A COMPARATIVE STUDY ON THE INFLUENCE OF TRANSLANGUAGING IN GRADE 4 LIFE SKILLS CLASSROOM AT GREENVALLEY CIRCUIT, BOHLABELA DISTRICT, MPUMALANGA PROVINCE.

by

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DISSERTATION

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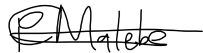**SUPERVISOR: Dr MA Khosa**

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DECLARATION

I declare that the dissertation hereby submitted to the University of Limpopo, for the degree of Master of Education (Language Education) has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

Malebe, PN (Miss)   05 October 2021

Surname, Initials (title)   **Date**

DEDICATION

I humbly dedicate this work to my grandfather **TOBIAS FANEEBOTSE MALEBE** who passed on before I could complete my dissertation. I am truly grateful for the support he gave me from my childhood until the day God called him. You played the fatherly role to all generations, Robala ka khutšo Mmina Tau!!!

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ABSTRACT

Majority of South African learners come from diverse linguistic, social and cultural backgrounds. Therefore, their diversities in classroom require learning and teaching approaches that are capable of ensuring that classroom interactions fulfil learners' multilingual needs and also help to improve the learning conditions–and thus the educational system of the country. Learners in South African rural and township schools have limited exposure to English. They come from impoverished backgrounds in which English does not form part of their daily communication, except that they are only exposed to the language at school. Translanguaging seems to be an approach that can be implemented to overcome language barriers in classrooms and resolve the challenges pertaining to the educational system of South Africa. This study aims to disclose how Translanguaging can be implemented to disrupt power imbalances of languages and how its implementation can create an inclusive classroom. The aim of this study is to investigate the benefits of using Translanguaging in a Grade 4 during Life Skills lessons. The study used a qualitative research methodology and adopted a comparative research design. The study has found that learners learn better in a language that they are proficient in. The implication to this finding is that policy makers must be advised to either add Translanguaging as a learning model to the existing models or redesign the existing models to bring transformation as well as to promote African languages as media of instruction.

LIST OF ABBREVIATIONS

CAPS	Curriculum Assessment and Policy Statement
CBD	Central Business District
CUP	Common Underlying Proficiency
DOE	Department of Education
ESL	English Second Language
FAL	First Additional Language
FET	Further Education and Training
HL	Home Language
LiEP	Language in Education Policy
LoLT	Language of Learning and Teaching
MKO	Most Knowledgeable Other
MoI	Medium of Instruction
NLP	National Language Policy
PIRLS	Progress in International Reading Literacy
SUP	Separate Underlying Proficiency
UDSM	University of Dar es Salaam
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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CHAPTER ONE

ORIENTATION OF THE STUDY

GENERAL INTRODUCTION OF THE STUDY

South Africa is well known for its remarkable history of apartheid and the super diverse nature of races, cultures, religions and languages. Historically, languages were used as a mechanism of segregating and creating divisions among the black people and to give power to those who spoke English and Afrikaans. Languages, especially Home languages and English language, remain powerful tools for success in education even today. However, there seem to be boarders that create distances between languages and in turn present languages as unit codes that do not supposedly burrow from each other. Thus, scholars such as Garcia (2009), Creece and Blackledge (2010), Madiba (2012) and Makalela (2015) highlight that there should be significant and practical measures to dismantle the boundaries that exist between languages. These authors propose that translanguaging be used as a vehicle for de-colonisation, transformation of previously disadvantaged languages and renaissance of the dysfunctional educational systems which only regard two languages such as English and Afrikaans as the only most important languages for learning and teaching. Therefore, this study investigates the influence of translanguaging in learning and teaching in the fourth grade of the selected South African schools. This study aims to disclose how translanguaging can be implemented to overcome power imbalances of languages and how its implementation can create inclusive learning environments for learners with different language backgrounds.

The current chapter, however, presents the general introduction of the study and draws preliminary discussions of the literature review, research methodology, the aims of the study, the significance of the study and the overview of chapters.

1.1 BACKGROUND AND MOTIVATION

South Africa is a multiracial, multicultural and multilingual country. The multilingualism of the country is in line with the number of languages spoken across all parts of the country (National Language Policy (NLP), 2003). During apartheid, language was one of the aspects in which colonialism was reinforced. As a result, English and Afrikaans

were the two dominant languages and ones which were recognised as official languages. The Bantu Education Act (1953) was the policy used in the educational system of South Africa. The Bantu Education Act promoted the use of both English and Afrikaans as the main Media of Instructions. However, Afrikaans was more dominant in the classroom than was the English language.

The Constitution of South Africa (1996) recognises 11 official languages and further necessitates the equal treatment of all languages. Currently, the Language in Education Policy (LiEP) (1997) is the policy implemented in education and it aims to promote multilingualism in education. Language is a human right and it is protected through laws such as The Constitution of South Africa, 1996, Bill of rights and language policies such as NLP of 2003 and LiEP of 1997. Even though laws and policies appropriately articulate language rights, the promotion of the previously marginalised languages especially in education seem to be far from being implemented.

Despite research done on the role of language in education, there has not been a definite approach suitable for the South African context. With the frequent changes and amendments of the curriculum, failure and school dropout rates continue to escalate. The problem is not with the curriculum but the medium in which education is offered. United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2003) articulates that the best way to learn is through mother tongue. Language plays a central role in education, as it is by the use of a language that much learning takes place. Majority of South African learners are English Second Language (ESL) speakers. The use of English as a medium of instruction is a barrier to accessing effective education.

The practice in education is that in the foundation phase (Grade one - Grade three), the medium of instruction is mother tongue in all subjects offered in the curriculum. Then at the fourth grade, English is introduced as an additional language moreover; it is used as Language of Learning and Teaching (LoLT). This practice is referred to as Subtractive Bilingualism. The term "Subtractive Bilingualism" was invented by Lambert (1981) and it is defined as an instance in which mother tongue instruction is replaced by second language instruction. This is the case in most South African

schools since mother tongue instruction is only allocated three years, thereafter, an additional language is used as a medium of instruction. Ntshangase (2014) states that Subtractive Bilingualism is the approach implemented in South African schools. The execution of Subtractive Bilingualism implies that all subjects of the curriculum are offered in an additional language whereas Home Language (HL) is only learnt as a subject.

Multilingualism is entrenched in the Constitution of South Africa (1996). In addition, the LiEP (1997) stipulates that learning in different languages should be a practical tactic as it indicates the promotion of multilingualism. Subtractive Bilingualism is an approach that promotes monolingualism because in it, only one language is dominant and used as LoLT. English is the language used as LoLT in all subjects expect for HL. In instances where monolingualism is promoted, HL is less dominant. The promotion of monolingualism in the country devalues the status of indigenous languages and increases the probabilities of marginalising these languages.

According to Brock-Utne (2005) incompetency in LoLT has an influence on a poor educational system. The South African education system is in a state of crisis and language barrier is a contributory factor to the country's dysfunctional schooling system. Usually, when learners start formal schooling, they are not yet proficient in their HL. At this level learners still lack communicative skills of their HL and are therefore unable to learn in a new and foreign language. Continuing to use learners' HL as a medium of instruction can advance its status and lead to the successful acquisition of an additional language (Heugh, 2013). The time allocated to South African learners to acquire proficiency in their HL is insufficient. The use of Subtractive Bilingualism affects the learners as they end up combatting with their HL and an additional language.

Although the LiEP (1997) aims to promote Additive Bilingualism (which is the use of two languages as media of instruction) as an approach to language in education (Lambert,1981), Subtractive Bilingualism seems to be prevailing. Heugh (2002) outlines that even though some South African schools are practising Additive Bilingualism, its implementation is inaccurate. Translanguaging as a learning strategy can bring about better results in the educational system of South Africa. The strategy

promotes multilingualism and treats languages equally. Subtractive Bilingualism as an approach used for learning and teaching takes away the essential resources that learners bring to school. In contrast to Subtractive Bilingualism, Translanguaging is a strategy that builds upon learners' linguistic resources (Garcia & Wei, 2014). The knowledge and skills learners have in their HL are a source for learning and efficacious acquisition of an additional language.

The study seeks to investigate the possibilities of implementing Translanguaging in South African schools. In this manner, develop solutions to address the challenges of language barriers in the classroom and access to effective education in a multilingual context.

1.2 RESEARCH PROBLEM

South African learners come from different linguistic and social backgrounds. Therefore, an appropriate approach for a multilingual context needs to be established to create an inclusive classroom. Learners in South Africa, especially those from rural and townships schools, have limited exposure to English. They come from impoverished backgrounds in which English does not form part of their daily communication, except that they are exposed to the language at school.

Thus, this study looks into the problem of learners not being able to read and write for meaning nor learn effectively through a mono-lingual educational system. Relatively, popular studies such as those of Makalela (2013) and Madiba (2012) relate this problem to a mono-lingual approach used in learning–in which English First Additional Language (EFAL) is the only language used to teach and learn in majority of learners' subjects. Makalela (2013) regards this as a problem because English is the weakest language to majority of its second language speakers and this is no exception to teachers and leaners. Thus, using it only or mainly as the language of learning and teaching can disadvantage its non-native speakers and this remains the problem of this study.

Translanguaging is an approach that creates a convivial classroom setting (Mac Swan, 2017). For this reason, learners would be able to contribute to the classroom activities as they have the freedom to use the language, they are comfortable with and all the linguistic repertoires they possess. This study aims to disclose how Translanguaging can be implemented to disrupt power imbalances of languages and to establish ways in which its use can create an inclusive classroom and optimise learning.

Although there has been a transformation in the educational system of South Africa, the promotion of indigenous languages is not taken into account. The reason for this is the power imbalances of languages. Even though the Constitution of South Africa (1996) recognises 11 official languages, one language seems to be dominating in all aspects of life. English is superior to other languages more especially in education as is used as LoLT and most learning materials are written in the language. The practice of monolingualism in a multilingual context is ineffective, as it does not cater for the needs of multilingual speakers (Creese & Blackledge, 2010). South African learners whose HL is an indigenous language need to learn in their native languages.

The use of English as LoLT has an impact on effective learning because it contributes to ineffective comprehension of the classroom content. For the above reason, learners are not capable of creating their own knowledge, as they cannot link what they know with what they have learnt due to the language barrier. Moreover, this affects their performance as an unfamiliar language is used for learning and teaching. Baker (2011) argues that the use of Translanguaging enables learners to create their own knowledge as two languages are used as media of instruction.

1.3 PRELIMINARY LITERATURE REVIEW

The LiEP (1997) stipulates that Additive Bilingualism is an approach for learning and teaching that should be practiced. The practice in South African schools is Subtractive Bilingualism, which is a contradictory approach of Additive Bilingualism and as well an approach different from the policy's instruction. The use of a Subtractive Bilingualism model has a negative impact on learning (Bamgbose, 2011). Makina (2015) highlights that the significant purpose of implementing Additive Bilingualism, as stipulated in LiEP (1997), is for learners to make use of their HL resources to learn an additional

language. Most schools still use Subtractive Bilingualism, which is an approach that takes away the foundation learners have in their HL.

Language is a means intended for learning (Mda, 2004). Learners are taught and assessed in a language foreign to them and that makes it impossible for them to perform to the best of their abilities. Childs (2016) argues that HL is a tool for learning the language of school. Learners need to be competent and proficient in their HL to be able to learn another language and through that particular language if needs be. Seltzer (2009) argues that using language learners know best enables them to comprehend the content and learn effectively. Usually, HL is the language learners know best as it is the first language exposed to and at the same time forms part of their day-to-day social interactions.

Canagarajah (2011) defines Translanguaging as the ability to shuttle between languages. Translanguaging is an approach to learning that allows learners to receive input in one language then give output in another language (Baker, 2011; Garcia, 2009). The approach of Translanguaging is an effective approach to use in education if the language of the school is different from the learners' HL. In South Africa, there is a discrepancy between HL and LoLT, which is an additional language. HL is less dominant in the classroom whereas an additional language dominates the classroom. The dominance of an additional language is due to its use as LoLT in all subjects of the curriculum except for HL.

Translanguaging is not confined to the use of languages for discourse, it also includes the use of other means of communication. Garcia (2009) indicates that when Translanguaging, learners make use of their full linguistic repertoires to learn and communicate effectively. Linguistic repertoires are learners' strongest sources meaning is drawn upon. These linguistic resources are made up of modes of communication used to convey meaning such as gestures, gaze, demonstrations etc. The utilisation of linguistic repertoires makes learning effective (Madiba, 2014). As a result, learners are able to create their own knowledge and contribute in the classroom.

MacSwan (2017) views Translanguaging as a practice that acknowledges learners' linguistic resources. The resources learners bring to school are essential for learning

and these resources are the existing knowledge learners have in their HL. Subtractive Bilingualism is an approach to learning that does not develop the existing knowledge learners already have in their HL. In South Africa, the foundation learners have in their HL is of no use when it comes to learning as well as acquiring an additional language. In the fourth grade, HL is side-lined as its purpose is to be learnt as a subject only. The incompatibility of LoLT and HL creates a gap between the two languages. Each language functions independently, for this reason, HL is unable to develop and the additional language conceptual development is minimised too.

Learning cannot occur if learners are not familiar with the language they are taught in. It serves no purpose to provide learners with information, but they do not contribute nor perform well. Participation in the classroom is an indication that learning is prevailing. Klass and Trudell (2011) revealed that learners are unable to participate in the classroom if the LoLT is different from their own language. Participation in the classroom entails that learners are able to ask questions rather than accepting information as is, contributing and stating their own viewpoints. Translanguaging is an approach to learning that aids effortless grasp of the content because of the use of languages learners are conversant in. When learners are not conversant with the LoLT, they are incapable of comprehending the content.

Language and culture are inseparable since they are dependent on one another for sustainability. Makalela (2013) views Translanguaging as a strategy that re-affirms identity and acknowledges people's humanity. People find pride in who they are when their languages are acknowledged. The model of Subtractive Bilingualism silences learners' voices in the classroom. Learners find it difficult to express themselves in the LoLT hence they rely on the teacher for information. Creese & Blackledge (2010) affirms that Translanguaging enables individuals to be confident. It is unusual to make mistakes in a language one is proficient in, therefore, learners will be eager to participate without fear of intimidation from their peers. Translanguaging is a strategy that can boost learners' self-esteem. In a Translanguaging classroom, a teacher is not a custodian of knowledge but a co-learner. Being a co-learner means being a facilitator in the classroom but also allowing oneself to learn from the learners. The role of a teacher in the classroom is to assist learners with concepts and other aspects learners do not know.

1.4 ROLE OF THEORY

This study will adopt the Translanguaging theory in education. Williams established the concept "Translanguaging" in the year 1994. The conception refers to the planned use of two or more languages in any lesson for learning and teaching (Williams, 1996). This term is often mistaken with code-switching. In code-switching, the focus is on language interference (Hornberger & Link, 2012). The alternation in code-switching occurs within sentences or phrases from two or more languages. It can take place from the first language to a second language or vice versa. Whereas in Translanguaging, multilingual speakers combine different languages to form one single meaningful sentence, phrase or paragraph. An example of a Translanguaging strategy is Tsotsitaal, which is a dialectical language used by South African youth mostly in the townships. Williams (1996) claims that Translanguaging is an intentional strategy. Translanguaging treats linguistic codes as one integrated system as they are simultaneously applied meaningfully.

The theory of Translanguaging seeks to demolish monolingualism as individuals move between linguistic codes in their daily communication. Therefore, they cannot be restricted to the use of one language only. In a multilingual setting, individuals make use of different languages for interaction and communication. Implementation of Translanguaging offers learners the opportunity to use their HL practices to facilitate learning and equally make the learning of additional languages an optimistic practice to engage in. Learning of additional languages should not be an unbearable process, languages complement and develop each other when used concurrently.

1.5 AIMS AND OBJECTIVES OF THE STUDY

1.5.1   Aim of the study

The aim of the study is to investigate the influence of using Translanguaging in a Grade 4 Life Skills classroom.

1.5.2 Objectives of the study

- To establish the influences of Translanguaging on learning and teaching.
- To determine the contribution of Translanguaging to knowledge development.
- To suggest strategies for implementing Translanguaging in a Life Skills classroom.

1.6 PRELIMINARY DISCUSSION OF THE RESEARCH METHODOLOGY

This study adopted a qualitative research methodology. Creswell (2013) points out that in qualitative research, the investigation is on a phenomenon in its context for an extended period. A qualitative research methodology aims at evolving philosophies and theory development (Hancock, 2002). The researcher chose to use a qualitative research methodology for the present study because it involves studying human beings. In addition, the researcher aims to understand the behaviour, views and perceptions of the people regarding the examined phenomenon.

1.6.1 Research design

The study adopted a comparative research design. Two variables of which in this instance are schools were used to assess the impact of Translanguaging in the classroom. One school practiced Translanguaging while the other did not practice Translanguaging. The comparison of the two schools gave the researcher new insights and understanding of participants' engagement with regard to the investigated phenomenon.

1.6.2 Sampling

Marshall and Rossman (2011) assert that the basis of sampling is on the people who are likely to experience or undertake a process. In this study, purposive sampling was used to select participants. Purposive sampling permits the researcher to select participants who are suitable for the study considering their characteristics (Levy, 2008). The population of the study consisted of learners from the Greenvalley Circuit in the Bohlabela District, Mpumalanga Province. There are 15 primary schools in the Greenvalley Circuit of which two of them are independent schools. The researcher chose the selected circuit as all the government-funded schools are situated in the rural areas of Acornhoek.

The research was conducted at two government-funded primary schools. School A has 52 learners in grade 4 whereas School B has 99 learners in the chosen grade. The fourth grade is the only classroom that was used to conduct the research, as it is the first grade wherein English is introduced and used as LoLT. English is used as a medium of instruction and learnt as a First Additional Language at the public selected primary schools in the circuit. The researcher used one subject, which is Life Skills. One teacher from each selected school who teaches Life Skills also formed part of the study.

The rationale behind this choice of sampling was informed by the reviewed literature that most grade four learners, especially the those who are second language speakers of English and equally those who use it as a medium of instruction struggle to learn effectively through the medium of English mainly or only. Thus, learners and teachers in the selected schools may also be affected by this problem because the selected schools comprise of learners from diverse linguistic backgrounds. This study, therefore, seeks to develop solutions to their problem of not being able to learn effectively through the monolingual approach.

1.6.3 Data collection

The researcher used observations and interviews to collect data from the participants. Field notes were taken during both the observations and interviews.

1.6.3.1 Observations

This method allows the researcher to study and understand the behaviour of the participants in their natural setting (Kawulich, 2005). Observations occurred during the lesson of Life Skills in both schools. During the observations, the researcher made use of field notes on how teachers use language to teach in the classroom. The researcher remained a non-participant observer and maintained that by not making any significant movements that would interfere with the natural classroom settings. The observation sheet attached in the Appendices guided the researcher on how to rate the activities that transpired in the classroom.

1.6.3.2 Interviews

An interview is a research technique of gathering information from participants by engaging in a conversation. In an interview, the interviewer listens to the explanations and challenges of the interviewee. The current researcher chose to use semi-structured interviews. Rubin and Rubin (2005) argue that in a semi-structured interview, an interviewer probes a question to the interviewee and may further expand their responses. The reason for using semi-structured interview was to allow the researcher to probe additional questions for clarity to interviewees' responses as well as discuss their responses further. The researcher interviewed teachers liable for the Life Skills subject in the fourth grade and got to understand their opinions or experiences regarding the investigated phenomenon. Furthermore, to explore the challenges teachers encounter when teaching in an additional language and the strategies they use to overcome the language barrier in the classroom. A voice recorder was used to record the interviews.

1.6.3.3 Field notes

This is the centre of both observations and interviews. Field notes usually accompany observations. The researcher compiled field notes when observing the learning and teaching activities. The reason for compiling field notes during data collection was to support the researcher's observations. Additionally, the researcher noted down the interviewees' responses during the interviews. Taking notes during the investigation made it possible for the researcher not to miss nor omit important information during data analysis.

1.6.3.4 Document Analysis

The researcher analysed the documents that were used everyday in the investigated schools for guiding lessons and the texts that learners produced during classroom activities. The researcher analysed the school policy regarding its stipulations of language use in the classrooms. Furthermore, learners in both schools were given the same assessment and subsequently compared their performance. The researcher

randomly selected a proportion of 10 % of the given assessment for each school and did an analysis based on their performance.

