of EFAL in the Foundation Phase, the findings reveal a notable gap between curriculum policy and classroom practice, particularly in relation to reading comprehension. This gap has serious implications for learner performance and long-term academic success in South Africa, especially during the transition to English as the LoTL in Grade 4.

Learners' capacity to become proficient readers is hampered by the curriculum's lack of emphasis on reading comprehension skills and the inadequate time allotted for reading teaching in EFAL. In the absence of organised reading exercises that incorporate comprehension, oral reading, and decoding, students are not adequately equipped to meet the linguistic requirements of the Intermediate Phase. The existing curriculum and assessment methods prioritise knowledge, leaving students susceptible when the LoTL changes, as confirmed by the experiences of teachers.

Acknowledgements

This article is based on research originally conducted as part of Charity Z. Fynn's doctoral thesis titled 'Investigating the teaching of reading in English as First Additional Language in Grade 3 in Ugu District', submitted to the Department of Curriculum Studies, Faculty of Education, University of Zululand, in 2025. The thesis was supervised by T.A. Mbatha and A. Kutame. The supervisors were not involved in the preparation of this article and were not listed as co-authors. Portions of the thesis have been revised, updated, and adapted for publication as a journal article. The original thesis is not yet publicly available.

Competing interests

The author declares that no financial or personal relationships inappropriately influenced the writing of this article.

CRediT authorship contribution

Charity Z. Fynn: Conceptualisation, Methodology, Formal analysis, Investigation, Writing–original draft, Visualisation, Project administration, Software, Data curation, Resources, Writing–review & editing. The author confirms that this work is entirely their own, has reviewed the article, approved the final version for submission and publication, and takes full responsibility for the integrity of its findings.

Funding information

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Data availability

The author confirms that the data supporting this study and its findings are available within the article and its listed references.

Disclaimer

The views and opinions expressed in this article are those of the author and are the product of professional research. It does not necessarily reflect the official policy or position of any affiliated institution, funder, agency, or that of the publisher. The author is responsible for this article's findings and content.

References

Boakye, N., 2015, 'The social dimension of reading literacy development in South Africa: Bridging inequalities among the various language groups', *International Journal of the Sociology of Language* 2015(234), 133–156. https://doi.org/10.1515/ijsl-2015-0008

Carter, J., 2023, 'Supporting preservice teachers to become informed teachers of reading through one-to-one tutoring in an English initial teacher education setting', *Education 3-13* 51(4), 543–556. https://doi.org/10.1080/03004279.2021.1985578

Cekiso, M., Boakye, N. & Olifant, F., 2025, 'Understanding the reading practices of first-year university students through their experiences', *Literator–Journal of Literary Criticism, Comparative Linguistics and Literary Studies* 46(1), 2105. https://doi.org/10.4102/lit.v46i1.2209

Chauke, E. & Malatji, K.S., 2024, 'Exploring the implications of the articulation gap on Grade 6 EFAL learners' essay writing skills', *E-Journal of Humanities Arts and Social Sciences* 5(4), 364–379. https://doi.org/10.38159/ehass.2024541

Cohen, L., Manion, L. & Morrison, K., 2002, *Research methods in education*, Routledge/Falmer, London.

Creswell, J.W. & Creswell, J.D., 2017, *Research design: Qualitative, quantitative, and mixed methods approach*, Sage, Thousand Oaks.

Department of Basic Education (DBE), 2023, *Annual performance plan 2023/2024*, viewed from https://www.education.gov.za.

Department of Basic Education (DBE), 2011, *National Curriculum Statement (NCS): Curriculum and assessment policy statement Grades R–12*, Government Printer, Pretoria.

Department of Basic Education (DBE), 2020, *Action plan to 2030*, Department of Basic Education (Online), viewed 14 November 2022, from https://www.education.gov.zaPortals0DocumentsPublicationsSector%20plan%202019%2015%20Sep%202020.pdfver=2020-09-16-130709-860.