1.6.4 Data analysis

In this study, data was analysed through thematic data analysis. Thematic analysis permits the researcher to interpret data using themes. The study followed the six steps of thematic analysis as stipulated in Braun & Clarke (2006) advising that the researcher should:

Step 1: Be familiar with the data

The researcher collected data, and this is an indication of familiarising oneself with data needed for the study. The researcher had a prolonged engagement with the data before analysis. The researcher re-read the data to have a deeper understanding of content and ensure that no data set is omitted. Lastly, the researcher listened to the recordings of the interviews.

Step 2: Generate initial codes

The researcher constructed codes that are in line with the study. The generation of the codes is supported by data and that would be able to quantify the study.

Step 3: Search for themes

The researcher formulated themes. A theme is a pattern that brings meaning to similar codes. At this point, similar codes were grouped together and categorised into the appropriate theme.

Step 4: Review themes

The researcher had to refine, discard or modify the designated themes. The researcher organised the codes and ensured that they are applicable to a particular theme.

Step 5: Define and name themes

The researcher formulated effective and brief names for the selected themes.

Step 6: Produce report

The last step is a component of the analysis. The researcher interpreted the collected data and produced a report.

1.7 QUALITY CRITERIA

1.7.1 Credibility

Firstly, to ensure credibility a relationship between the researcher and participants should be established before the commencement of the investigations. The researcher spent much time observing the participants and interacting with them. The use of different research tools (observations, interviews, field notes and document analysis) ensured that the research is credible.

1.7.2 Transferability

As indicated that the researcher selected two schools to conduct the study, this might ensure the applicability of the study in different contexts. The findings of the study need to be meaningful to other individuals in similar circumstances (Lincoln & Guba, 1985).

1.7.3 Dependability

The researcher needs to provide a thorough description of the investigated concept so the reader may know its applicability to other situations (Mertens, 2005). The

researcher ensured that the interpretation of phenomenon and other aspects are precise. In addition, the researcher revisited the collected data during data analysis to ensure precise interpretation of data.

1.7.4 Confirmability

Confirmability implies that the findings are an analysis of the gathered data (Shenton, 2004). The strategy guarantees disregard bias of findings. The researcher interpreted the data as is, with no additions or omissions.

1.8 SIGNIFICANCE OF THE STUDY

The study seeks to contribute to the understanding of Translanguaging and its significance to meaning-making, content comprehension and knowledge development in a multilingual classroom. Policy makers will be advised to consider adding Translanguaging as a learning model to the existing models or to redesign the existing models in order to bring change and promote indigenous languages. In addition, this study would encourage policy makers to acknowledge the use of translanguaging and that translanguaging could be an effective approach to learning that can be implemented to overcome the language barrier in a multilingual classroom and resolve the challenges of the educational system of South Africa.

The study will enable teachers to use all learners' languages in the classroom to accommodate learners from different linguistic backgrounds. By doing so, the classroom will be an inclusive environment. Teachers will be made aware of the role of language in education so that they can use indigenous languages to teach in the classroom. For that reason, South Africans learners will benefit from the educational system and will succeed exceptionally.

The use of Translanguaging in the classroom will set learners free in the classroom and enable them to not rely on the teachers for all learning. The model of Translanguaging will be beneficial to learners, as they will become critical thinkers rather than being passive recipients of information. Successively, learners will be able

to criticize where possible and discover additional information on their own. Their performances for written work and participation in the classroom will also improve.

1.9 ETHICAL CONSIDERATIONS

1.9.1 Permission to conduct the study

The researcher firstly required ethical clearance from the research office of the University of Limpopo before the commencement of the study. Letters of permission were written to circuit manager, school principal and teachers responsible for the grade four classroom to conduct the research in the selected schools. An assent letter was written to learners' parents for approval of their children to participate in the study. The letters have been attached as Appendices.

1.9.2 Informed consent

As the population of the study comprises of children who are under age, parents and guardians of the learners were given letters of acquiescence. Parents were required to sign the letters as an indication of allowing their children to participate in the study. The participants were also informed about the nature of the study and their role in the research. Participation was voluntary, hence, participants either agreed to take part in the study or not without being forced to do so. The circuit manager, school principals and teachers issued out consent letters as an indication of agreement for the researcher to conduct the study.

1.9.3 Privacy, Anonymity and Confidentiality

The participants' identities were protected by using pseudonyms during transcriptions and data analysis. Furthermore, participants' information was not used in ways that could enable readers to track the data back to them. The ages and genders of participants were not revealed in any part of the research. The collected data was treated with confidentiality.

1.10 CONCLUSION

The chapter discussed the background of the study in relation to the research topic. The aim and objectives of the study were clearly outlined. Lastly, the research methodology was discussed. The next chapter is on literature review which mainly focuses on Translanguaging and the impact it (Translanguaging) has on language acquisition and development.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews previous studies regarding the influences of translanguaging on learning and teaching in South African and across the world. Relevant studies were reviewed and synthesised in this chapter to interrogate the effectiveness of the influence translanguaging can have on learner's ability to learn effectively–particularly to read and write for comprehension.

Sebetoa (2016) states that in a setup where English is regarded as a first language, the relevant learning and teaching materials that suit the needs of learners should be used. There should also be the use of learning styles that are able to develop leaners' competency in different languages. Translanguaging seems to be a pedagogical strategy suitable to South African learners and their educational needs because of their language repertoires, which are influenced by the communities they live in.

Translanguaging is not officially recognised as a model of learning and teaching nor practiced in South Africa. This chapter aims at providing an in-depth discussion of what Translanguaging is and how it can be implemented in South African schools to bring transformation in the educational system. In this chapter, the discussions will extensively minimise the confusion between Translanguaging and code-switching and their applicability in education. The concept of Translanguaging will also be interrelated with models that are used to facilitate learning and teaching in schools through the collaboration of different languages.

2.2 LANGUAGES OF SOUTH AFRICA

There are approximately 25 languages spoken in the country (National Language Policy (NLP), 2003). The use of languages in the country is guided by the Constitution of the Republic of South Africa (1996) and Language policies (NLP, 2003; Language

in Education Policy (LiEP), 1997). The constitution and language policies point out the role language has on society and in education. They serve as a guide on how the linguistic rights of citizens ought to be valued. It is through the use of languages in various regions as guided by constitution and language policies that the status of multilingualism can be advanced.

After the attainment of democracy, the government through the constitution, gave the previously marginalised languages the statuses of being official languages. Additionally, equal treatment and respect for these languages were assured. South Africa is a country with 11 official languages as indicated in the Constitution of the Republic of South Africa (1996) which are Sepedi, English, Afrikaans, Tshivenda, Xitsonga, IsiZulu, IsiXhosa, Setswana, Sesotho, IsiNdebele and siSwati. Although only 11 languages are recognised, the other languages such as Khoi, Sign Language and other dialects (Setokwa, Sepulana and Khelobedu just to mention a few) are also spoken in parts of the country and they are acknowledged in the constitution (section 6(5) (a) and (b). The other languages are recognised as they are a means of communication for speakers of a certain speech community.

The (NLP, 2003) is the policy that guides the citizens of South Africa on how languages ought to be used across all parts of the country. The NLP seeks to guarantee the use of previously marginalised language in the country. South Africans have been given the right to use any language of choice not only by the constitution but by the NLP as well. Language is used for interactions by speakers who are from the same speech community and with other language speakers from different speech communities. In terms of the constitution, it is the duty of National Language Policies to ensure the respect of the language rights of citizens.

The post-apartheid LiEP (1997) was introduced by the Department of Education (DoE) to create an inclusive learning environment and produce learners who are bilingual. Language plays a fundamental role in education as it is through its use that learning and teaching prevail in the classroom. Due to the dominance of English and Afrikaans during apartheid, there was a need to create a policy that assures the utilisation and promotion of previously marginalised languages. The LiEP (1997) seeks to create a context in which all languages are equally used rather than promoting one language

more than the other. This simply implies that although the Home Language (HL) is important, other languages should be acknowledged as well and be used as languages of learning and teaching.

According to the LiEP (1997), the use of more than one language should be a norm in schools. The implication is not only to use more than a single language but also to learn through those languages. The policy acknowledges the importance of promoting bilingual education because of its benefits. The aim of the policy is to ensure that HL continues to be used and learnt while acquiring additional languages. Language rights of learners are protected by the policy. The effectiveness of a policy is seen through its implementation. Wright (2014) argues that NLP is remarkable but not progressive. As a result, this deprives the LiEP (1997) to be operational. The government has been given the task of driving NLP implementation by permitting the use of all official languages in the curriculum in all levels of schooling (NLP, 2003). The languages are encouraged to be used as a medium of instruction (MOI) in schools.

Figure 1: South Africa's language distribution [taken from brandsouthafrica.com]
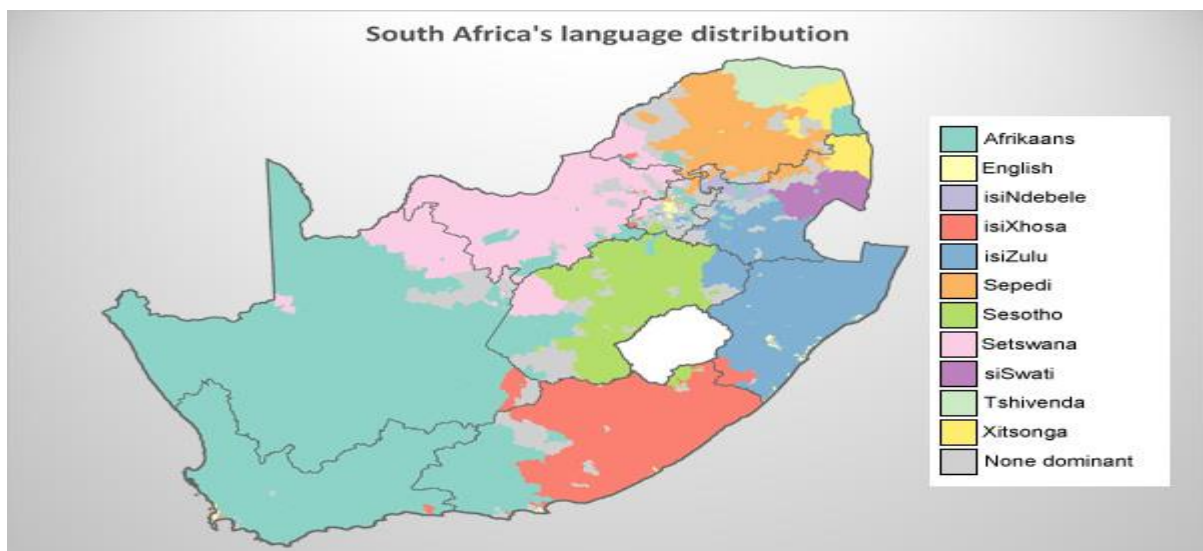
There is a total of nine provinces in South Africa and there are a certain number of languages spoken in each province. The map above indicates the number of languages (s) which have majority speakers in each province. The focus on the study will be on the Mpumalanga Province. As outlined in the language distribution map,

there are five languages spoken by people residing in the province that is Sepedi, Xitsonga, IsiZulu, IsiNdebele and IsiSwati.

2.3 OVERVIEW OF COLONIAL PRE-APARTHEID SCHOOLING SYSTEM AND POST-APARTHEID EDUCATIONAL SYSTEM

Language is one of the aspects in which colonialism was reinforced. During the apartheid era, the Bantu Act was the policy used in education. The Bantu Education Act became in power in the year 1953. The policy promoted the use of Afrikaans and English as the main media of instructions. However, Afrikaans was more dominant than the English language. The dominance of Afrikaans led to the Soweto Uprising in 1976. According to the Bantu Education Act, a learner was allowed to learn through their mother tongue in the first four years of schooling followed by an instant alteration to either English or Afrikaans in the fifth year. The use of Afrikaans and English degraded the status of indigenous languages as they were not used as languages of learning and teaching. As a result, this led to the government recognising previously marginalised languages after the commencing of democracy.

The LiEP (1997) is the current policy used in the post-apartheid educational system of South Africa. According to the policy, mother tongue instruction is only allocated three years. Learners learn through HL in the foundation phase then in the fourth year of schooling, an additional language is introduced. There is a correlation between what is outlined in the policy and what is being practiced in the schools. The LiEP (1997) stipulates that English should be introduced as an additional language and be used as a language of learning and teaching alongside the HL. However, the reality is when English is introduced, the use of HL as Medium of instruction (MOI) becomes supposedly prohibited.

According to pre-apartheid policy in education, learners have the right to choose their own MOI when a transition to another language is executed. Learners in grade four are still minors hence the authority of choosing LoLT is implanted on their parents. Wright (2014) points out that the authority given to parents and learners to make choice with regard to language is unreasonable. Most parents residing in rural areas

are illiterate and given the circumstances they live in, communication through English is not part of their daily lives. As English is a language of power, parents might opt for the use of the language as MOI for their children. South African teachers are also not proficient in English enough to use it to teach. For learning to be effective, a teacher needs to be proficient in the language they use.

The pre-apartheid and post-apartheid policies used is education depict the practice of Subtractive Bilingualism. Subtractive Bilingualism is a practice that best depicts a monolingual approach. Guzula, McKinney and Tyler (2016) assert that the use of a monolingual approach in South Africa results in the lack of contribution of learners in the proposed curricula. The problem of the South African schooling system lies in the LoLT. Learners are forced to make a rapid change MOI while they have not been fully equipped with all the skills they need to learn in their HL. Cummins (2000) has indicated that a maximum of six to seven years must be allocated to acquisition of HL before an additional language can be introduced. However, in South African, a maximum of three years is given to acquire all the necessary HL skills needed by learners.

2.4 TRANSLANGUAGING

Translanguaging is a term that was coined by Williams in 1994 at Welsh. Before it was termed Translanguaging, it was first called "trawsiethu" and then changed to "translinguafing". Williams coined the term to name a strategy of intentionally interchanging from one language to another language during the learning and teaching processes. During a Translanguaging classroom, learners and teachers use any language of preference to provide information and in return receive information. This practice is viable when both the teacher and learners know the languages spoken or used in the classroom. The use of Translanguaging involves the interchange of languages for both input and output. Translanguaging involves learners receiving input in one language and giving output in a different language (Baker, 2011). That means a learner may receive instruction in English but choose to give a response in a language of choice. For instance, the language may be an indigenous language.

Translanguaging is a practice that aims at developing and promoting a Translingual approach. It is of the researcher's view that it is through a Translingual approach that people in multilingual contexts are exposed to a number of languages and that has to be acknowledged as such. The exposure of numerous languages by people should not be a barrier to the use of a specific language. The promotion of multilingualism is a fundamental aspect in the country as indicated in Section 6 of The Constitution of the Republic of South Africa (1996). Therefore, citizens need to use their own language of preference at any given time or place.

A monolingual approach is a technique that restricts individuals to the use of a single language. The use and promotion of a single language in a multilingual context are problematic, as they do not take into account the prerequisites of speakers. The problem is evident in the country as the English language in the society is valued more than other official languages. Its value can be seen through its use as MOI in schools, which then results in learners not performing well. In instances wherein monolingualism is promoted, the dominant language is usually not the language of the majority. English is an additional language for the majority of citizens as their HL is an indigenous language.

Language is a right, as stipulated in Section 30 of the Constitution of the Republic of South Africa in the Bill of Rights under Language and Culture which states that "Everyone has the right to use the language and participate in the cultural life of their choice, but no one exercising these rights may do so in a manner consistent with any provision of the Bill of rights". For this reason, people's linguistic rights ought to be respected.

A Translingual approach seeks to promote equal use and treatment of all languages. The inference of a Translingual approach is to make use of Translanguaging. Canagarajah (2011) asserts that Translanguaging is a practice in which languages are treated equally and have the same influence in pedagogy. Implementation of Translanguaging minimises power imbalances in terms of language usage. English is a First Additional Language (FAL) for the majority of South Africans learners in government facilitated schools. English is superior compared to other languages recognised in the Constitution of the Republic of South Africa (1996).

Canagarajah (2011, 401) defines the concept of Translanguaging as "the ability of multilingual speakers to shuttle between languages treating diverse languages that form their repertoire as an integrated system." Individuals who are multilingual speak different languages and as a result, they often alternate languages for effective communication. During Translanguaging, different languages are used and treated as one incorporated system to communicate a single idea or opinion. Tsotsitaal is an example of a Translanguaging practice that exists in South Africa. Multilingual speakers make use of these practices as they have different home languages hence, they mix their different languages to communicate. Translanguaging aims at validating effective communication amongst multilingual speakers and speakers of different languages.

Translanguaging is a developing theory in education and has caught the attention of researchers. The main aim of Translanguaging is to promote Bi-/Multilingualism mainly in education. Bi-/Multilingual Education is simply the use of two or more languages as media of instruction. The Translingual approach to learning and teaching is mainly practiced in instances wherein more than one language is spoken. However, a single language can also be promoted in education even if there is more than one language that exists in a setting. The promotion of a single language in education as MOI is currently implemented in South Africa. English is a language that is mostly used in classrooms. Bi-/Multilingual Education are approaches that would be effective in South African classrooms (Vaish, 2012).

The current educational system is not different from the pre-apartheid educational system. Williams (2007) affirm that bilingual education during apartheid meant using their mother tongue for a maximum of six years as a medium of instruction for African learners, then English takes over on the seventh year of schooling. There is no investment in bilingual education in South African even though there are many languages spoken in the country. English is a dominant language in the educational system of South Africa. As from grade four, learners are taught and assessed through the language. Furthermore, most of the learning and teaching materials are written in English. Grade four is the first grade in which English is introduced and learners receive instruction through it in all their subjects (except for HL). The proficiency of

learners in the English language prohibits learners from accessing the curriculum (Probyn, 2015). Learners have encountered challenges when they receive instruction through an additional language. Subsequently, they encounter learning difficulties as they are not competent in the medium of instruction.

South African learners in the fourth grade onwards are said to be unable to either read or write properly (Progress in International Reading Literacy (PIRLS), 2006). The reason for this is that learners are assessed in a language they are not proficient in. Learners do not understand MOI. Garcia and Wei (2014) affirm that the use of languages learners are proficient in is substantial as it enhances their learning. Translanguaging is a pedagogic strategy that seeks to promote equal promotion of languages in the classroom. Therefore, the HL should also be used as MOI In the classroom. In addition, it also permits learners to use all the languages they are proficient in to learn.

Baker (2011) asserts that the concurrent use of languages by learners is enabled by the available linguistic repertoires they possess. Learners' linguistic repertoires in both their HL and English are still lacking. Implementation of Translanguaging makes learning easy as learners will draw meaning from their stronger language, which in turn will develop the weaker language (Williams, 2007; Baker, 2011; Axelsson, 2013). Velasco and Garcia (2014) argue that Translanguaging is not about the separate use of languages. In Translanguaging, there are no boundaries between languages as their usage is always coupled. The attachment of languages enables speakers of languages to use features of all the languages to communicate and understand their environment (Garcia, 2014).

Translanguaging does not only involve the use of a language, but it also goes beyond that. When Translanguaging, individuals use other modes of communication such as gesture, posture, gaze or demonstrations to convey a message. Velasco and Garcia (2014) argue that Translanguaging is a technique that allows bilinguals to make use of their linguistic features for effective communication. This implies that learners may make a demonstration of information if they are unable to put in words. These linguistic features are the strongest resources in which learners draw meaning upon.

In view of the South Africa context, there is a mismatch between the HL and Language LoLT. The LoLT in most South African schools is different from the learners' HL. Learners in fourth grade find it hard to learn in a language they are newly exposed to. Translanguaging is a practice that bridges the gap between learners' HL and the LoLT. The implementation of Translanguaging can help in connecting the HL and LoLT. Lewis et.al (2015) point out that the stronger language helps develops the weaker language. In most instances, the stronger language of speakers is their HL as it is the language they know most and use it regularly.

The use of Translanguaging makes HL a good source for learning additional languages that may also be the LoLT in the classroom. Instead of one language counter acting on the other, Translanguaging supports equal development of languages. Baker (2006) states that the stronger language helps learners to acquire competency and proficiency in their weaker language by the use of Translanguaging.