Dyosini, T.P., 2024, 'Professional development of teachers: Perceptions and challenges of foundation phase teachers', *South African Journal of Childhood Education* 14(1), 1572. https://doi.org/10.4102/sajce.v14i1.1572

Elston, A., Tiba, C. & Condy, J., 2022, 'The role of explicit teaching of reading comprehension strategies to an English as a second language learner', *South African Journal of Childhood Education* 12(1), 1097. https://doi.org/10.4102/sajce.v12i1.1097

Fesi, L. & Mncube, V., 2021, 'Challenges of English as a first additional language: Fourth grade reading teachers' perspectives', *South African Journal of Education* 41(3), 1849. https://doi.org/10.15700/saje.v41n3a1849

Jacobs, M., 2024, 'After neoliberalism: Economic theory and policy in the polycrisis 1', *Political Quarterly* 95(4), 598–611. https://doi.org/10.1111/1467-923X.13363

Maja, M.M., 2025, 'Perceptions of English first additional language teachers on in-service training for integrating digital skills in rural schools', *Interdisciplinary Journal of Rural and Community Studies* 7(1), a09. https://doi.org/10.38140/ijrcs-2024.vol7.1.09

Mataboge, S.K., 2024, 'Examining the influence of COVID-19 pandemic on mentoring novice academics in Online Distance Education and Learning (ODEL)', *Annals of the University of Craiova for Journalism, Communication and Management* 10(1), 33–42.

Mbambo-Marimirofa, S., Phillips, H.N. & Condy, J., 2023, 'Explicit teaching strategies used to enhance comprehension skills of a second language learner', *Per Linguam: A Journal of Language Learning / Per Linguam: Tydskrif vir Taalaanleer* 39(2), 63–78.

Mullis, I.V.S., Martin, M.O., Kennedy, A. & Foy P., 2007, *PIRLS 2006 international report: IEA's progress in international reading literacy study in primary schools in 40 countries*, Boston College, TIMSS & PIRLS International Study Center, Boston, MA.

Naidoo, D. & Mabaso, M., 2023, 'Social constructivist pedagogy in business studies classrooms teachers' experiences and practices', *Perspectives in Education* 41(2), 62–76. https://doi.org/10.38140/pie.v41i2.7151

Naketsana, M., 2019, 'Language transition and epistemic access the teaching and learning of English as first additional language in the foundation phase', Unpublished master's thesis, University of the Western Cape, South Africa, viewed 08 March 2025, from http://etd.uwc.ac.za/.

Rosyida, F. & Ghufron, M.A., 2018, 'Herringbone and tri focus Steve Snyder technique: The techniques for teaching reading comprehension viewed from students' reading habit', *International Journal of Instruction* 11(3), 603–616. https://doi.org/10.12973/iji.2018.11341a

Silverman, R.D., Johnson, E., Keane, K. & Khanna, S., 2020, 'Beyond decoding: A meta-analysis of the effects of language comprehension interventions on K–5 students' language and literacy outcomes', *Reading Research Quarterly* 55, S207–S233. https://doi.org/10.1002/rrq.346

Spaull, N. & Pretorius, E., 2022, *Early grade reading in South Africa*, Oxford University Press, Cape Town.

Tiba, C., 2023, 'Motivation to explicitly teach reading comprehension strategies after a workshop', *Reading & Writing – Journal of the Reading Association of South Africa* 14(1), 405. https://doi.org/10.4102/rw.v14i1.405

Uçak, G. & Kartal, G., 2023, 'Scaffolding design to increase reading comprehension for learners of English through online strategy training', *E-Learning and Digital Media* 20(4), 402–423. https://doi.org/10.1177/20427530221111268

Vygotsky, L.S., 1987, *The collected works of LS Vygotsky: The fundamentals of defectology*, vol. 2, Springer Science & Business Media, Berlin.

World Bank, 2018, *Technology landscape for digital identification*, World Bank, Washington, DC.

Zano, K. & Sibanda, J., 2024, 'Code-switching-normal oversight on the part of bilingual speakers: A review of literature', *International Journal of Research in Business & Social Science* 13(7), 500–507. https://doi.org/10.20525/ijrbs.v13i7.3417