Creese and Blackledge (2010) argue that using all linguistic repertoires for learning brings about the affirmative experience. Learners find it easy to participate and contribute when languages they know or are familiar with are used in the classroom. A Translingual approach is an inclusive approach as it allows learners to incorporate their linguistic resources to learn. In this regard, learners are able to voice out their opinions in the classroom rather than being silent. Peoples' linguistic ought to be respected as speakers of languages pride in their languages more especially when their languages are used. It is through Translanguaging that one is confident in their own identity (Makalela, 2013).

Translanguaging is a great strategy to use when the LoLT is different from the language spoken by learners as it helps with meaning-making in the classroom (Creese & Blackledge, 2010). Heugh (2015) confirms this by indicating that Translanguaging is a strategy that aids to mediate meaning. Its use enables comprehension of content and enhanced understanding. Translanguaging prohibits a learner form being passive and making the teacher a co-learner. Teachers are able to learn from learners in the same way learners learn from them.

2.5 TRANSLANGUAGING AND CODE-SWITCHING

Code-switching and Translanguaging are both techniques which involve the use of multiple languages during a communication process to share information or convey a message. These techniques require speakers to be either bilingual or multilingual for appropriate and/or effective usage. Translanguaging is an approach that is used in education while code-switching is a social daily activity in which individuals take part in and can be a strategy used in the classroom. Speakers who share the same linguistic codes make use of code-switching for understanding. Whereas Translanguaging is used to enhance learning in the classroom.

Translanguaging is a practice that comprises of code-switching but goes beyond it. Probyn (2015) argue that in a Translingual classroom, teachers make use of code-switching for easy comprehension of the content. Deibert (2008) defines code-switching as the use of diverse languages altogether during a conversation. During code-switching, speakers who share the same linguistic codes alternate between the codes to communicate with one another. The alternation of languages may occur from HL to another language or from another language to HL. Code-switching usually occurs when a speaker has momentarily forgotten a word or phrase in one linguistic code but able to recall it in a different linguistic code. The speaker would, therefore, use the word or phrase in the other language in place of the forgotten word or phrase.

Code-switching is a social activity used by speakers to promote understanding of what is communicated, whereas, Translanguaging is an educational practice. However, code-switching can also be used in education for comprehension. In other words, code-switching can be used to explain and promote understanding of difficult concepts of a language learners are not proficient in. Heugh (2015) argues that Translanguaging allows the use of all available linguistic resources for learning while code-switching is a classroom entails the use of HL to clarify content offered in a different language. Teachers make use of code-switching to overcome language problems encountered in the classroom (Van der Walt et.al, 2009).

Garcia (2009) asserts that Translanguaging is an internal process. Unlike, Translanguaging, code-switching is external as it does not require much effort to

switch from one linguistic code to another code. Code-switching is not seen as an intentional switch from one language to another. However, Translanguaging is seen as a planned strategy, which is used in a systematic way (Probyn, 2015). A speaker is most likely to code-switch from time to time during the communication process. Another distinct between Translanguaging and code-switching is that in Translanguaging, languages are used concurrently with reference to one another however there is no reference of a language on another language when code-switching is used. Makalela and Mgijima (2016) argue that Translanguaging is a cautious alteration of languages that happens naturally for speakers.

The focus of code-switching is on the interference of language on another language (Hornberger & Link, 2012). It requires certain expertise for one to be able to translanguage as there is no separation of languages during Translanguaging. Speakers do not separate languages when Translanguaging (Garcia, 2009). Languages are used in an organised manner to validate meaningful interaction between speakers. Translanguaging permits the utilisation of all languages but in code-switching, multiple languages have separate systems.

2.6 TRANSLANGUAGING AS AN AID FOR BILITERACY DEVELOPMENT

The Continua of Biliteracy model by Hornberger (2003) can be linked with Translanguaging. The main focus of the model is on how individuals make use of diverse languages to communicate in different contexts. In addition, the model also looks at how languages are used as a tool for learning and teaching. Translanguaging is an approach that involves the use of various languages for learning and teaching. Translanguaging comprises of the use of one' full linguistic repertoire hence it can be allied with Hornberger's model of Continua of Biliteracy (Hornberger & Link, 2012). Hornberger' notion of Continua of Biliteracy takes into account the development of biliteracy.

The use of Translanguaging helps to facilitate literacy (Velasco & Gracia, 2014). Biliteracy can be enhanced through Translanguaging. Hornberger (2003:35) defines biliteracy as "any and all instances in which communication occurs in two (or more) languages in or around writing. Biliteracy does not only consist of writing only but

rather reading as well. Biliteracy involves both reading and writing as taken from the general definition of literacy, which is the capability to reading and writing accurately. Since it is biliteracy, two languages or more are involved. Therefore, it means that the ability to read and write accurately is in two languages (HL and an additional language).   Translanguaging stimulates the concurrent improvement of literacies (Creese & Blackledge, 2010).

Biliteracy development entails that literacy of one language can enhance the literacy of the other language and vice versa. The objective of biliteracy is to address the interdependence of languages on one another. The interdependence of languages is accurately outlined in Cummins' Linguistics Interdependence Principle. The Linguistic Interdependence Principle has two models of language proficiency namely the Common Underlying Proficiency (CUP) and the Separate Common Underlying Proficiency (SUP). According to the principle, HL lays a foundation for the learning of an additional language. Cummins (1981) disputes that skills and knowledge acquired in the first language can be easily transferred to an additional language. This transfer can only be effective if the individual is competent and proficient in their HL. If learners are still lacking in their HL, they cannot transfer the lacking skills into another language as encounter difficulties with the acquisition of an additional language.

CUP as a model of bilingual proficiency highlights the significance of acquiring an additional language at no expense of the HL. Rather, using HL as a reference to acquiring an additional language. The HL and additional languages are dependent on one other for development and sustainability. Cummins (1981) asserts that individuals drawn upon existing skills in a language they already know to acquire an additional language. This, therefore, implies that HL is important if an additional language is ought to be learnt. The CUP model seeks to promote the full development of HL before an additional language can be learnt. If HL has been fully developed, the acquisition of an additional language becomes easier.

The Continua of Biliteracy model promotes the use of two languages as media of instruction. The execution of Translanguaging in the classroom develops proficiency of languages (Garcia, 2009).   Proficiency of one language is not compromised because of the other language. When two languages are used equally in the class,

they can develop one another. The model views multilingualism as a resource. Language can be viewed as a resource as it plays a crucial role in knowledge acquisition and development. It is through the use of a language that communication occurs hence meaning is made. Since multilingualism is seen as a resource, Translanguaging can help to facilitate learning in a multilingual environment.

Figure 2: Continua of Biliteracy Context (Hornberger & Skilton-Sylvester, 2000)

Traditionally less powerful	←→	Traditionally more powerful
	Contexts of biliteracy	
Micro	←→	Macro
Oral	←→	Literate
Bi-/Multilingual	←→	Monolingual
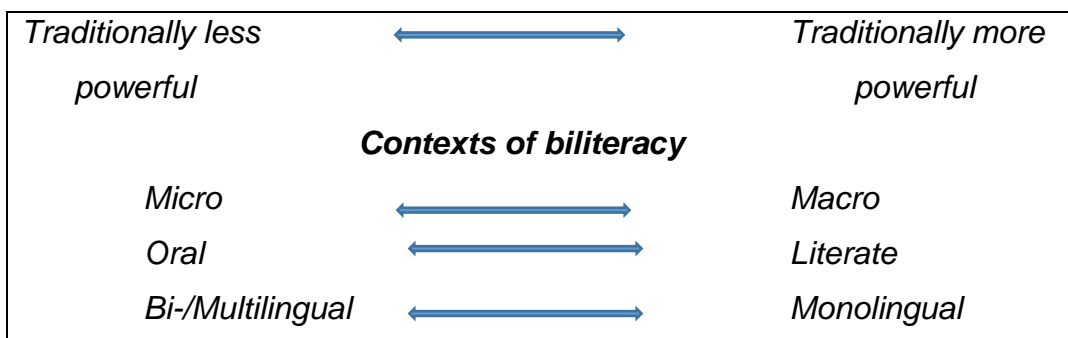
Canagarajah (2015) views the model of Continua of Biliteracy as a pedagogical approach. The model seeks to address educational practices that are differentiated according to power relations. The educational practices are powerful educational practices and less powerful practices. Powerful educational practices consider literacy as learners are assessed through learning. Powerful practices aim at developing speaking and writing skills. Language competency is measured by the ability to speak and write. Communicative competence plays a central role in powerful educational practices.

Powerful educational practices aim at promoting a single language. Monolingualism is promoted through the dominance of an additional language in education. Language and culture are intertwined as they are cannot exist without each other. Language carries culture so does culture compromise of a language. In this regard, the promotion of additional languages entails acquiring the culture of those languages. The South African educational system best depicts the application of powerful educational practices. Madiba (2012) argues that the current curriculum framework, which is the Curriculum and Assessment Policy Statement (CAPS), promotes monolingual education, as it is English based. The materials of the curriculum were

translated into other languages (Murray, 2012). This, therefore, means curriculum materials are originally written in English. A monolingual based education entails the acquisition and promotion of international culture and knowledge.

The other educational practice is the less powerful education practice. The less powerful educational practice privileges oracy than literacy. Listening and reading skills are acknowledged on the powerful educational practice. Although the world is multilingual, the promotion of one language is prevalent in most countries with no exception to South Africa. Creese and Blackledge (2010) assert that monolingual practices are ineffective as they do not provide support to multilingual speakers. The less powerful practice seeks to promote Bi-/Multilingualism as the HL is not privileged in the classroom. HL less dominant and may lead to its marginalisation. The HL is not likely to be used as LoLT in the classroom or rather used concurrently with an additional language. The ineffective education is a result of ineffective choice of LoLT (Brock-utne, 200 in Mwinda & Van der Walt, 2015). Translanguaging as an approach that promotes bilingual education can bring better results to the educational system of countries with more than one language.

Makalela (2015) states that there is inadequate research done in South Africa on the use and implementation of two or more languages in education. Makoe and McKinney (2009) point out that the LiEP is silent around the preferences of the concurrent use of languages in the classroom. This, then, implies that the support is on the dominance of English rather than promoting South African languages in education. Madiba (2012) asserts that Translanguaging is a tactic that can help to promote African languages as academic languages. Translanguaging is an approach that can bring about change as it incorporates all languages that exist in a particular setting. The implication of Translanguaging is to substitute a monolingual practice to approaches that incorporate linguistic repertoires for learning and teaching (Probyn, 2015).

The inference of the Continua of Biliteracy model in South Africa would be to promote the rationally less powerful practice as there are many languages spoken across the country. Prah (2009) disputes that African languages should be used in education so that their histories and different cultures can be developed. The use of African

languages in education would minimise the promotion of international culture, knowledge and content.

2.7 THE USE OF THE HOME LANGUAGE AS A SCAFFOLD

Heugh (2011) points out that approximately 78 % of learners in South Africa make a transition to English as LoLT every year. Most black children are taught in English from the fourth grade, whereas, children of other races are taught in English language as soon as they start formal schooling (Howie et al. 2008). South African black learners are faced with a challenge of learning in a language that is not their own. Moreover, they are not competent in the language they receive instruction. The use of English disadvantages black children as they come from rural areas wherein the language is almost not used (Fleisch, 2008).

Children of the other races other than black enjoy the benefits of using English through their entire education career as it is their HL (Madiba, 2012). Black learners are faced with complications of accessing education in a language that is not their HL. The practice of using an additional language as MOI is referred to as Subtractive Bilingualism. The implementation of Subtractive Bilingualism is inconvenient for black children as it takes away the crucial resources they have in their HL. Learners in fourth grade already have a foundation in their HL and building upon the skills they already have can produce better outcomes. Cenoz and Gorter (2017) acknowledge that existing skills in HL lay a foundation for attaining new skills and knowledge of the additional language. The acquisition of new skills and knowledge can only be applicable if the HL has been adequately learnt. Basically, HL has an influence on the learning of an additional language.

Teachers are the only ones who speak in the classroom when learners' HL is not used (Kgosana, 2006). This is a result of using English, which is an additional language by teachers to teach learners in the classroom. The switch in LoLT in South African schools is a leading factor to the high failure rates and poor performance in the classroom. Additionally, English is a contributing factor to the underprivileged

educational system of South Africa. In cases wherein an additional language is used as LoLT, the HL can serve the role of scaffolding. The use of HL as the scaffold is applicable in instances where learners do not understand the LoLT. HL can mediate learning if an additional language is used as MOI (Lewis et al. 2015). The mediation of HL enables learners to easily understand the content.

The term "Scaffolding" was developed by Wood, Bruner & Ross in the year 1976. They describe the term as offering assistant to learners so they can accomplish tasks independently. It is also one of Vygotsky's key concepts of the theory of Socio-Cultural Constructivism. The term "scaffolding" has to do with moving from what a child does not know to what they need to know. Scaffolding can take place when there is a More Knowledgeable Other (MKO), which is also a key concept of the theory of Socio-Cultural Constructivism. An MKO refers to someone or something with better knowledge regarding a specific concept or task, it can either be a teacher, peers in the classroom or digital technology. The role of an MKO is to offer assistance to a learner at a time when it is needed. The main aim of Scaffolding is to ensure that learners are able to do a task on their own after an MKO has intervened. When the child is able to do the task independently, it means that they have internalised the task and therefore no longer need assistance from an MKO.

As the HL is the first language learnt by speakers of a language, it can serve as a scaffold in acquiring an additional language. HL must be adequately learnt before attempting to acquire an additional language to avoid complications. Garcia (2009) asserts that HL is a steppingstone to the learning of additional languages. Furthermore, HL has an impact is the successful acquisition of an additional language (Dampier, 2014). Although it takes average learners typically four years to be proficient in the HL, the proficiency of the language is only fit to read and write it that language only (Fernandez & Cairns, 2011). When the transition to an additional language occurs, learners are still not fully equipped with skills in their HL hence are unable to learn in another language. English is the weakest language to use as MOI in a classroom of speakers whose HL is an indigenous language. HL should be used as MOI because it the strongest linguistic learners have and can use to support and advance the learning of a weaker language (Makalela, 2015). The use of the language deprives learners the opportunity for knowledge development.

Mwinda and Van der Walt (2015) confers that the use of HL plays the role of scaffolding for an English acquisition and development as it is a language only used in the classroom. South African black children come from impoverished backgrounds wherein they are unlikely to hear or use English in the environments they occupy. Since HL is hardly used in South African classroom, the use of Translanguaging can help in advancing its status and be able to learn through learners' HL.

2.8 THE LINK BETWEEN TRANSLANGUAGING AND MULTIMODALITY

Translanguaging is a practice that is not confined to the use of language as a means of verbal communication.   Instead, it also considers the use of non-verbal communication as a technique to convey and comprehend messages conveyed. Translanguaging is a strategy that comprises of Multimodality. According to Adami and Kress (2014) multimodality is a model that looks at how people make use of different modes of communication to interact and express themselves.   The link between Multimodality and Translanguaging is that they both involve communication. Similarly, language plays a crucial role in both approaches.

Figure 3: Berlo's Model of Communication (1960)
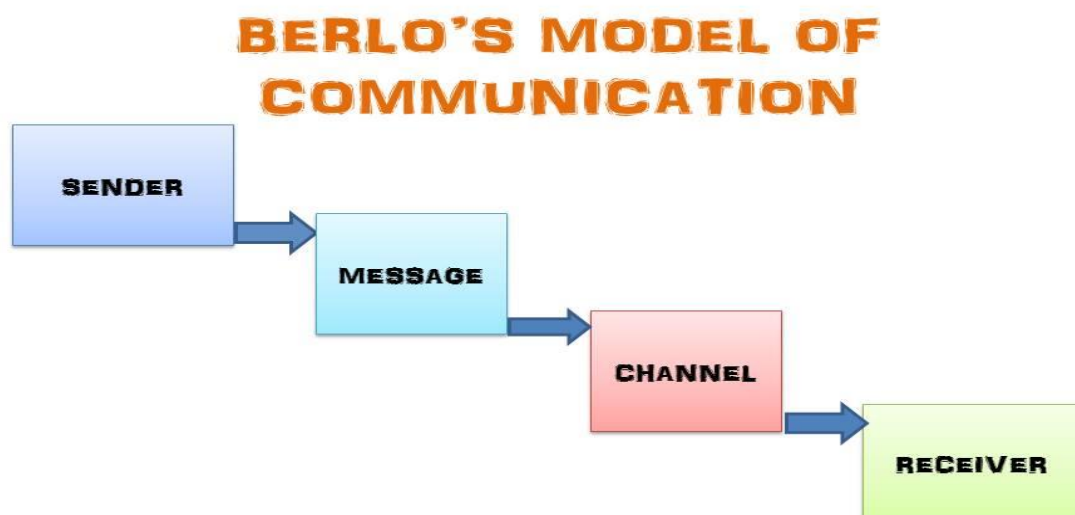
Figure 3 demonstrates how messages are conveyed amongst speakers. The communication model represents how a speaker decodes a message through a certain mode of communication to a receiver. The message communicated requires to be encoded by the receiver so they could provide feedback to the sender. There are different modes of communication namely kinaesthetic, aural, visual and reading or writing. A mode is simply a route in which messages are conveyed or communicated. The mentioned modes of communication can either be communicated verbally or non-verbally.

Communication is a daily activity that individuals engage in for interaction, sharing of opinions and transmission of messages. There are two factors that may hamper effective communication from taking place. Firstly, the language barrier is a contributing factor to communication breakdown in a classroom where unfamiliar language is used as MOI. In the classroom, the use of a foreign language in the classroom is an example of a language barrier. The other factor is the use of a wrong mode of communication. When there is a communication barrier, the message conveyed will not be comprehensible by the receiver of the information. Baker (2011) affirms that the use of Translanguaging is to make meaning of the messages communicated. Similarly, Multimodality is an approach that utilities meaning (Miladiyah, 2018).

Translanguaging is an approach that consociates languages and modalities (Makalela, 2015). The model of Multimodality entails people learn and understand things differently. Furthermore, they comprehend certain things in a way better than the other does. The implication is to make use of both Translanguaging and Multimodality in a classroom of learners from different backgrounds. The use of Translanguaging and Multimodality in the classroom makes it possible for learners to be accommodated. Celic and Seltzer (2011) confirm that the use of Translanguaging enables learners to make use of their linguistic varieties to communicate effectively.

2.9 RESEARCH DONE ON TRANSLANGUAGING AND EXTENSIVE DISCUSSION BY DIFFERENT SCHOLARS.

2.9.1 Mokolo, M.F. 2014: An investigation into patterns of translanguaging in classrooms in the foundation phase in a primary school in the Limpopo province

The scope of his mini-dissertation focuses on the use of Translanguaging in a grade 3 classroom by both teachers and learners. The aim of the study was to investigate the practice of Translanguaging, its existence in the classroom and how it is executed. The basis of the research was on the use of Translanguaging and what prompts it in the classroom.

The difference between this study and the one conducted by Mokolo is that the current study focuses on the influence of Translanguaging in an intermediate phase classroom, whereas Mokolo's study focused on the use of Translanguaging in a foundation phase classroom. Although both studies revolve around Translanguaging, this study seeks to examine the influence of Translanguaging in a Life-Skills classroom.

Both studies aim at addressing the challenges of the educational system of South Africa and how policies can be improved to bring transformation in education. In addition, the studies seek to suggest Translanguaging as a practice to be used in South African schools because of the many languages that exist in the country and how they can be used in the classrooms.

The current study seeks to highlight the effectiveness of using Tranlanguaging by opting for a comparative study wherein one school will practice Translanguaging whereas, in the other school, the focus will be on one medium, which is English.

2.9.2 Shifidi, L.N. 2014: INTEGRATION OF TRANSLANGUAGING LESSONS: An approach to teaching and learning in Namibian junior secondary schools

The study has shown that the practice of Translanguaging exists in Namibian schools. Shifidi's study focused on the use of Translanguaging during lessons in three junior secondary schools (Grade Eight, Nine & Ten).

One of the aims of the study was to find out whether the use of Translanguaging impacts learners' comprehension of content. The study has underlined the role that language plays in the classroom and its influence on content comprehension.

The similarity between the current study and the one of Shifidi is that South Africa and Namibia policies are monolingual. South Africa and Namibia are countries with numerous indigenous languages however English is a language that is dominant in education. The studies seek to challenge the monolingual education system offered and make a shift to an educational system that promotes multilingualism. The promotion of multilingualism in both countries would be an indication of acknowledging the various languages spoken across the two countries.

2.9.3 Champlin, MJ. 2016: Translanguaging and Bilingual Learners: A Study Of How Translanguaging Promotes Literacy Skills in Bilingual Students

In this study, the focus was on the use of Translanguaging strategies by bilingual students and how it impacted their literacy. The study further explored how these strategies supported English language development. The study was conducted in New York where English is learnt or regarded as a second language (commonly known as an additional language).

The study dealt with the role of Translanguaging in English learning and development. Champlin's study focused on methods that support literacy skills whereas the present study focuses on the impact Translanguaging has on learning and teaching. The present study and the one conducted by Champlin look at the role played by Translanguaging strategies on English acquisition and development. Champlin states

that Translanguaging strategies have the ability to develop English learning and easy acquisition of the language.

2.9.4 Herrera, L.Y. 2017: Translanguaging practices for educational equity: Moments in a Bilingual middle school classroom

The study was conducted in a school at which the 50/50 model is implemented. A 50/50 model is a model wherein 50 % of subjects are offered in one language while the other 50% is offered in another language. The aim of the study was to challenge the mentioned model as its implementation means that languages are separated instead of being references to one another. Translanguaging as an investigated phenomenon does not involve the segregate use of languages. The research has shown how the use of Translanguaging gives learners the opportunity to have access to content and being able to comprehend it. Additionally, the results have shown that the use of Translanguaging affords learners the chance to have a voice in the classroom.

The researcher has indicated the ineffectiveness of separating languages in a context wherein learners are bilingual. The current study extended the investigations not only to the outcome of separating languages but to the combining of languages in a bilingual context. The current study investigated what influence combining languages has on learning and teaching.   Herrera's study and the present study sought to promote the equal use of prescribed languages for learning.

2.9.5 Chukly-Bonato, K. 2016: Transferring knowledge through translanguaging: The art of multilingualizing the foreign language classroom

The scope of the study was to analyse how Translanguaging is used in a context where English is a second language. In some parts of the world, English is referred to as a second language while in South Africa, it is an additional language. Additionally, the study aimed at investigating the challenges encountered or benefits of using Translanguaging. The researcher also focused the study on how learners use their HL to learn and whether they understood the impact the use of their own language has on their learning.

Chukly-Bonato's study and the present study are similar in terms of promoting different languages for learning in bilingual contexts. In addition, the studies acknowledge that learners from different linguistic backgrounds ought to use the languages they are exposed to through learning. The study has highlighted the importance of a native language when acquiring an additional language and how it leads to confidence in speaking in English-which is a second language where the research was conducted.

2.9.6 Sotiroula, S. 2015: Learning through Translanguaging in an educational setting in Cyprus

The study is based on how learners make use of Translanguaging strategies to learn. The aim of the study was to find out in what way do learners make use of their linguistic resources to create new knowledge and construct meaning. The researcher has indicated the importance of using the available linguistic repertoires of learners to negotiate meaning in the classroom. In addition, the available linguistic resources are a source of knowledge creation and development for learners.

The current study used Stavrou's findings to highlight the benefits of using Translanguaging in a bilingual context and the importance of pre-existing knowledge for learning and acquisition on an additional language. The aim of using the findings is for Translanguaging to be implemented in South African schools as the existing practice does not develop learners' existing knowledge.

2.10 CONCLUSION

This chapter has dealt with literature on Translanguaging. In addition, the researcher extensively discussed the research of other scholars to outline the distinction from the current study. It demonstrated how the interference of an additional language impacts on a learner's competency in HL. Motswaledi (2006) explains that the HL must be fully developed before the introduction of an additional language as medium of instruction. This is because the introduction of an additional language interferes with the full acquisition of HL which leads to learners not reaching full competency in it (HL).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   INTRODUCTION

This chapter immensely discusses the research methodology applied in the study–which encapsulates the research paradigm, research design, and data collection techniques. The main aim of this chapter is to outline how the study was conducted. The 'how' part of the study comprises of the research tools used by the researcher to gather data in the selected two schools (School A and School B). The data analysis procedure followed during the data analysis process (to be discussed in more detail in chapter 4), also formed part of this chapter. Additionally, ethical issues that were considered during data collection and analysis are also outlined herein.

3.2   METHODS OF RESEARCH

For every research conducted, there is a purpose which it seeks to serve. The aim of this research was to investigate the role and influence of Translanguaging on learning and teaching during Life Skills classroom lessons. Research is defined as a process undertaken by researchers to explore a phenomenon and discover new knowledge (Saunders, Lewis & Thornhill, 2003). Research is an approach to investigating human activities or behaviour to bring solutions to an identified problem and gain new insights about human experiences. A method of research comprises of the research techniques applied in the study, data collection procedure and approach to data analysis. For the purpose of this study, the researcher underwent the process of exploration on the phenomenon of Translanguaging. The aim of conducting the study was to understand how the phenomenon of Translanguaging influenced the processes of learning and teaching in the classroom in consideration of learners who have English as an additional language. Research also involves comparing and contrasting things. Apart from that, research is also a process of knowledge acquisition and revealing of innovative information.

The diagram below illustrates a research process by Arthur and Hancock (2009).

Conceptualising the study
(Problem identification, review of literature)

↓

Planning of the study
(Research methodology, ethical considerations)

↓

Conducting of the study
(Data collection, data analysis)

↓

Communicating the study
(Report on findings)
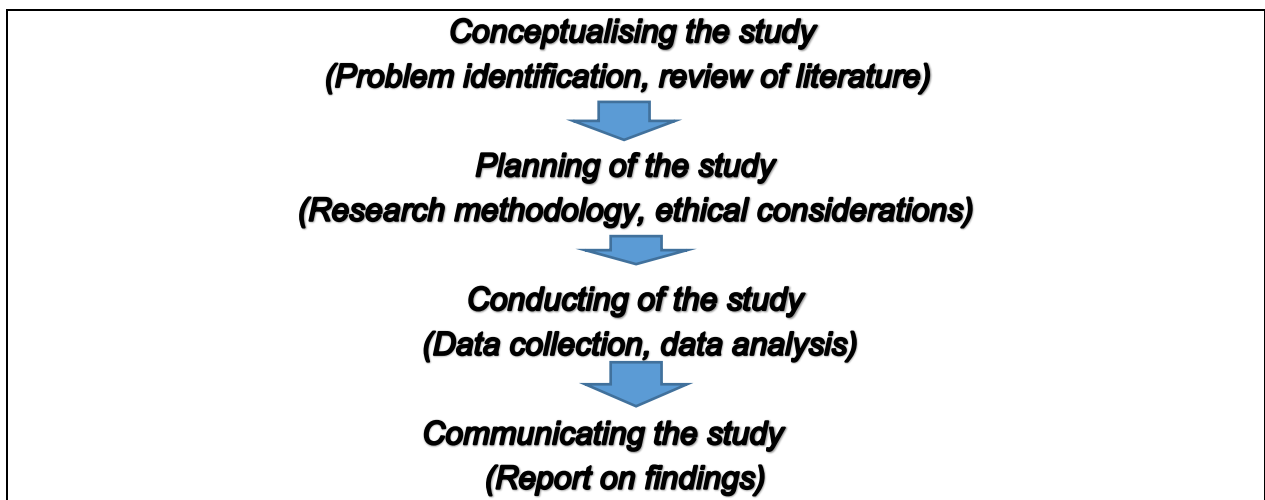
3.2.1 Methodology

A research methodology is a method that clearly outlines how data of an investigated phenomenon is to be collected (Mc Millan & Schumacher, 2010). The methodology outlines the structure of the study and the procedure of how data was collected. Data is collected through a relevant research methodology to examine a phenomenon or reveal information that may not be known. Research methodology comprises of the adopted research method used. The research method incorporates the research paradigm and design.

There are three research paradigms namely, qualitative research, quantitative research and mixed research. A model of study describes a paradigm (Morgan, 2006). According to Johnson and Christensen (2012), there are three major research paradigms specified as qualitative research, quantitative research and mixed research (a combination of both qualitative research and quantitative research). Tashakkoni and Teddlie (2003b) refer to a quantitative paradigm as the first movement, qualitative paradigm as the second movement and lastly the third methodological movement is referred to as the mixed methodology. The three research paradigms have unique advantages and disadvantages. Thus, preference of one paradigm over the other does not guarantee that one will not encounter challenges during the process of investigation. A brief description of the three research paradigms is given below.

3.2.1.1 Qualitative research

A common definition of qualitative research is simply the study of a phenomenon. Qualitative research is discussed as a reflection of human behaviour attitudes or experiences and the meaning they bring to their attitudes and behaviour (Burns & Grove, 2009). This paradigm is concerned with understanding the behaviour of humans and how a phenomenon brings meaning to their behaviour in their natural state. Du Plooy-Cilliers, Davis and Bezuidenhout (2014) outline that the aim of conducting qualitative research is to reconnoitre a phenomenon, understand it and provide a comprehensive description of the data collected. Ethnography and case studies are some of the qualitative research designs used by qualitative researchers for their studies. A distinguishing factor of qualitative research from other research paradigms is the study of interactions for a focus group or the selected participants of the study (Blackmon and Maylor, 2005).

In most instances, the common data collection methods used by qualitative researchers include interviews, field notes and observations. Undertaking the research process and applying the qualitative research paradigm compels the researcher to analyse data thematically, through qualitative content analysis or discourse analysis depending on the nature of the study. The interpretation of the data appears in a form of a narrative, wherein the researcher extensively interprets the events that transpired in the field. Accordingly, data collection tools and methods of conducting research data should be considered to obtain rich data. Time consumption is a commonly known disadvantage of conducting qualitative research.

3.2.1.2 Quantitative research

Researchers undergo this type of research to test a theory by doing experiments. In quantitative research, the hypothesis is predicted and this, therefore, results in the generalisation of data. Conducting quantitative research requires a large sample to quantify the results of the data. Maree (2010) states that quantitative research is concerned with generalising data through statistics. Furthermore, data is presented in numbers through figures and tables as obtained from the participants to support the hypothesis that may have been formulated by the researcher. Unlike qualitative research, data collection and analysis in quantitative research are not time-consuming.

3.2.1.3 Mixed research

Mixed method research involves the parallel utilisation of both qualitative and quantitative paradigms in a single study. Techniques and methods of the two paradigms (qualitative and quantitative) are used simultaneously. This implies that the different data collection techniques, analysis and presentation of the two paradigms form part in conducting the study.

In this study, the researcher adopted a qualitative research methodology. Berg (2012) asserts that a clear representation of a qualitative research methodology is the description. A qualitative research methodology gives detailed information of an investigated phenomenon. In qualitative research methodology, the information outlined focuses on the behaviour of people in their usual conduct (De Vaus, 2014). This type of research paradigm permits the researcher to observe the practices of people to understand their daily behaviours. Tong et. al. (2012) affirms that it is through qualitative that a researcher can analyse and observe experiences and behaviours of people. A natural study is what distinguishes qualitative research from quantitative research (Bryman, 2012). The authenticity of the chosen research methodology is what made the researcher adopt it. The drive of using qualitative research was to enable the researcher to extensively describe the experiences of the participants and understand the factors that influence their behaviours.

The use of Translanguaging was examined by the researcher thoroughly in learners' classroom where they spend most of their daily time. The aim of studying the phenomenon was to understand its influence on teaching and learning in a grade 4 classroom where English has been newly introduced as a First Additional Language. The aim was to further examine the benefits and/or the challenges that may arise when Translanguaging is or not used in the classroom. The use of a qualitative approach helped the researcher to gain a deeper understanding of the investigated phenomenon and its contribution to content comprehension as well as knowledge development. Exploration of the phenomenon led to the discovery of innovative acuities.

3.3   RESEARCH DESIGN

A case study approach was deployed in this study. Creswell (2014) outlines that there are five approaches to qualitative research.   The approaches are narrative, phenomenology, grounded theory, ethnography and case study. A case study is a qualitative research method in which a phenomenon is studied in its actual setting (Yin, 2009). A case study was used to thoroughly understand a phenomenon in its natural environment by studying its characteristics, usage and effects on people's experiences. Translanguaging was studied to understand the contribution it has on teaching and learning activities in the classroom. Creswell (2009) labels a case study as an approach in which a phenomenon is explored. In the current study, the phenomenon Translanguaging was explored using two cases. Simons (2009) argues that a single phenomenon can be studied through multiple perspectives. Thus, two schools were used to examine the influence of Translanguaging in the classroom. A case study can be extended to be a spontaneous experimental approach (Sagadin, 1991).

Mohajan (2018) claims that a case can either be studied singularly or multiply. That is, the focus of a study can be on a single case whereas other studies can focus on multiple cases. The current study focused on multiple cases which were studied through a common principle, which was the practice of the explored phenomenon of Translanguaging. There are types of multiple cases in research as outlined by Gustafsson (2017). The one type of multiple cases relevant to the study is Nested studies. In nested cases, features and findings of the cases are compared. It can be concluded that the study is comparative as it was conducted in two schools and the focus was on a common phenomenon.

The use of a case study has helped the researcher to explore and have a thorough understanding of Translanguaging as the focus of the study. The researcher was able to understand the contribution that Translanguaging has on the teaching and learning in the classroom through the used data collection tools. Additionally, challenges encountered during the learning and teaching processes in the classroom were also identified.

3.4   SAMPLING

Purposive sampling was applied in the study to specifically select participants. Barbour and Schostak (2005) explain sampling as a presentation of the whole population. Sampling implies that the selected sample represents the whole designated population. Du Plooy-Cilliers, Davis and Bezuidenhout (2014) point out the sample used is a depiction of a population. In simple terms, the selected sample and the entire population share common characteristics. There are two sampling methods in research which are non-probability and probability samplings. Du Plooy-Cilliers, Davis and Bezuidenhout (2014) differentiate non-probability sampling from probability sampling that, probability sampling is a sampling strategy in which the findings of a study used a sample to generalise the entire population–whereas a non-probability sampling does not use a sample to generalise data. All learners in the chosen grades of the two selected schools formed part of this study. The researcher did not select a portion of learners to partake in the study.

Purposive sampling is a non-probability sampling strategy and it was opted for use by the researcher. The use of a purposive sample helped the researcher to accumulate the appropriate data which helped to achieve the objectives of the study. The aim and objectives of the study were met because data were collected from relevant people who are relevant to the study. The participants of the study have characteristics that were of good use to getting profound data for the study.

The study was conducted in the Greenvalley Circuit, which is located in the Acornhoek area, Mpumalanga Province. Greenvalley Circuit forms part of the Bohlabela District, which is one of the districts in the province. Acornhoek is a rural town that is approximately 40 kilometres away from Bushbuckridge Central Business District (CBD). The designated circuit comprises of 15 primary schools out of which only two are independent schools. For quality assurance purposes, the study was conducted at two primary schools which are fully funded by the government.

3.4.1   Research context

South African schooling has different phases namely, Foundation Phase, the Intermediate Phase, Senior Phase and Further Education and Training (FET). The

average years allocated to schooling is 12 years. Thus, each phase is designated a number of years for completion. The foundation phase comprises of Grades 1 to 3, whereas the intermediate phase comprises of Grade 4 to 6, then, senior phase comprises of Grade 7 to 9. The FET phase starts from Grade 10 and ends in 12. All the schools in South Africa are identified through their quintile groups. For the purpose of the study, the phase used was an intermediate phase as grade 4 falls within its range. Both selected schools fall under quantile 1 to 3 because they are from poor communities and are also fully funded by the government through the Department of Education (Basic Education).

Some of the characteristics of Quintile 1 to 3 schools are: -

- They are non-fee-paying schools.
- They get funding from the government/Department of Education.
- The funding entails that learners receive free stationery and feeding scheme.
- They are situated in poorer communities.
- Improper or underprivileged infrastructure.
- Deficiency of resources (books).

The study consisted of two schools (School A and School B) from the Greenvalley Circuit, Bohlabela District in Mpumalanga Province. The research was conducted in the rural areas of Acornhoek, Mpumalanga Province. The main languages spoken in the province are Sepedi, Xitsonga, IsiSwati and IsiNdebele. Although that is the case, Sepulana is a dominant language spoken by the majority of residents of Bushbuckridge. Sepulana is a Sepedi dialect and it is spoken in the children's homes, thus Sepedi is regarded as their HL in the classrooms. The chosen schools commence from grade R up until grade 7. English is taught and learnt as a FAL as of the fourth grade.

3.4.2 Research participants

Data was collected in the selected schools but in a single classroom (grade 4). Wiid and Diggnines (2013) stipulate that participants of the study involve everyone whom data is collected from. The study involved all the learners in the grade 4 class of the two selected schools. Grade 4 learners in both schools have Sepedi as their HL and

English as FAL. This is a common characteristic that learners in both schools have. The grade 4 learners are the relevant population for the study as English is introduced as FAL in the grade and it is the language of instruction for Life Skills learning area. Two teachers responsible for Life Skills from both schools also formed part of the study.

3.5   DATA COLLECTION

Data collection implies a clear outline of tools used to collect data from participants. The tools used for the study were teacher interviews, classroom observations, a compilation of field notes and document analysis. The use of two or more research tools to investigate a phenomenon is referred to as triangulation (Cohen, Manion & Morrison, 2011). Through the triangulation of research tools, data collected through one research tool was able to validate the data of another research tool. Subsequently, it helped the researcher to attain data from one research tool that could not be captured by a different research tool. The chosen research tools helped in examining the investigated phenomenon and getting the required information from the participants. The collected data will be analysed through thematic analysis in the next chapter. The step-by-step process by Braun and Clarke (2006) was used to analyse the gathered data.

3.5.1 Data collection procedure

Before the commencement of data collection for the study, the researcher applied for ethical clearance from the research office of the University of Limpopo. After a certificate of clearance was issued to the researcher, the researcher hand-delivered letters of permission to the relevant stakeholders of the study, although others did not form part of the study. Permission was requested from the circuit manager of the preferred circuit and the principals of the schools although no data were obtained from them. During the process of seeking permission, the researcher ensured that stakeholders understood the aim of the study and its expectancies. The researcher further outlined to the stakeholders what kind of data is needed from the participants, how it will be collected and used by the researcher. The researcher was granted permission by the relevant stakeholders to observe the learning and teaching processes in the Life Skills classroom.

3.5.2 Research instruments

The research tools used in this study consisted of teacher interviews, classroom observations, field notes and document analysis. The use of different data collection tools was deployed by the researcher to acquire profound information from the participants and it helped in accomplishing the objectives of the study. The triangulation of research tools was advantageous as one research instrument supplemented the data collected through another research tool. The implementation of triangulation validates and quantifies the data.

3.5.2.1 Teacher interviews

The researcher used teacher interviews to collect data. The researcher conducted interviews to elicit information from the participants about their teaching and knowledge around Translanguaging as a method of teaching and learning. An interview is a conversation between an interviewer and interviewee with the aim of gathering data. Kvale (2007) disputes that the use of interviews in research helps in obtaining the views and opinions of the researched subjects. Interviewees have the opportunity to express their views, understandings and knowledge on the investigated phenomenon.

There are different types of interviews namely, the structured, unstructured, semi-structured and focus group interviews. The researcher executed semi-structured interviews. Rubin and Rubin (2005) argue that the use of a semi-structured interviews permits the research to formulate new questions concerning the responses received from the interviewees. Questions formulated by the researcher in semi-structured interviews serve as a guide (Schensul, Schensul & LeComple (1999). The researcher formulated interview questions and they have been attached in the appendices. Questions of semi-structured interviews are open-ended and require reasoning and clarification. The formulated interview questions were a good source of electing rich information from the interviewees and making certain that they make a great contribution to the study.   Though questions are formulated in semi-structured interviews, concepts and topics relating to the phenomenon may arise and must therefore be discussed. During the interviews, the formulated questions enabled the researcher and interviewees to engage in further issues pertinent to the investigated

phenomenon. This happened in a form of new questions formation and reconstruction of the formulated interview questions.

Before the interviews could be conducted, the researcher ought to explain the investigated phenomenon broadly to the interviewees (Schostak, 2002). To ensure that the interviewer gets the required information from the teachers, the current researcher lengthily explained the phenomenon to the interviewees. Moreover, the researcher asked interviewees questions in the language they preferred and are proficient in. Mackay and Gass (2005) argue that research that deals with languages compel the researcher to conduct the interviews in a language the interviewee is conversant in. The use of a language known by the interviewee ensured that they were able to express themselves clearly. The interviewees used both their mother tongue and English to respond to questions. Though that was the case, the researcher recorded the responses of the interviewee in writing in the language that data representation and analysis is required to be. Interviewees may ask the researcher questions or make contributions at the end of the interviews (Talmy, 2011). Both, the notes and a voice recorder were used to record the responses of the interviewees.

The researcher conducted face to face interviews with two teachers from both schools who are responsible for teaching Life Skills. Interviews were conducted during free periods at each interviewee's school. The interviewees were allocated a maximum of an hour. A semi-structured interview question list (attached as Appendix F) was used to guide the researcher to conduct the interviews. The researcher asked the interviewees questions and in instances where the teachers could not understand the questions, the researcher gave clarity. The researcher pleaded with the teachers to use their languages of choice and to code-mix, code-switch or even translanguage to enhance the meanings of their responses. As a result, teachers were able to give insights on the investigated phenomenon to the best of their abilities. The researcher ensured that she gave respect to the interviewees. In return, the researcher earned honest responses.

The conducted interviews were based on the following themes: -

- Language use in the classroom and its effectiveness.
- The role that language plays in teaching and learning activities.
- The degree of content comprehension in an additional language.
- The contribution that language has on active learning and participation.
- Applicability of Translanguaging.

3.5.2.2 Classroom Observations

The researcher observed the classroom activities, specifically of the Life Skills teaching and learning. Henn, Weinstein and Foard (2006) argue that observations involve looking at the activities occurring in the classroom. Although the researcher is not involved in the classroom activities, they are in the midst of the participants as the activities prevail (Abbott, 2009). Observation comprises of watching and listening to the participants as they engage in their daily interactions. During observations, the researcher noted down what emerged in the classroom activities that would be useful data and of good use in answering the research questions. The focus of the observations was on how teachers and learners use Translanguaging to negotiate meaning and to effortlessly grasp the taught content. On the other hand, the observer looked at how the use of a single language for teaching and learning was examined to understand its impact in the classroom.

Spradley (1980) outlines the four levels of participation during observations. The level of participation relevant to the study is referred to as passive participation. Passive participation compels the researcher to only observe and record everything that transpires in the classroom that would help in achieving the objectives of the study. The researcher did not interact with the participants during the classroom activities. A researcher who does not take part in the interactions of the participants is referred to as a non-participant observer. Non-participant observation is the degree to which observations occur.

Change in behaviour is a limitation that is associated with observations however, the researcher ensured that it does not tamper with study and impact on its outcomes.

Therefore, before the commencement of data collection, the researcher interacted with the participants and requested they behave in the normal way that they always do. This was done to create a relation between the researcher and participants. In that regard, participants had no problem with being observed. Subsequently, participants felt free to express themselves without any fear. An observation sheet attached as Appendix E was used to rate how things transpired in the classroom with reference to the notions raised on the sheet.

3.5.2.3 Field Notes

Field notes were compiled during interviews and classroom observations. As the researcher used interviews and observations to collect data, field notes played a central role for both research tools. The researcher collected data in natural environments where the investigated phenomenon occurred hence the term 'field' is appropriate to refer to the accumulation of notes. Taking notes is key when conducting interviews (Hermanowicz, 2002). During the interviews, the researcher took notes based on the interviewees' responses with regard to the questions asked. In cases where the researcher could not understand responses, the interviewees were asked to clarify the points they made so the researcher could record accurate views.

The observation sheet served as a guide to record the main focus of the research during observations. The researcher wrote notes during the classroom observations in consideration of the focus, aim and objectives of the study. Although there was a voice recording device during the interviews, the researcher ensured that she took notes of valid points voiced by the interviewees.

3.5.2.4 Document Analysis

Bowen (2009) refers to document analysis as a method of data collection which involves reviewing documents. Public records, personal documents and physical evidence are the three types of documents (O'Leary, 2014). An example of a public document in the study is the school policy. The reviewed works of learners were written in their exercise books and are regarded as physical documents in this study because they were found in the classroom.

The researcher had the opportunity to review the school policy and its stipulations on language use in the classroom. The language of teaching in both schools is guided by Curriculum and Assessment Policy Statements (CAPS). The instructional time allocated for the learning area in intermediate phase equates to 4 hours each week. Consequently, the researcher went through the schoolwork of learners. The focus was on how learners were assessed and their abilities to respond to questions in the required language. An assessment was given to the learners and an analysis of the performance is revealed in the next chapter. In the school where Translanguaging was practiced, the learners were expected to respond in their language of choice for the given assessment. In the other school, responses to the assessment were restricted to the required language stipulated by the school policy.

3.6   DATA ANALYSIS

Data analysis is a tactic in which data collected is put into use by the researcher. Mc Millan and Schumacher (2001) state that data analysis involves selecting, linking and interpreting data related to the investigated phenomenon. Data was analysed through thematic analysis. The six steps of Braun and Clarke (2006) were followed in this study to analyse the collected data. Thematic analysis has been used because of its flexibility. The use of thematic analysis requires the researcher to analyse the data by formulating themes and later produce a report.

The following steps were followed to analyse the data:

Step 1: Familiarisation with data

Organising data is the first thing that was done before the data was analysed. The researcher collected data by herself hence she was familiar with it before the analysis took place. The researcher read documented data, which was in form of field notes. The documented data was read cautiously and devotedly several times in order to be familiar with the content and to also have a profound understanding of the data. Going through the documented data made the researcher convey meaning to the notes that were compiled during data collection. The researcher read the field notes which included responses from the interviews conducted and recordings of the classroom

observations. Additionally, the researcher listened to interview recordings and transcribed them into writing. The researcher ensured that there are no distractions during the course of transcription as it was done in a discreet setting. The listening of recordings was done repeatedly while transcribing to guarantee the precision of responses. Riessman (1993) highlights that transcription is a way of being familiar with data.

Step 2: Generation of initial of codes

In this step, initial codes were produced. The generation of codes for the study was based on the data that was collected. The generation of initial themes is guided by organising the data into meaningful categories (Tuckett, 2005). The initial codes were constructed through phrases and sentences. The generated codes outline detachments of the data that are vital and have helped in achieving the objectives of the study. The researcher formulated initial themes and ensured that the selected data to be analysed made a great contribution to the study. The generation of codes is for data to be manageable.

Step 3: Searching for themes

Themes were formulated and the researcher noted the different categories of data and aligned them to the relevant theme or codes constructed. A theme is a representation of similar data that will be outlined in the content. Different contents of the data were fit into their relevant themes.

Step 4: Review of themes

The researcher re-constructed and revised the themes that were initially created. Data was ensured that it is placed in the correct theme that clearly suits it. In this step, the researcher rejected other themes whereas others were joint depending on the interpretation of collected data in content. The reviewing of themes was relevant to what the study seeks to achieve.

Step 5: Definition and naming of themes

Brief names that bring meaning to the different categories of data were set. Names given to themes appeared to be comprehensive as they are a representation of the analysis of the content.

Step 6: Production of the report

Data analysis was presented and interpreted. The process of analysing the collected data was related to the obtained literature of the examined phenomenon. Data was documented in detail and findings were reported in writing. A report of analysis and representation of study findings is presented in Chapter 4.

3.7   ETHICAL CONSIDERATIONS

When there are human beings involved in a study, ethical issues are important and ought to be considered. The reception of ethical clearance certificate from the research office of the University of Limpopo was a sign that the issues raised in the study would be followed. Ethical issues are matters that involve participants and these issues may negatively affect them. Informed consent and protection of participants are the two dominant concerns in qualitative research (Bogdan & Biklen, 1998). Although that is the case, the researcher also noted other ethical issues such as confidentiality, respect and privacy. Subsequently, participants were informed about how the results of the research will be used. Feedback should be given on the findings of the research to the people who took part in the research (Morrow, 2005). Report of the findings was presented to the participants as to grant them the opportunity to guarantee that the data was accurately analysed and interpreted. Also, contest misinterpretation of data by the researcher when necessary.

3.7.1 Informed consent

The argument of this ethical issue is to inform participants about the nature of the research and their involvement in the study. The researcher formally requested the participants through writing to participate in the study and outlined motives for their involvement in the study. The researcher hand-delivered the letters to the relevant stakeholders and ensured that they understood every basis of the study. Additionally, the researcher made it certain that participants know their role in the research and

what is expected of them during data collection. Therefore, participants decided to either participate in the study or not to, from richly informed perspectives. Those who participated in the research signed consent forms without being forced. Voluntary participation was a key element of informed consent.

Informed consent involved asking permission from relevant stakeholders although some did not play a role in the research. Permission to conduct research in the chosen schools was asked from the circuit manager, the school principals and parents of the then potential learner participants. Formal writing is a technique to use for informed consent in qualitative research (Wassennar, 2006). The core participants of the study were learners who were in grade four. Since the learners are minors, their consent to partake in the research was required from their parents or guardians. Since the schools are based in rural areas and most parents are illiterate, the researcher wrote the letters to parents in two languages, which were English and Sepedi. Denzil and Lincoln (2011) assert that consent by participants is based on a detailed description of the research and their involvement in a preferred language.

3.7.2 Confidentiality

To ensure confidentiality, the information collected from the participants was not revealed to the public as it was used for research purposes only. The researcher analysed the data individually in a safe and restrained environment. The most important aspect of this study was to ensure that the names of the schools or participants are not revealed in any parts of the research. Moreover, personal information of the participants such as age and gender were not publicised in the research. The researcher made use of alphabets (i.e. A/B) to refer to the schools and participants whom data for the research was collected from. McMillan and Schumacher (2006) validate that in anonymity, information or responses do not reveal the identity of participants. The researcher only knows identities of the participants. In brief, confidentiality is an ethical issue that incorporates the aspect of anonymity of participants.

3.7.3 Avoiding Harm

The researcher ensured that participants were not harmed in any way during data collection, be it physically, emotionally or physiologically. Du Plooy- Cilliers, Davis and Bezuidenhout (2014) advise researcher not to ask participants embarrassing or offensive questions during the process of data collection. Participants did not experience any form of victimisation.

3.7.4 Respect

To establish a relationship, the researcher engaged with the participants before data was collected from them. In this regard, respect was guaranteed. The researcher allowed participants to express their views or how they feel without being judgemental towards them. The views of participants were respected, recorded and analysed as they were. Information revealed by participants be it sensitive or not was protected by the researcher. Participants were treated with respect from the first day until the last day of their engagement with the researcher.

3.7.5 Right to privacy

The participants' right to privacy was respected. Since their participation was voluntary, withdrawal from the research was to be allowed had participants deemed it necessary to do so. However, there were no threats to the participants, and this is validated by the 0% withdrawals from the study.

3.8   QUALITY ASSURANCE

3.8.1 Credibility

Du Plooy-Cilliers, Davis and Bezuidenhout (2014) refer to credibility as a clear interpretation of obtained data from participants correctly. The researcher interpreted collected data the way it was without being bias. The participants were given a report to check whether their responses where correctly captured and interpreted accurately. Prolonged engagement with participants guaranteed the credibility of research findings. The use of different research instruments aids in making research findings credible (Shenton, 2004).

3.8.2 Transferability

The applicability of findings to other context would mean results obtained would be comparable. Purposive sampling has been used in the study hence Transferability can be assured, given that the participants shared similar characteristics. Data collected from participants can be applicable to other people with similar characteristics in a different context. The reason being that the focus of the research was on selected participants and reasons for their selection has been clearly outlined.

3.8.3 Confirmability

This aspect looks at how the findings of data are represented. Trochim (2006) validates that confirmability has to do with the analysis and findings being a depiction of the methodology used to collect data and the data itself. To ensure confirmability, the researcher clearly outlined a thorough methodology of the study to the readers as recommended by Shenton (2004). The researcher did not analyse the data to attain her own expectations of the study. Rather, she used the collected data to demonstrate the experiences of the participants as they have stipulated.

3.9   CONCLUSION

This chapter outlined the research methodology and research design applied in this study. Instruments for data collection have been clearly indicated and reasons for choosing them have been clearly stated. Additionally, the procedure of analysing data has been presented. Ethical issues pertaining to the study and participants have been pointed out, elaborated as implemented during data collection by the researcher.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter presents the collected data as well as analysis and interpretation. The chapter seeks to address the objectives of the study. It will divulge what was found during data collection through the use of various data collection tools. The various research tools have been clearly outlined in Chapter 3. Observations were deployed to detect the role and contribution language has on learning and teaching in a classroom. Furthermore, the observations enabled the researcher to evaluate the influence of Translanguaging strategies on learning a subject offered through English medium. Teachers were interviewed to understand how they use strategies such Translanguaging to overcome language barriers in the classroom. Data analysis is presented thematically.

4.2 OVERVIEW OF SCHOOL A AND SCHOOL B

The chosen schools in which queries were done are public schools. School A and School B are based in the rural areas of Acornhoek in which a Sepedi dialect (Sepulana) is a commonly used and spoken language. Other languages spoken in the area include Xitsonga and IsiSwati. Learners in both School A and School B have Sepedi as their HL. Outside the classroom, learners use their mother tongue (Sepulana) to communicate with one another.

There are permanent classrooms in both schools which have burglary windows. There is an administrative office in each school which has few computers and one photocopy machine. School A uses the principal's old office as a library whereas in School B there is no library. There are general workers who take good care of the facilities of the school and the surroundings. In the observed schools, the classrooms are used for learning and teaching. The classrooms have a teacher table and two chairs. There is no staffroom in both schools hence two teachers have been allocated a class which they are responsible for.

The researcher only observed one classroom in each school and in the classrooms, there were charts on the walls which consisted of classroom rules, cleaning roaster, timetable and Mathematics sum tables. School A had a cupboard in the classroom which was used for storage, in School B, files and other documents were kept on the teachers' table. There were chalkboards in both schools. In each school, the tables and chairs in the classroom accommodated all learners. In school A, the seating arrangement was one in which learners sit in pairs and their tables face each other. In the other school, all learners sat in pairs facing the front of the classroom. There were textbooks in both schools at the back of the classroom which were used for learning and teaching purposes.

This study was comparative and, therefore, revealed that translanguaging was only practices in one school. Since the focus of the study was on one subject (Life Skills), content in School A was delivered in both learners' HL and the medium of instruction (English). The classroom interactions occurred in any preferred language. Communication in the two languages at School A seemed to be a norm in the classroom. Instruction in School B was carried out through English medium only. This implied that the teacher taught through English medium and learners had to interact using English as well.

4.3 DATA PRESENTATION

4.3.1 Data presentation of data collected through observations

Observations were the first data collection tool implemented by the researcher. The observations were performed in the two schools, of which the researcher spent 5 days in each school. The observations occurred during school hours and were performed from the morning until school knock off time in the afternoon. In a week, teachers were expected to do three lessons in the classroom for Life Skills. Therefore, the researcher spent 8 days in each school to conduct observations of a week cycle for the chosen subject. Life Skills as a subject has three parts namely Physical Education (PE), Personal and Social Well-Being (PSW) and Performing Arts (PA). The focus of this research was on PSW. This is the part of the subject in which learning happens in the classroom. In PSW, the teacher provides learners with knowledge and skills of different topics that learners experience or engage in daily.

The observations were executed to capture what happens in the classroom daily. Classroom interactions were observed with much focus on language use in the classroom. LoLT played a significant role in the prevalence of effective and meaningful learning and teaching. The observations helped the researcher to understand the contribution of LoLT on learning and the impact it has.

An observation sheet (attached in the Appendices) was used during the observations. Each day, an observation sheet was used by the researcher during the Life Skills period. The researcher rated the classroom activities at the end of each session according to the themes formulated in the observation sheet. The ratings during observations are substantiated by the researcher's notes. The researcher made field notes during the observations so that it becomes easier to comprehensively interpret the formulated headings of observations.

4.3.1.1 Observation results of School A

Q1—11 represent the themes formulated for the observations as they appear in the observation sheet Appendix.

DATA PRESENTATION OF SCHOOL A OBSERVATIONS

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Day 1	4	5	4	4	5	1	3	4	4	4	4
Day 2	5	5	5	5	4	1	4	5	3	5	5
Day 3	4	5	4	4	4	1	4	4	3	4	4
Day 4	4	4	4	4	5	1	3	4	3	5	3
Day 5	5	4	4	4	4	1	4	5	3	5	5

Question 1: Ability to deliver content effectively in medium offered

Teacher A's ability to deliver the content is outstanding. The content was offered in two languages (HL and English) and the teacher was able to communicate fluently in both languages. The teacher dominantly used English to teach as it is the required

medium of instruction stipulated in the policies (i.e. CAPS, LiEP). However, the interference of HL during teaching occurred frequently. During the lesson, the teacher consistently taught the content in English and made explanations in Sepedi. Elaborations as well as examples were also given using HL. During the lesson, the teacher interactively used the two languages as they were not propelled to make use of English only.

Question 2: Use of different teaching strategies to enhance learning

The use of different teaching strategies to enhance learning were prevalent in all of the observed lessons. The teaching strategies implemented comprised of direct instruction as well interactive learning. Direct instruction in the classroom was substantiated by questioning, wherein few instances depicted learners' abilities to give answers to questions asked in the classroom. In addition, different learning styles were used by the teachers to accommodate all learners. The learning styles used were haptic, visual and auditory. The teacher made demonstrations and brought visuals that were related to the different topics that were dealt with in the classroom.

The teacher continuously checked if learners understood what was taught. As already stated, questioning was done in lessons and the teacher asked learners questions about a particular topic before giving them information or conducting the prepared lesson. The teacher frequently asked what learners knew about the topic at hand. If learners did not understand the content, the teacher initiated discussions with the learners through their HL.

Question 3: Clear communication and representation of the lesson in the used medium

The most effective method of well-presented lessons can be captured within the provisions of the learning outcomes of each topic. Since Translanguaging was practised in School A, the teacher translated the questions asked in English to HL because there were some words that learners struggled to understand in English. What transpired was that teachers said statements in English and repeated them in the learners' HL.

Communication becomes effective when learners in the classroom get responses. The lesson communication and deliverance were in the both recognised languages; hence feedback was constant in the classroom. Learners responded to teacher questions and the teacher commended the behaviour of answering questions. In cases where learners responded to questions incorrectly, they were corrected without being made to feel like they have failed. The teacher used both languages, one as a support for the other and vice versa, but appeared to express oneself much effectively in HL.

Question 4: Demonstrate understanding of content

The learners appeared to understand the content. Their comprehension of the content was satisfactory and was observable when they answered questions. Learners found it easy to comprehend the content because their HL was also used in the classroom. They seemed to be struggling with English as they had challenges in understanding some of the concepts but translation of those concepts to HL was helpful. The teacher's ability to explain, elaborate and give examples in both languages enabled them to find it easy to understand what was taught.

Question 5: Ability to engage learners in one or more language

The implication of Translanguaging is to use more than one language for learning and teaching (Makalela, 2015). Since Translanguaging was practised in the school, this therefore meant that more than one language was used by both the teacher and the learners for learning and teaching. The teacher in the classroom engaged the learners in their HL and FAL. Learners' response to teacher engaging them was positive as they were participating in the classroom activities. When the teacher was engaging the learners or with them, the two languages were used equally, and learners participated in their learning.

Question 6: Active participation by learners when one language is used

The use and domination of one language in the classroom is a monolingual practice. Since it is the 21st century, it is important to detach from monolingual practices in education (Gracia, 2011). In School A, two languages were used in the classroom which led to active participation. The motivations for the participation of learners in classroom included that, more than one language was used and the language that

was also used is one which learners are competent in. This observation theme is not relevant for the learners in the school discussed as more than one language was used.

Question 7: Active participation by learners when more than one language is used

Hornberger and Link (2012) express that Translanguaging is a teaching strategy used in multilingual classrooms. Learners in South African communities and mostly multilingual because of the number of languages they are exposed to. Learning and teaching occurred in two languages (Sepedi and English). In the classroom, instructions and engagements were through the two languages and this led to the predominance of participation in the classroom. Besides answering questions asked by the teacher, learners did seek clarity on points made by the teacher. In addition, they had their inputs in some of the lessons that were conducted. The teacher initiated discussions and all learners were expected to participate. In one instance, groups were formulated and learners shared information amongst themselves.

Question 8: Do learners appear to understand the content?

From the researcher's observation, learners had a clue of what was being taught and what the content entails. The teacher communicated with the learners through English as well as their HL hence they were able to understand what the teacher was saying. As such, it made it easier for them to understand the content. Makalela (2015b) that the use of Translanguaging in the classroom makes it easy for learners to grasp the content and perform better in other subjects. Learners in the classroom were free to ask questions and answer the teacher's questions as well, this is proof enough that learners understood the content. Most answers they gave were correct. Understanding of the content was also seen through the performance of the given assessment in which presentation and analysis will be shown on Document analysis.

Question 9: Learner's comfortability to ask questions in specified medium

Questions in the classroom were asked in both the HL and English. Learners lacked confidence in how they communicated through English, it appeared as if they were not certain of whether they were articulating words properly and saying things in a correct manner. During lessons, the learners asked questions about concepts they did not

understand. Some of the questions asked needed the teacher to give thorough elaborations and engage learners so that they understand the content very well. Questions asked by the learners were a way of confirming if they were on the right path and acquiring the relevant content.

Question 10: Learner's comfortability to ask questions in Home Language

Since Translanguaging was practised in the school, learners had the privilege of asking questions in their HL. The teacher encouraged the learners to ask questions in their HL as learners found comfortability through it. This guaranteed that learners knew what they were asking, and teacher would answer them as expected. Asking questions through HL did not give the teacher any struggles of understanding what the learners were asking.

Question 11: Does the teacher respond well to learners' questions?

It was only on few incidents where learners asked questions and the teacher gave responses. It seemed as if learners' questions were not a norm. After the teacher has given a response, other learners would ask the very same question in a different manner because the answer given was, at times, not understood. As such, the teacher would give learners options of different languages through which their questions would be answered. Other than that, the teacher always assured that answers are given in both languages. Answering questions in learners' HL ensured that they have better understanding, whereas, English responses were given to know how to respond to questions through writing.

4.3.1.2 Observation results of School B

DATA PRESENTATION OF SCHOOL B OBSERVATIONS

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Day 1	3	2	2	3	2	2	1	2	1	1	1
Day 2	2	2	2	4	2	2	1	1	2	1	3
Day 3	3	3	3	4	2	2	1	2	2	1	1
Day 4	3	2	2	3	2	1	1	2	2	1	1
Day 5	3	2	3	4	2	1	1	2	1	1	1

Question 1: Ability to deliver content effectively in medium offered

The teacher was able to deliver the content effectively in the offered medium of instruction (English). The teacher's proficiency in English is acceptable for a second language speaker of the language. The teacher read the content in the used workbook but the explanations of content in most instances were shallow. Census (2011) indicated that the use of English as LOLT has an impact on the success of African learners who have English as an additional language. Though teachers are aware of the importance of offering education in learner's HL, the system propels them to use English to teach. In the classroom, the researcher noted that the use of English by the teacher has limitations of fully expressing oneself and clearly explaining the content.

Question 2: Use of different teaching strategies to enhance learning

The classroom setup portrayed a traditional method of teaching. A traditional way of learning and teaching is an instance whereby a teacher gives the learners information. In most instances, learners only serve the purpose of listening to the teacher is saying. It is not that the teacher undermines the capabilities of the learners but rather there is a contributing factor that makes leaners to be passive recipient of information. In this instance, language barrier is a factor that makes learners recipient of knowledge other than critical thinkers. In a traditional way of teaching, learners rely on the teacher for information. They do not question the information they receive but accept it as given.

It was not intentional that learners preferred to be passive, but it was because they did not fully understand the language in which they were taught. A common response was "yes" whenever the teacher constantly checked if the learners understood the content. The classroom was dominated by listening to what the teacher was saying. Learners did not play much role in the classroom.

Question 3: Clear communication and representation of the lesson in the used medium

The teacher's ability to communicate in English was good. The competency in the language was acceptable for a person who has English as an additional language. The teacher communicated effectively in English by following the rules and how the language ought to be used. Being able to offer the content was an indication of knowledge and proficiency of the language. Briefly, the teacher was able to communicate well in English.

Question 4: Demonstrate understanding of content

The teacher had enough knowledge of the subject and its content. The only concern surrounding content was elaborations as the teacher had difficulties in simplifying the content taught. The teacher prolonged elaborations in the classroom to make learners understand what was highlighted. The disadvantage of the elaborations was that they were time-consuming, but the teacher made it a point to simplify language use for enhanced deliverance of content.

The teacher spent a lot of time emphasising one point. The teacher understood the content but the problem was lowering understanding to the level of learners. Since learners do not fully understand English, thus, the teacher had to use simple vocabulary to accommodate the learners and ensure that they follow what is pointed out in the content. The teacher had to break the content into small digestible particles. Although the medium was English only, HL was used in the English based subject at times when the teacher felt the need to do so. For instance, if there was a difficult word that learners did not know, the teacher would say it in their HL then resume the lesson using the required medium.

Question 5: Ability to engage learners in one or more language

One language was used as the medium of instruction. The use of English made it difficult for the teacher to engage the learners. The teacher tried to engage the learners, but the engagement was not satisfactory. The teacher asked learners questions, but their responses were close ended. Learners' responses did not create room for engagements with the teacher or peers in the classroom. The teacher often asked learners to either elaborate a point made or given their own opinion but few learners in the classroom were able to express themselves freely using English.

Question 6: Active participation by learners when one language is used

Learners in School B hardly interacted with the teacher. The teacher initiated interactions in all learners but it led to partial participation of learners. Majority of the learners in the classroom looked down to avoid contact with the teacher during interactions. Minority of the learners in the classroom were participative but their confidence in using English was ordinary. The use of English appeared to be the root of the minimal participation and engagements by the learners in the classroom.

Question 7: Active participation by learners when more than one language is used

Learning and teaching were limited to the use of one language. English was the LoLT, a language that has been newly introduced in the grade. Learners were not competent and proficient in it because it is a language they hardly hear outside of the classroom (Brock-Utne & Qorro, 2015). As such, it is problematic to learn a language and through it as it does not form part of the interactions learners engage in with their surroundings. Makalela (2014a) expresses that engaging learners in their HL is fuel for participation in the classroom.

Question 8: Do learners appear to understand the content?

Teacher B constantly checked if learners understood and that their responses were always a positive "yes." The learners in the classroom hardly asked questions or answered the teacher using their own constructed answers. It seems as if they did not want to see themselves talking to the teacher. Since an assessment was given, a small portion of learners seemed to understand what was taught as they were able to answer

the questions given. They just did not feel like having engagements with the teacher during lessons.

Question 9: Learner's comfortability to ask questions in specified medium

Throughout the durations of the observations, two learners had the courage of asking the teacher a question on different days. Asking of questions and responses being given to them is a form of interaction (Mashatole, 2014). This gave the impression that learning and teaching prevailed as learners were able to engage in activities. Learners experienced difficulties in asking questions in English and this, therefore, resulted in problems of learning through English. Hence, majority of learners did not ask questions during lessons.

Question 10: Learner's comfortability to ask questions in Home Language

Since Translanguaging was not used in the discussed school, the privilege of asking questions using HL was not granted. As already stated, participation in the discussed school was not impressive. It was an unfortunate experience as learners struggled with understanding, yet they were expected to learn through the language.

Question 11: Does the teacher respond well to learner's questions?

As already stated in Question 9 that there were a few instances wherein only two learners asked questions in different incidents, the teacher answered the learners comprehensively, but the learners did not continue to interact with the teacher further to demonstrate understanding. The learners accepted the teacher's answers without questioning what they entailed.

4.3.2 Data presentation of data collected through interviews

Transcriptions of the conducted interviews with teachers have been included in the Appendices. The responses of the teachers will be discussed separately because most of their meanings differ although they were asked similar questions.

4.3.2.1 Interview responses of Teacher A

Life skills is an English based subject. The subject was English instructed and the implications to this included that it must be used verbally or non-verbally during lessons. Verbal communication in the classroom entails spoken words through English and non-verbal communication connotes the assessments learners undertake through activities in English. The teacher had an African language as HL, which was Sepedi. The school was based in a rural area and as a result the learners also had Sepedi as their HL.

The teacher's competency in English was moderate. The teacher was able to communicate fluently in the language and pointed out that at times it is important to use learner's HL to give clarity and interact with the learners as they understand the content better through it. Though that is the case, the teacher regards English as a language for intellectuals, one may say intelligence can measured by English knowledge and competency.

Teacher A indicated that English enables effective teaching and learning because it is a language that could take learners far as it is a universal language. The teacher mentioned that the purpose of HL is to be used at home and its importance in the classroom is not seen. As such, learners were encouraged to communicate in English by engaging in oral activities which help to improve their communication skills. Learners were encouraged to be actively involved in class activities and this was done through creating a free classroom where learners were not fearful to give their inputs.

The teacher claimed to be familiar with the practise of Translanguaging. The researcher had to re-explain what Translanguaging is and what it entails to the teacher though that was done prior data collection. It was indicated by the teacher that both HL and English are used in the classroom. Although it was indicated that HL should be used at home only, the teacher believed that it is important to use it to explain the content in the classroom. This was contradictory to the language that was said to be used to facilitate effective learning and teaching. Usually, the teacher explained in Sepedi for learners to have a clear understanding of the content.

In closure, the teacher encouraged the partial use of Translanguaging as the policy required that learners be taught in English. The teacher mentioned that there is a need

to explain difficult words of English in Sepedi but communication and interactions should be in E nglish for learners to learn the language.

4.3.2.2 Interview responses of Teacher B

The subjects' content was in English, as such, it was required of the teacher to use the language as medium of instruction. The teacher's HL was Sepedi which was also the HL of the learners in the classroom. There was an interference of HL during teaching as there were words that were difficult in English and learners did not understand them. Therefore, the teacher used learners' HL to explain what was taught. Teacher B indicated that English has an effect on learners. Most subjects in grade 4 are offered in English–a language learners were newly exposed to. As such, learners experienced difficulties learning through this medium.

The teacher suggested that learners' HL be used as medium of instruction as it is a language they are familiar with. The learners are taught in Sepedi in the 3rd grade, thus, the practise of being taught through it should be continued and implemented in grade four. The teacher expressed that learners learn better in their HL. As a result, the teacher finds it profound to let learners engage with each other using their HL during group discussions. In this way, learners were able to share viewpoints and understand each other. This also gave them conducive platforms to mediate the learning process.

During group work, the teacher ensured that learners participate by moving around in the classroom. Since English I s the medium of instruction, it is problematic for them to engage through it. The teacher is familiar with the practise of Translanguaging and has highlighted that there occurs interpretations and translation of English words to HL. The implementation of Translanguaging by the teacher occurs on a daily basis as they learn and understand their HL better than English. The use of HL in the classroom gives parents a chance to take part in their learner's education as it makes them be able to help with schoolwork. In this regard, parents are able to explain the content better in an informal setting.

The teacher suggested that other teachers should implement Translanguaging as learners have a difficulty of understanding English. If the motive for the use of Translanguaging is not supported therefore English needs to be introduced in grade 3 so they can be familiarised with the language and stand a better chance of being able to learn through English in grade 4 without the interference of HL.

4.3.3 Document Analysis data presentation

The CAPS document is a policy used by both schools as it guides teacher on their teaching. It also clearly states the forms of assessment for learners as well as the time allocation of lessons and when a certain topic should be done.

On the weeks when the researcher did observations, one of the topics that was dealt with in the classroom was Conflict. The researcher felt a need to formulate an assessment based on it to understand if learner did grasp the concept. The assessment was the same for both schools, the only difference was that in School A, the assessment questions were asked in two languages (Sepedi and English). Learners were also instructed to respond using both or any of the two languages whereas in School B it was strictly English. Questions were in English and learners were expected to give answers in English. The learners were expected to read the scenario before they start answering the questions.

ASSESSMENT: Scenario and Questions

> Karabo mistakenly hit Peter's lunch box and it fell. When Karabo noticed this, she apologised. Peter pushed Karabo to the ground and they started fighting. During the process, Peter ended up bleeding through his nose. He started crying and the matter was reported to the principal.

QUESTIONS IN ENGLISH

1. What is a conflict? (1)
2. What caused the conflict in the short story you have read? (2)
3. If you were Peter, what were you going to do? (1)
4. How can you avoid conflict? (1)
5. Give 3 conflict situations that are likely to happen at home. (3)
6. Give a possible solution for any of the conflicts you mentioned in question 5. (2)

QUESTIONS TRANSLATION IN SEPEDI

1. Kgakgano ke eng? (1)
2. Kgakgano go palo ye oe badilego e hlotše ke eng? (2)
3. Ge nkaba ele wena Peter, ne o tla dira eng? (1)
4. Naa o ka fapana bjang le dikgakgano? (1)
5. Efa mehlala ya dikgagano tšeo di ka diregago ka gae. (3)
6. Naa dikgagano tšeo di ka rarollwa bjang? Efa tharollo. (2)

A GRAPH REPRESENTIG THE PERFOMANCE OF LEARNERS IN EACH SCHOOL
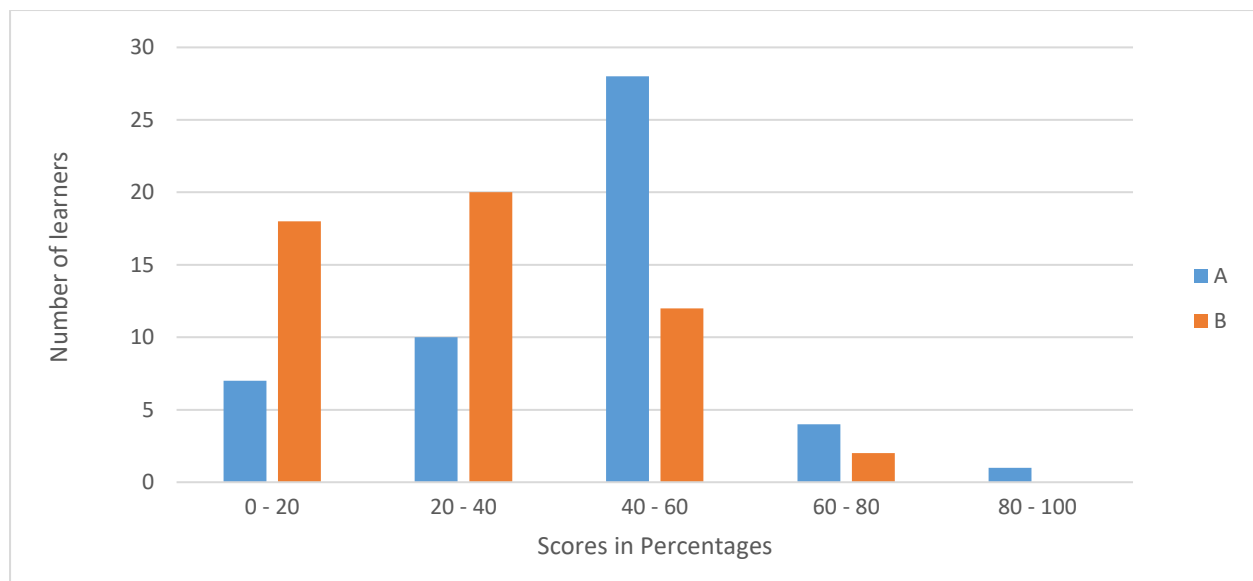
School A had 50 learners whereas learners in School B were 52. Out of 50 learners in School A, 7 of them got a percentage score of between 0-20 of which makes the 14% of low performers in the activity. Comparatively, School B had 18 learners within the same score of which the percentage in this instance is 35%.

In School A, 10 learners (20%) scored between 20-40 and in School B 20 learners (39%). The percentage of scores between 40-60 were 28 learners (56%) in School A and in School B it was 12 learners (23%).

Learners in School A had 4 learners who scored between 60-80 of which the class average was 8% and School B had 2 learners within the same range of which the average is (4%) scoring within that range. Lastly, only one learner (2%) in School A had a score between 80-100.

Learners' performance in School B for ranges 0-20 and 20-40 was higher than that of School A. According to the graph, majority of learners of School B scored within the lowest averages. Then as of score 40-60, the number of learners in School B are lower than that of School A. Most learners of School B are within an average percentage as compared to School B learners' performance which is toward the lower ranges as presented by the bar graph.

The assessment was done to check how language contributes to the understanding of content by learners and the impact it has on their academic performance. The assessment also tested how learners respond to questions using one medium or preference of one language over the other.

SCHOOL A RESPONSES

In the following scripts, one learner obtained 100% and all responses were in HL and the other learner obtained 80% and used English only to answer the questions. This means the learner were able to read the comprehension given and chose their preferred language to answer the questions. This proves that learners in the classroom understood both languages as the passage was written in English, the only difference was denoting how they best understood the questions and giving responses.
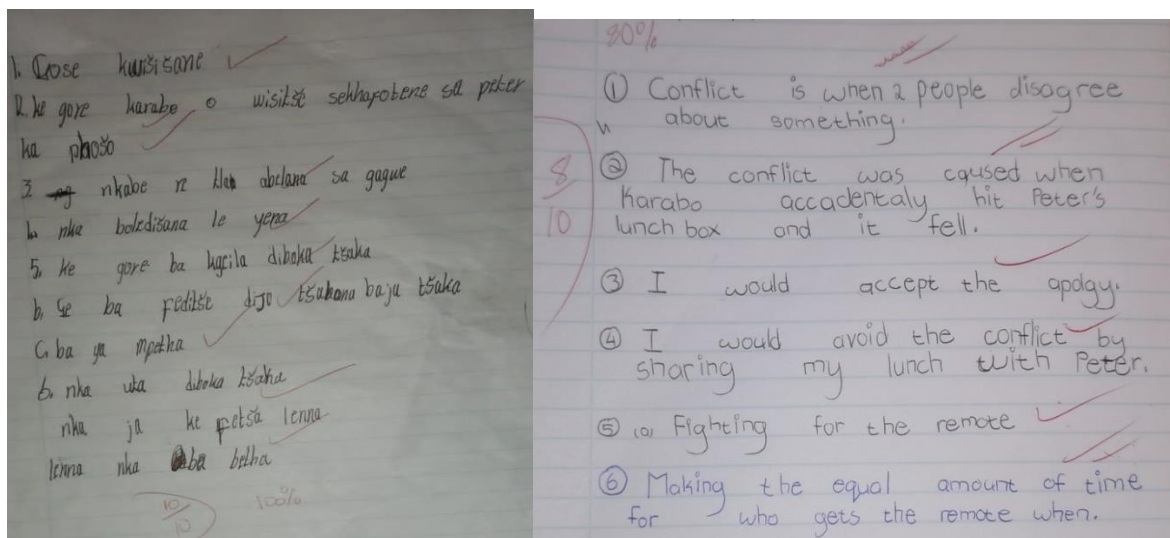
SPELLING ERRORS IDENTIFIED AND CORRECTIONS

Kwišišane- kwešišane

Apolgy-apology

Accadentaly-accidentaly

SCHOOL B RESPONSES

Learners in School B struggled mostly with understanding the questions. On one of the scripts, the learners the same answers for two different questions. The learners were able to make use of the data given in the scenario but struggled to answer questions that needed them to apply their critical thinking skills and denote their own understanding using their experiences.
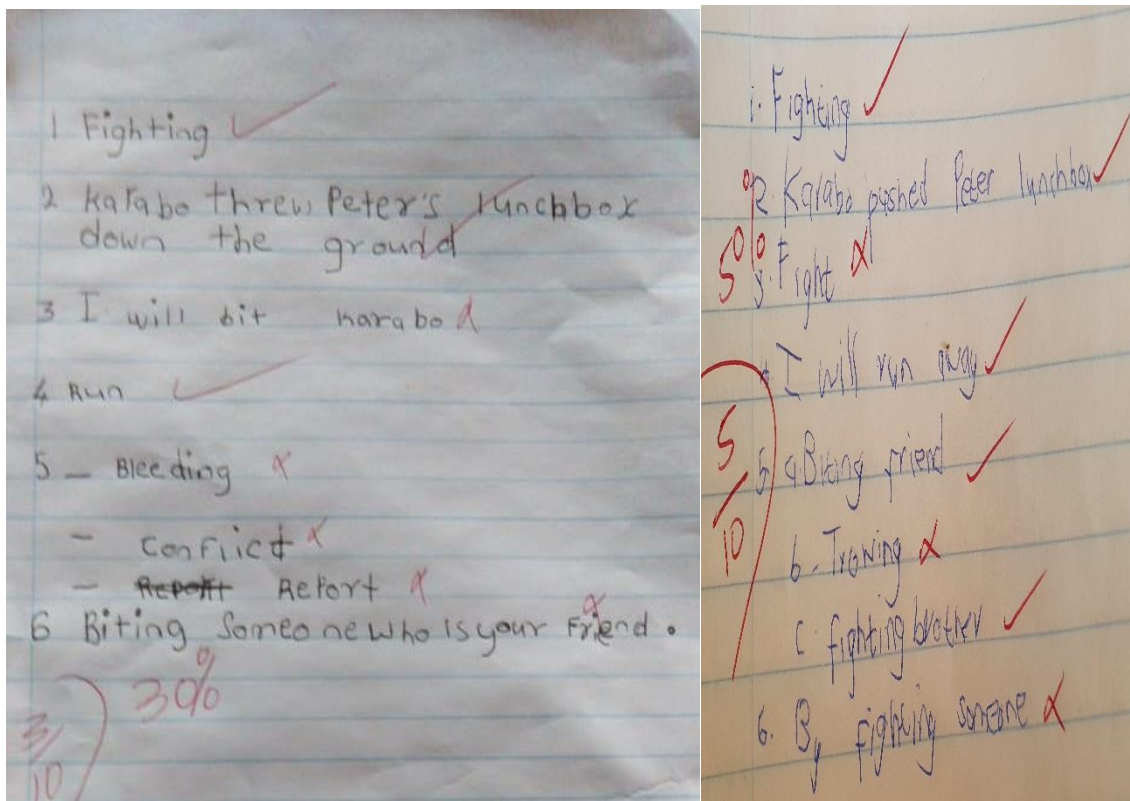
SPELLING ERRORS IDENTIFIED AND CORRECTION

Bit-beat

Biting-Beating

Trowing-Throwing

4.4 DATA ANALYSIS

4.4.1 Data analysis of observations

In this section, the researcher comparatively analysed the collected data from observations for both schools.

- **Ability to deliver content effectively in medium offered**

Sepedi and English were equally used as the media of instruction in School A whereas in School B the medium of instruction was English only. Both teachers (Teacher A and Teacher B) have clear knowledge and understanding of the language (s) they used to teach in the classroom. The prevalent practise in School A was the substantial use of HL to explain the content. In School B, the content was in English, it was explained and clarified through the language.

Explanations of the content in School A were done through two languages of which it was easy to understand. Teacher B's explanations in English was vague in most lessons, the teacher relied more on the information written in the textbook and notes compiled. Explaining the content in English limited Teacher B to a certain extent. Comparatively, clarifications and explanations were well done in School A by the teacher because of the use of two languages to teach. HL was more dominant in School A and as such it served as a tool to substantiate the content as it was delivered through English as well.

The content deliverance in School B was satisfactory in all lessons offered, however, the medium of instruction limited the teacher to exceptionally deliver the content. The use of English only made the teacher break few rules of language use to be at a level where learners understood what the teacher was saying. Not only did English limit the teacher, it limited the learners as well because the teacher found it problematic to engage with the learners through the languages in some instances.

Content deliverance and clarifications in School A was better than that of School B. This can be assured by the engagement of most learners in the classroom with teacher and amongst themselves as well as observed by the researcher. Majority of learners in School B appeared to be lost in during learners as they clearly understand what the

teacher taught in various occasions. As a result, the teacher had to make repetitions of what should be taught in the classroom. Through repetition, learners seemed to be able to pick up a few points which made it not to fully understand the content.

- **Use of different teaching strategies to enhance learning**

The teacher applied an interactive learning approach in School A. From the researchers' observation, most learners were engaging with the teacher during lessons. Interactions between learner and teacher and amongst learners was a clear indication that learning was prevalent in the classroom. During the classroom interactions, learners frequently used their HL to communicate with their teacher. Teacher A used both English and HL to communicate with the learners. In School B, the classroom approach was more traditional since learners in the classroom were mostly passive throughout the lessons.

- **Clear communication and representation of the lesson in the used medium**

Lesson presentation involves content deliverance, which is simply offering learners information relevant to the topic at hand. Lesson can be done through direct instruction, question asking as well as discussions. The teacher in School A was able to communicate clearly in the languages used, questions were at times asked in both languages to ensure that learners understood what was been asked. The use of two languages as media of instruction encouraged learners to make use of any language of choice to give responses. Responses given by the learners were mostly through HL.

School B teacher was able to deliver the content very well. The ability of the teacher to explain concepts in the specified medium ensured that all lessons were well represented. Most of the lessons in School B were substantiated by demonstrations to help learners understand what is being taught.

- **Demonstrate understanding of content**

Both teachers were experienced in offering the content and equipping learners with the necessary skills to excel in the subject. The teacher understood the medium of instruction required to deliver content. As a result, they delivered it the in ways that

learners understood. Comparatively the teacher in School A did not spend too much time on emphasis because content was offered in two languages of which one language learners are familiar with. The teacher ensured that the content was explained in both languages, but emphasis of points was made more using HL. The teachers showed great understanding of content and ensured it is delivered in the required medium. The only problem encountered by Teacher B was that, too much time was spent on explaining crucial aspects of the content. The teacher had to lower the standard of English and ensure points are repeated so learners have a better understanding.

- **Ability to engage learners in one or more language**

Engagements with learners and the teacher in School A were through two languages whereas only one language was used in School B to engage with the learners. Teacher A was able to engage with the learners in discussions. Learners gave positive response to classroom engagements and they were able to answer questions asked using two languages. Teacher A saw that learners found comfort in giving answers through their HL and would at times ask learners to translate the answers they gave in HL to English. English was used by Teacher B to engage with the learners during the learning and teaching processes. The response of learners wanting to interact with teacher or with each other in School B was unsatisfactory.

- **Active participation by learners when one language is used**

One language was used in School B only hence the comparison between School A and B cannot be allied. Learners in a classroom are often seen as audience as the teacher stands before them and gives them information. The audience participation in School B was poor. Most of the learners did not have interest in participating in the classroom activities. During the observations, it seemed as if they enjoyed listening to what the teacher was saying without understanding. They often felt fearful when the teacher paused to ask questions of which a few learners were responsive to.

The enthusiastic minority learners who were participative were anxious about talking for a longer period. They had no confidence in the language they used to give answers and express themselves. Repeatedly they would pause just to check if they were using the right concord. The fear in making mistakes while talking was more dominant than them having to express themselves effortlessly.

- **Active participation by learners when more than one language is used**

The use of two languages was only at School B where Translanguaging was practised. The learners in the classroom enjoyed participating mainly through their HL and as such, they were not afraid of making mistakes in both their HL and English. Participation in the classroom was sufficient as half of the class were interested in making their inputs. Only the minority learners often gave answers using both English and HL. Learners spontaneously voiced themselves more in their HL.

- **Do learners appear to understand the content?**

The strategy used in School A worked for both the teacher and learners because they understood what the teacher taught. Unlike in School B where majority of the learners had a difficulty of grasping the content and hardly understood it. Sebetoa (2016) recommends that teachers should preferably change the strategy of teaching if they see that learners do not understand. Changing the strategy of teaching in terms of language use was not possible for teacher B as English was to be used as medium of instruction in all lessons.

- **Learner's comfortability to ask questions in specified medium**

The learners did stick to their specified medium of instruction in the respective schools. School A learners exploited asking questions through their HL more than in English. Their comfortability to ask questions through English was a bit problematic. Learners in School B had trouble in asking questions in a language that they hardly know and understand.

- **Learner's comfortability to ask questions in Home Language**

Learners in School A had the advantage of asking questions in both English and their HL. They made it a point they utilise both languages but asking through English was unsatisfactory. Learners did ask questions but most of the questions they asked using their HL. In School B were not permitted to ask questions in their HL. This is why the number of learners who asked questions in English is a bit lower as stipulated in the presented data.

- **Does the teacher respond well to learner's questions?**

In School A, the teacher answered learners' questions in English if ever they asked them using their HL. At times, they acted puzzled when the teacher gave answers in English that is where the teacher then gave the answer in their HL as well. When answers were given through HL, the teacher made efforts to give further elaborations. Learners often asked questions on the given answers, but in School B, the teacher responded learners' questions but after that the lesson continued.

4.5 Emerging Insights from collected data

The generated themes below emanated from the data collected through observations and interviews.

4.5.1 Learners competency in their HL

Majority of learners in South African schools based in rural areas have an African language as their HL. They mostly use this language at home, with friends and people in the community. The reality is that being multilingual in a South Africa being proficient in African languages (Prah & Brock-Utne, 2009). The only time they get to hear or use English is when they are in the classroom. English is a colonial language and can be considered to be language foreign to African learners (Brock-Utne & Qorro, 2015). They further state that being bilingual for Africans entails having a foreign language as one of the two languages.

In school A, learners preferred the use of their HL to answer questions asked by teacher as it is the language they are competent in and comfortable to use. It was seen through the observations that learners understand their HL better as the Teacher A constantly explained the content using the learners' HL. The use of learners, HL for learning and teaching encouraged learners to take partake interactions with the teacher. (Brock-Utne & Qorro, 2015) affirms this by stating that an engagement through the HL of learners is a drive for participation in the classroom.

Though multilingualism is prevalent in South Africa, the use of English as a language of instruction in schools puts African learners at a disadvantage. Garcia and Hesson

(2015) affirm that in the classroom, the language skills that learners bring are not worked on. Learners face a challenge of learning a new language, communication through it and worse having to learn through the language that they do not know and understand. Learners in South Africa are familiar with several languages that can serve as a source of acquiring an additional language. However, the skills they possess in multiple languages are rejected. This in turn affects learners' communication skills in their HL as much focus in put on English.

4.5.2 LoLT Influence on learning and teaching

A study was conducted by the University of Dar es Salaam (UDSM) with regard to the impact of English as language of instruction on students. The UDSM (1999) study found that students have low proficiency in English and as a result, they encounter problems when having discussions and talks. If students in higher institutions still have problems with English as LoLT in higher institutions, how then are children who are less than ten years old able to counteract the challenges they face in the classroom? The infrequent use of English in black communities is the causal factor to the poor language proficiency. In the study conducted by UDSM, a conclusion was reached and a recommendation was the use of a lingua franca, which a teacher and students can use to engage in meaningful interactions.

Teachers in the classroom are faced with a challenge of teaching new vocabulary of English as the learners are not familiar with the language. During the teaching process, when a teacher says a word, they have to explain it as learners may not know it. Translanguaging as a solution to language issue more especially English as LoLT would be using a familiar language in which not all concepts discussed are foreign. This yields understanding amongst learners unlike introducing a foreign word which a teacher may not even be able to give the best explanation of it which all learners may understand.

4.5.3 Translanguaging strategies used to develop HL and LoLT

In School A, the teacher translated everything that was said during the lesson to the learners' HL. The teacher made sure that learners were able to understand the content in their HL as well as in English. Brock-Utne and Qorro (2015) point out that a realistic

bilingual teaching and learning strategy in multilingual countries is the use of learners' HL as language of instruction. This is because learners learn best when they understand what the teacher says. Code switching is a common practise mostly applied by teachers in the classroom. According to Brock-Utne & Qorro (2015) teachers know and have mastered code-switching between HL and FAL.

Makalela (2015b) informs of a study conducted in a rural area in Polokwane wherein learners' learning resources were in both HL and English. Learners' results in their HLs and English improved through the provision of materials in languages that learners are familiar with. In support of the study, Makalela (2015b) concludes that one language is incomplete without the other. As such, the use of Translanguaging is a strategy to learning and teaching fit for South African learners as they are exposed to numerous languages in their daily lives.

In the assessment given, learners in school A mostly gave their answers using both languages. There are questions that learners felt they would best express their views in a particular language. Although spelling is a problem in both schools, the use of learners' HL to respond to some questions made them refrain from making mistakes in English and giving correct answers.

4.6 CONCLUSION

The chapter outlined the backgrounds of the two schools investigated and discussed data analysis. The researcher made interpretations of the data collected through different research tools. The study found that language barrier contributes to learners' ability of comprehending the content and in turn being able to create their own knowledge. The use of English only in the classroom limits learners to perform to their maximum potentials. The study revealed how the use of Translanguaging is beneficial in a classroom where English serves as an additional language.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTON

The data found during collection is presented in this chapter. The presented data were used to generate a summary of the key findings in this chapter. The implications of the study are also revealed in this chapter. The recommendations in this study include how language barriers can be addressed in the classroom and strategies to be used to develop learners' knowledge in their HL as well as the acquisition of English. The aim of the study was to investigate the influence of using Translanguaging in a Grade 4 Life Skills classroom and the findings will be summarised in relation to the objectives of the study.

5.2 LIMITATIONS OF THE STUDY

The study was conducted in one of the rural areas of Acornhoek. The findings are not applicable to surrounding schools in the area. The participants of the study did not represent all learners in grade four countrywide nor their teachers. Their data is simply a representation of the schools under investigation. The results and conclusion cannot be used to give a general view of how things are conducted in South African all schools.

5.3 SUMMARY OF FINDINGS

The focus of findings is to relate the data to the aim and objectives of the study. This is to say, was the aim achieved and if objectives were met by the research. The section gives a summary of what was found in the two schools under investigation. The key findings are summarized as follows:

5.3.1 Learner challenges with English

The study found that learners struggled with English being medium of instruction. This was because the language was newly introduced to them and it was difficult for learners to understand discussions conducted through the language. Learners' ability

to use the language was for partial communication purposes as it has been seen in the assessment given that learners struggled with spellings. Learners wrote wrong spellings for words that they would simply copy, for instance the word fighting" which was provided in the scenario.

In one of the pictures attached for School A, a learner responded using Sepedi for all questions and obtained 100% and there were few spelling mistakes spotted. The spelling mistakes in the written assessment were minimal in HL as compared to FAL. Learners found it easier to respond in a language they knew and understood best. This is simply an indication that the use of English is challenging as learners are unable to comprehend the content which led to them not answering questions well and using their own words and understanding to answer questions. They simply check key words of a question then use information given to give an answer.

Krashen (1981) indicates that language production is not as imperative as language comprehension. In simple terms, this means that being able to understand a language is important during the acquisition of that particular language. Learners' vocabulary in English was not impressive. Learners struggled with sentence construction and spellings. The spelling mistakes of HL were much better equated to those of English. The use of HL to answer questions helped learners to make fewer spelling mistakes and to also not use words of the questions constructed to give answers. Other than spelling errors, the ability to comprehend the content in English was problematic. The use of learners' HL for learning and teaching enabled learners to easily comprehend the content as they understand better through a language they already know. The use of HL in the classroom motivated learners to use it to answers questions through the language as well as to engage with the teacher during classroom interactions.

It was seen through observations that learners of School B were not fascinated to participating in the class activities. They did not have the courage to interact with the teacher as they were propelled to communicate in English. Although some of the topics they dealt with were familiar, since it was English, learners did not know what the topic was in their HL to easily understand what the teacher was talking about. Most of the words in English sounded foreign to them.

Although one teacher saw English as a language to determine ones' intellectual, the teacher used Translanguaging daily in the classroom to make learners understand what was taught. Teachers indicated that they use both HL and English during lesson. Thus, it can be concluded that Translanguaging is prevalent in the classrooms. The teachers used learners' HL then translate the content to English so learners can learn the language. The switch between the two languages also made it easy for learners to understand the content.

5.3.2 Teachers' comfortability in using HL during lessons

Language barrier is a major concern in the classrooms. Realistically, it takes more than four years for a child to be competent and proficient in their HL. Learners in South Africa are only awarded three years to learn their HL and having it as medium of learning in a formal setting like school. In grade 4, English is added and used as MOI. For easy acquisition of an additional language, all the necessary skills and knowledge of HL should have been learnt before introduction of that additional language. Teachers are faced with a challenge of teaching through English, a language that learners do not know. As a result, teachers resort to the use of HL to teach in the classroom as learners understand their HL more than any other language. This helps with continuing to develop HL as well.

In this study, teachers used both languages to teach and to develop learners' English vocabulary as well as easy comprehension of the content presented in English. In the interviews, the teachers admitted to using Translanguaging strategies in the classroom as they are beneficial to the learners. The Translanguaging strategies in the classroom incorporated the use of code-switching time to time and use of any language by learners in the classroom to interact with the teacher. Although, teachers were supposed to use English as LoLT they believed that HL makes it easier for learners to learn.

5.3.3 The influence of Translanguaging

The study found that Translanguaging was prevalent in the two schools as revealed by the teachers during interviews. The teachers indicated that its use in the classroom played a major role in enhancing understanding of the content. In School A where Translanguaging was practiced, majority of learners were able to hear what the

teacher said and this can be seen by the participation levels shown by the learners. Learners were eager to contribute to the classroom activities without fear of making mistakes when communicating as they used their mostly preferred using their HL. The use of Translanguaging awarded learners the opportunity to use any preferred language or one for communication purposes as well as answering questions of the assessment given.

The influence of Translanguaging on the assessment was not fully effective. This is because there were learners in School A who did not perform well, and their performance was the same as that of other learners in School B. The reason for the poor performance was because a portion of the learners felt there was a need to answer in English as they are used to writing the subject in English. All learners under study were able to understand the questions of the scenario even though not all of them answered correctly. The only difference was that learners who were asked questions in their HL and English used either one or both languages to answer questions. This, therefore, led to learners giving responses in a language they best understood. In this instance, learners mostly used their HL hence their performance was better as compared to learners who only used English to answer questions.

There were slight improvements on learners' performance when Translanguaging was used because learners performed above average in the assessment given. Learners were able to answer the questions efficiently as they understood what was being asked. The use of HL during lessons also contributed to learners' correct responses of questions.

5.3.4 How Translanguaging contributes to knowledge development and improvement

During an interview with one of the teachers, the teacher expresses that it is important to use learners' HL to facilitate learning and teaching since learners do not have knowledge of English. The grade in which the learners are in is the foundation in which they learn English, as such, it is impossible to learn through the language. The teacher further indicated that English is a barrier and learners can be able to perform better when their HL is used. This is proven by the assessment that was given to learners in School A, the majority responded using their HL.

Both teachers pointed out they make use of Translanguaging in the classroom for comprehension. The use of HL in the classroom also encourages the teacher to develop the knowledge of learners in English. Learners come to grade 4 without any knowledge of English since it is not taught in the previous grades. Translanguaging serves as a tool for learning English with the substantive use of HL.

Based on the findings of the study, the use of Translanguaging contributes to knowledge development and improvement. Learners learn through two languages of which one they know and understand. They easily transfer the skills and knowledge in their HL into English. Translanguaging in a grade 4 classroom improves the knowledge of learners in their HL then enables easy acquisition of English. Learners know concepts in HL which becomes easier for them to learn the concept in a different language by the use of Translanguaging. In turn, learners are able to construct their own knowledge using any of the two languages. The results of Translanguaging is there in no language that is at a disadvantage of not being developed as both languages enjoy the benefits of being used equally during learning and teaching processes.

5.4 CONCLUSION

Based on the data obtained from the teachers and observations, it can be arguably conclude that Translanguaging can be used as a learning and teaching strategy. Although Translanguaging was practiced in one school, the teacher in the school in which Translanguaging was not prevailing revealed that they use Translanguaging in the classroom. This is supported by the ultimate switch from HL to English and vice versa during lessons. The teacher does not focus on communication through one language but use of both languages equally.

The use of Translanguaging plays a huge role in developing learners' HL as well as English. Although learners enjoy using their HL in the classroom by communicating and writing through it, their vocabulary in English was developed and enriched by the teacher. The research has shown how learners struggle with English based questions and responding through the language. Learners have an idea of what they are writing about more especially when they have been taught that particular thing in their HL. It

becomes easier to answer questions as they did not only use the content provided by the teacher.

5.5 RECOMMENDATIONS

The study recommends that teachers in the classroom be officially allowed to use strategies that they believe will enable effective teaching and learning in the classroom. This implies that teachers should not only rely on instructions from educational authorities as they are the ones who are faced with challenges in the classroom. Teachers also know where their learners' struggles hence the same teaching or learning strategy will not work for all learners as they are different. In simple terms, the educational system of South Africa should consider a bottom-up strategy when it comes to policy development.

A bottom-up strategy to policy planning and development will benefit both the teacher and learners. Educational policies should not only be reviewed by policy makers time to time, but teacher should also be involved. Teachers should have an input in the policy as they deal with its implementation. Teachers are the ones who spent most of the time in the classroom, they know what method of teaching works best for the them and the difficulties that they encounter before preparing a lesson, during the lesson and after the lesson has been conducted.

The world is evolving, and people need to adjust to the way in which things are changing. South Africa is a multilingual country and multilingualism forms part of our daily lives. The government cannot expect learners in rural areas to be able to learn in English just because the minority group can. It is understandable that English is a universal language, but it is impossible to receive effective education in a language that one does not understand. What is transpiring now is that learners who have an African language only learn the content in English so they can meet the requirements of being promoted to the next grade and not understanding learning is a life-long process. What you are learning now would be beneficial in future. A solution is the continued use of HL as MOI alongside with English. Already teachers make use of both languages therefore formalisation of such strategies should be done. This would

make it easier for learners to be competent in both languages and be able to read, speak and write effortlessly.

Most policies that exist in South Africa are not Africa-based. The multilingual policies used in education do not relate to the experiences of Africans although multilingualism forms part of their daily lives. This then calls for the establishment of learning and teaching theories that relate to the situations of Africans. Learners should be taught things that they are able to experience with their sense on their day to day life. Whatever they are taught in class should not be foreign to them. Translation of those policies into African languages can also be done to ensure proper implementation and their effectiveness.

The current strategies used in education do not benefit learners and teachers as the majority are not able to develop as individuals unless one goes an extra mile for themselves. Teachers are not able to learn nor implement strategies that work best for them as the system dictates the content they should teach, how and when it should be taught. One may say the use of English as LoLT is no different from how things used to be during the apartheid era. Our languages are only recognised in the constitution but do not enjoy the benefits of being official languages. They are still marginalised as they serve the purpose of home use and not developed in education.

The advocacy of the study is simply the use of African languages in education. They should not be learnt only as a subject but must be used as media of instruction in the classroom. The use of HL concurrently with English will bring great improvements in the educational system. Learners would find it easy to learn English and communicate through it. Furthermore, they would perform exceptionally well in their subjects as they would have enhanced understanding of the content.

The study does not necessarily advocate for the content to be in both languages (English and HL). The content can still be in English, however, HL must be used during learning and teaching. In addition, learners should be awarded the platform to respond to assessments using a language that they are comfortable with and fully competent in. The use of English only in the classroom creates an image that African languages

do not matter since English is superior. Thus, the equal use of both languages in the classroom will make learners value all languages

5.6 FUTURE RESEARCH

Translanguaging was practiced in School A and English only medium was implemented in School B. This was the focus of the study–to determine the effectiveness of using Translanguaging in a multilingual classroom. The results of how both schools performed were outlined. For further exploration, the researcher intends to use the data obtained from School B to conduct an interventionist study. The collected data will be used as a pre-intervention thereafter, Translanguaging will be practiced. By doing so, the researcher will be able to measure the impact English has versus the impact of Translanguaging as well. The results before Translanguaging was practiced and the results after Translanguaging would have been practiced will be compared.

Further research can be done on how Translanguaging strategies are used for other subjects offered in the grade. If Translanguaging is used in Life Skills, there are possibilities that teachers of other subjects that are in English implement the method.

5.7 CHAPTER SUMMARY

The chapter has shown the influence Translanguaging has on learning and teaching. The focus of Translanguaging is not only on language use but other methods of teaching such as demonstrations and interactive learning in the classroom. The research has outlined the effectives of implementing Translanguaging, how it contributes to content comprehension and knowledge development.

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APPENDICES

APPENDIX A: LETTER TO SCHOOL PRINCIPAL

Dear Sir/Madam

I Malebe PN, from the University of Limpopo, hereby request permission to conduct a study at your school. The research is based on Translanguaging, which is the use of different languages for learning in the classroom. The research seeks to investigate how Translanguaging as a learning strategy to be implemented in the classroom to ensure that learners receive effective and quality education.

I kindly request you to grant me the permission to make use of the grade four classroom. The data will be collected by means of observations, interviews and analysis of documents. The data collected will be treated with confidentiality and not exploited in any way.

I hope my request is taken into consideration.

Yours Sincerely
Malebe PN

Signature   Date
…………   ……

APPENDIX B: LETTER TO PARENTS

Greetings

I Malebe PN, from University of Limpopo am conducting a research on Translanguaging, which is an instance wherein learners make use of different languages to learn. I hereby request permission to allow your child to take part in the research. The researcher assures you of the safety of learners and confidentiality of the information obtained from them.

Thank you.

Yours sincerely
Malebe PN

Thobela Morena/Mohumagadi

Nna ke lego Malebe PN go tšwa Yunibesithing ya Limpopo. Ke dira nyakišišo yeo e lego mabapi le mokgwa wa go ruta wo o bitšwago Translanguaging. Ke kgopela tumelelo go lena gore ngwana wa lena a tšie karalo ka gare ga nyakišišo ye. Go tšea karalo ga ngwana wa lena go bohlokwa.

Ke a leboga.

 Wa lena
Malebe PN

Signature/Mosaeno   Date/Letšatšikgwedi

………….................   ……………………

APPENDIX C: LETTERS TO TEACHERS

I Malebe PN, from University of Limpopo, hereby request permission to conduct a study in your classroom. The research is based on Translanguaging, which is the use of different languages for learning in the classroom. The research seeks to investigate how Translanguaging as a learning strategy can be implemented in the classroom to ensure that learners receive effective and quality education.

I kindly request you to grant me the permission to use of your classroom. The data will be collected by means of observations, interviews and analysis of documents. The data collected will be treated with confidentiality and not exploited in any way.

I hope my request will be taken into consideration.

Yours Sincerely
Malebe PN

Signature   Date
…………   ……

APPENDIX D: LETTER TO CIRCUIT MANAGER

TO WHOM IT MAY CONCERN

I, Malebe Phetolo Nicoline, is a registered Masters of Education (Language Education) student at the University of Limpopo under the supervision of Dr Khosa MA and Mrs Maledu AD. I hereby request permission to conduct a study at two primary schools in the Greenvalley Circuit. The research is on Translanguaging, which is the use of different languages for learning. The researcher will ensure that the collected data is treated with confidentiality.

I hope my request will be taken into consideration.

Yours Sincerely
Malebe PN

Signature   Date

………….   ……

APPENDIX E: OBSERVATION SHEET

Teachers' name: ……………………… Observer: …………….……………

Date observed ………………………. Time: ………………………………

	1	2	3	4	5
• Ability to deliver the content effectively in the medium offered.					
• Use of different teaching strategies to enhance learning.					
• Clear communication and representation of the lesson in the used medium of instruction.					
• Demonstrate understanding of the content.					
• Ability to engage learners in one or more languages.					
• Active participation by learners when one language is used.					
• Active participation by learners when more than one language is used.					
• Do learners appear to understand the content?					
• Learners' comfortability to ask questions in the					

specified medium of instruction.		105			
• Learners' comfortability to ask questions in their own home languages.					
• Does the teacher respond well to learners' questions?					

APPENDIX F: SEMI-STRUCTURED INTERVIEW QUESTIONS

1. In which medium of instruction is the subject offered?

   …………………………………………………………………………………………

   …………………………………………………………………………………………

   ………………………………………………………………………

2. Is the stated medium of instruction different from your Home Language? If so, s*tate your Home Language.*

   …………………………………………………………………………………………

   …………………………………………………………………………………………

   ……………………………………………………………………………

3. Is your Home Language the same as of the learners?

   …………………………………………………………………………………………

4. Are you able to effectively use the specified medium of instruction without the interference of your Home Language? If **NOT** to what extent is the interference?

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   ……………………………………………………………

5. Do you think the use of the stated medium of instruction plays a role in learners' ability to comprehend the content? Motivate.

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6. Between the two languages which language best facilitates effective teaching and learning and why?

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7. How do you ensure the development of the language that promotes effective learning?

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8. What is it that you as a teacher do to motivate your learners to actively engage and participates in classroom activities and discussions?

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....

9. Are you familiar with the practise of Translanguaging? To what extent are you practicing or applying it in your daily teaching?

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10. Do you find it easy to implement Translanguaging in the classroom? If so what are the benefits?

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11. In conclusion, will you encourage fellow educators to implement Translanguaging in their classroom? Why?

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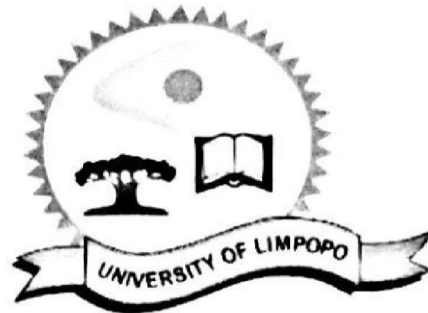
University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
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TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 06 February 2019

PROJECT NUMBER: TREC/14/2019: PG

PROJECT:

Title:	A comparative study on the influence of Translanguaging in a Grade 4 Life Skills classroom at Greenvalley Circuit, Bohlabela District, Mpumalanga Province.
Researcher:	PN Malebe
Supervisor:	Dr MA Khosa
Co-Supervisor/s:	Mrs AD Maledu
School:	Education
Degree:	MEd (Language Education)

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:
i)   This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
ii)   Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

APPENDIX H: EDITORIAL LETTER

Semono Tshwenyego Benny
P O Box 1077, Senwabarwana 0790, South Africa
Cell: 0724168689 / 0812180898
Email: semonobt@gmail.com

TITLE: A COMPARATIVE STUDY ON THE INFLUENCE OF TRANSLANGUAGING IN GRADE 4 LIFE SKILLS CLASSROOM AT GREENVALLEY CIRCUIT, BOHLABELA DISTRICT, MPUMALANGA PROVINCE.

To	:	TO WHOM IT MAY CONCERN
From	**:**	**SEMONO T.B**
Date issued	**:**	**20 November 2020**
Subject	**:**	**Malebe P.N (201428768)**

I hereby declare that the above-mentioned dissertation is accurately edited.

The editing process involved refining the work at five distinct levels:

- Editing for structure to help the reader follow the logic of the writer's arguments.
- Editing for language to ensure good use of grammar, coherence and consistency in tense.
- Editing for writing styles and consistency in technical presentations (i.e. font sizes and colour, alignment, paragraphing and other technicalities) such that the reader will be able to concentrate on the content.
- Proof-reading to eliminate repetition, spelling errors, punctuation errors, redundant statements, inconsistent formatting and other exasperating distractions.
- Editing to fix citation errors and to ensure that all the sources acknowledged in the text are enlisted in the bibliography. This level of editing involved ensuring that all citations and bibliographic formats are correct and consistent with the method of referencing applied herein.

I am therefore confident that the document is reader-friendly and proficient enough to evaluate.

Sincerely,

SEMONO TB   Date: 20 November 2020

TRANSCRIPTS

Transcript 1: TEACHER A INTERVIEW TRANSCRIPTION

Interviewer:	Teacher A interview
Interviewer:	In which medium of instruction is the subject offered?
Teacher A:	English
Interviewer:	Is the stated medium of instruction different from your Home Language?
Teacher A:	Yes
Interviewer:	What is your Home Language?
Teacher A:	Sepedi
Interviewer:	Is Sepedi the Home Language of the learners as well?
Teacher A:	Yes
Interviewer:	So, when you are in class, when using English, are you able to use English without having to, without an interference of your Home Language? Like do you use, completely use English throughout your lessons when you are teaching the learners without having to use mother tongue?
Teacher A:	No, I interact just to clarify them where they do not understand
Interviewer:	So, these interactions happen through the Home Language?
Teacher A:	Sometimes
Interviewer:	Do you think the use of the stated medium of instruction plays a role in learners' ability to comprehend the content?
Teacher A:	Yes
Interviewer:	So English plays a role? E tšea karolo go kwešišeng ga bana?
	(So English plays a role? It plays a role in learners' ability to understand?)
Teacher A:	Yes
Interviewer:	Ke ka lebala la eng?
	(What is the reason?)
Teacher A:	I think they understand after, with this, when there is something they do not understand, I just give them in Sepedi. After that I will prepare them to go further

Interviewer:	So, you use your Home Language?
Teacher A:	Both languages
Interviewer:	You use both languages to give them uhm-
Teacher A:	Just to understand
Interviewer:	So that they can understand whatever that you are teaching
Teacher A:	For clarity
Interviewer:	To clarify things?
Teacher A:	Yes
Interviewer:	So, between uhm English and Sepedi, which language do you think best facilitate effective teaching and learning? Which one do you think will help them in future or during learning so that they understand?
Teacher A:	I think this English because is intellectual. Rather in Sepedi, when they will talk at home or in their villages. But this English they will talk when they are far
Interviewer:	So you are saying they use Home Language when at home only? Their Home Language is important to use at home only?
Teacher A:	Yes, because I am not there. They try sometimes, I try to encourage them to talk while they are in class. To talk in English
Interviewer:	How do you ensure the development of English so they can be able to learn better? How do you make sure you use English ehh?
Teacher A:	Just to use this language I give them speeches to talk and play, some role plays we play some dramas, anything so that they can catch up
Interviewer:	So, what is it that you do as a teacher to motivate learners to actively engage and participate in class activities and discussions? What do you do as a teacher to ensure learners participate in class?
Teacher A:	I try to motivate them even those who are less gifted just to be feel at home, feel at in the class. Like cooperation, we must co-operate each other
Interviewer:	What do you do or say to them to ensure they give answers, give input and so forth
Teacher A:	I try to motivate that we must not take shy as the emotion. We must participate all of us. I motivate them
Interviewer:	So, you motivate them not to be shy and feel free to give answers

Teacher A:	Yes, freely talking
Interviewer:	Are you familiar with the practise of Translanguaging? Well Translanguaging is an instance where you use two languages to teach in the classroom. That is what Translanguaging is. So are you familiar with Translanguaging?
Teacher A:	Yes
Interviewer:	Since you are familiar with it, do you use it in the class?
Teacher A:	Yes, I use it
Interviewer:	Do you use it on a daily basis or?
Teacher A:	Daily
Interviewer:	Do you find it easy to implement Translanguaging in the class?
Teacher A:	Yes, I find it easy. It is good because they are other subject like Numeracy, it also talks in English. Ehh Natural Sciences needs that English so it is not only mother tongue .That is why I usually, they interact. They work hand in hand in class
Interviewer:	What I am trying to say is do you find it easy to use both medium of instruction or Home Language in the classroom?
Teacher A:	Yes
Interviewer:	Why do you find it easy instead in using one instead of using one language? Why is it that you use both languages instead of one?
Teacher A:	I think where there is a need I just explain, explain a little bit. I do accept in English so that they can benefit well.
Interviewer:	What do you think are the benefits of you explaining the content in Home Language sometimes?
Teacher A:	I usually…
Interviewer:	What do you think are the benefits?
Teacher A:	To understand more, to have a clear understanding
Interviewer:	Clear understanding of the content
Teacher A:	Yes
Interviewer:	Okay in conclusion, will you encourage fellow educators to implement Translanguaging in their classroom? Would you encourage your fellow colleagues to use both English and Sepedi to teach in the classroom to teach learners?
Teacher A:	Yes, I will encourage them to explain but just little. Not more and give chance to the learners to go and have some research, get information at home by talking or with their friends to talk

Interviewer: In which language?

Teacher A: English

Interviewer: To benefit more or to learn the language

Teacher A: Learn the language

Interviewer: Through interacting with peers?

Teacher A: Yes

Interviewer: Alright, thank you

Transcript: TEACHER B INTERVIEW TRANSCRIPTION

Interviewer:	In which medium of instruction is the subject offered?
Teacher B:	Is offered in English
Interviewer:	Is the stated medium of instruction different from your Home Language?
Teacher B:	Yes, it differs
Interviewer:	So, what is your Home Language?
Teacher B:	My Home Language is Sepedi
Interviewer:	Is Sepedi also the Home Language of the learners?
Teacher B:	Yes, Sepedi is the Home Language of the learners that I am teaching
Interviewer:	Are you able to use English without it interfering with your Home Language?
Teacher B:	No, we use to teach them sometimes when we find difficult words, we use our Home Language
Interviewer:	Does it mean you use your Home Language to explain the concepts that learners might not understand?
Teacher B:	Yes
Interviewer:	Okay, so do you think English plays a role in learners' ability to comprehend the content?
Teacher B:	Yes, it plays a major role
Interviewer:	Why do you say so?
Teacher B:	Ehh sometimes when you check the learners, ehh in mother tongue there are words that are not there in mother tongue, so you have to express it in English
Interviewer:	What I mean is, does English has an effect in learners understanding what you are teaching?
Teacher B:	Yes, it affects learners because English is taken as a barrier from grade 3. They do not understand English. Eh in most cases, in grade 3 they are taught in Northern Sotho. When coming to grade 4, it is starting to become a problem
Interviewer:	Is this because the language has been newly introduced and they might not be familiar with it?
Teacher B:	Yes, they are not familiar. It is new in grade 4, in most subjects

Interviewer:	Between English and Sepedi, which language do you think facilitates effective teaching and learning?
Teacher B:	Just because it is gr 4, from gr 3 the medium of instruction should be Northern Sotho (Sepedi) because they do not understand. The level in gr 3 has affected them
Interviewer:	What you are saying is they can learn better-
Teacher B:	When taught in mother tongue
Interviewer:	So how do you ensure the development of the language that promotes effective learning?
Teacher B:	Eh, no I will try to make some group work and more work to do at home in most cases
Interviewer:	So that they can help the learners?
Teacher B:	At home, yes
Interviewer:	What is it that you do as a teacher to motivate your learners to participate in class?
Teacher B:	As I have said, in most cases I use group work whereby each and every person should talk. And then uh not one person must dominate, I make sure each and every learner participate. Others will be helped by those who know the matter.
Interviewer:	So which language do you encourage them to use to discuss?
Teacher B:	They use English as it the medium of instruction in grade 4, it sometimes give them difficulties
Interviewer:	Are you familiar with the practise of Translanguaging?
Teacher B:	Yes, I can say so. In most cases I can say I used to translate
Interviewer:	So, you make use of both English and Sepedi in class?
Teacher B:	Yes
Interviewer:	So, it means you are applying it on a daily basis?
Teacher B:	Yes, I am using it everyday
Interviewer:	During your teaching?
Teacher B:	Yes
Interviewer:	Do you find it easy to use that strategy in a classroom?
Teacher B:	Yes, it is easy because most number of learners they understand mother tongue easily
Interviewer:	What do you think are the benefits of using mother tongue?

Teacher B:	The benefit is that if I have given them the work they did not understand at school. They take it at home and then their parents will help them
Interviewer:	In conclusion, would you encourage your colleagues to implement Translanguaging during their teaching? Especially in grade 4?
Teacher B:	I can say so, they can use it sometimes, most learners in gr 4 cannot understand in English
Interviewer:	Is there anything you would like to add with regard to your responses?
Teacher B:	I can say that in most cases, in grade 3 learners should be familiarised with English so that we can use English in grade 4 as medium of instruction without translating
Interviewer:	You suggesting that English be introduced in grade 3 so they can be able to learn better in grade 4?
Teacher B:	It will be easy for the learners, they will grasp matter easily
Interviewer:	Alright, thank you
Teacher B:	Thank you