An exploration to Translanguaging Patterns in Xitsonga Classrooms at High Schools in Mkhuhlu Circuit (A case study of M.L Nkuna High School)

By

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DECLARATION

I, Khoza Zweli declare that this dissertation titled "**An Exploration to Translanguaging Patterns in Xitsonga Classrooms at High Schools in Mkhuhlu Circuit (A case study of M.L Nkuna High School)"** hereby submitted to the University of Limpopo for the degree "Master of Education" was written by me holistically. I further declare that this work has never been submitted before for any degree or examination at any university, and that except where due acknowledgement has been made by means of complete references, the work belongs to this above-mentioned author.

Signature_____   **Date _____**

DEDICATION

I dedicate this study to the Almighty God, my heir Zwelihle, my lovely daughters Kgothatso and Nyeleti, my dearest mother Joyce Khosa, my siblings Lindiwe, Sylvia, Jefferey, Given, Rivoningo, Mbhoni and to my lovely wife Lehlabile Mefadi! To those who think giving up is the best option when one is confronted by difficulties in life, I would like to say: be optimistic to see the sunrise after the heavy storms! I also dedicate this project to all those who were there to assist me throughout the academic period of this study. Special gratitude to Nomthandazo Delsi Khoza and Nelly Sibuyi for seeing the light that needed nourishment when I needed it the most. Thank you very much!

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ABSTRACT

The purpose of this study was to explore translanguaging patterns in Xitsonga classrooms at high schools in Mkhuhlu, specifically M.L Nkuna High School. In this study, translanguaging patterns were tracked at M.L Nkuna high school, whereby some learners almost have little or no exposure to Xitsonga at home, but they enroll for Xitsonga as Home Language (HL). The language policy of the school provides for Xitsonga as an official HL, yet there are those who speak SiSwati and other languages as their Home Languages. There is high failure rate of Xitsonga Home Language as a subject. The researcher observed lessons and conducted interviews on teachers and learners to develop the case, which may be used to enrich an understanding of other cases that include translanguaging as a pedagogic tool. The study was qualitative within transformative paradigm. The researcher observed that translanguaging was not adequately used within Xitsonga classrooms at M.L Nkuna high school. Moreover, the researcher acknowledge the view that if translanguaging was used properly in classrooms, improvement of learning experience would be realized. Moreover, the researcher views translanguaging as an integral part of the environment of M.L Nkuna High School, in order to bridge the gap between learners in multilingual classrooms. Lastly, there is a need to conduct a survey on language policies in schools.

Keywords: Translanguaging, Home Language, Xitsonga, Language policy, Constitution of The Republic of South Africa, SiSwati, Mkhuhlu, Predominant languages

LIST OF ABBREVIATIONS USED IN THE STUDY

1. ANA   Annual National Assessments
2. CAPS: Curriculum and Assessment Policy Statement
3. DoE   Department of Basic Education
4. HL: Home Language
5. XIPHOKHAMA   Xitatimende xa Pholisi ya Kharikhulamu na Makambelelo

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CHAPTER 1

INTRODUCTION

1.1. BACKGROUND AND MOTIVATION

Translanguaging is a term that refers to the use of two or more languages by individuals who are bilingual or multilingual (Mokolo, 2014). Mokolo's definition proposes that translanguaging is a practice to improve the process of teaching and learning. Moreover, it has been suggested that translanguaging, if used in classrooms, would facilitate teaching and learning process (Mokolo, 2014). The study explored this notion as a case at M.L Nkuna High School Grade 8. The reason for this choice is that Xitsonga is considered as an official home language in the said school. The pass percentages of Xitsonga at the school remain below average. Furthermore, the school admits learners from other language groups and teachers are not linguistically limited to a place in terms of employment due to language. This research is triggered by learners' performance and reality that the learners' populace emanates from diverse language backgrounds. The researcher maintains that translanguaging in multilingual classrooms can be applicable if the teacher accommodates the diverse language groups within the classroom environment.

There are several policies implemented to improve the quality of teaching and learning. Therefore, it is important to draw from these policies. The Constitution of the Republic of South Africa (1996) outlines that children have rights and one of those rights is access to quality education. Moreover, it outlines that every learner has a right to be taught in the language of their choice including their mother tongue. South African Schools Act (1997) reiterates the provisions of the Constitution of the Republic of South Africa, but vary in their provisions in the form of Acts and suggests that for a learner to be taught in his/her language of choice, they should qualify in quantity (in respect of teacher-learner ratio) in order to influence change in language policy of the school.

Recently, there are systematic assessments conducted in foundation phase of South African schools, which are termed the Annual National Assessments (ANA). A case in

point is the one outlined by the Department of Basic Education (DoE) in ANA (2011) report that was set to measure the quality of learning outcomes in the education system of South Africa. ANA's focal point was on learners' levels of achievement in the early years of schooling (Grades 1-8) and Grade 9. ANA aimed to provide feedback to both teachers and parents on the achievements of learners in literacy and numeracy. As a result, ANA (2011) results demonstrated that learners obtained 28% and less in language and more than 30% in mathematics. The results displayed mediocrity of competencies, which learners obtained, and this led to the realization that indeed there are crisis in the impoverished schools of South Africa, mostly in the rural areas.

The findings for Mpumalanga, Limpopo, Eastern Cape and Kwa-Zulu Natal provinces show that learners within our classrooms fail to achieve a pass mark for benchmark in vocabulary development and have little exposure to reading and writing even in their Home Languages (HL). The ANA report (2011) suggested that comprehension skills were generally low to poor. In the case of M.L Nkuna high school, some learners almost have little or no exposure to Xitsonga at home, but they enroll for Xitsonga as a Home Language.

1.2. RESEARCH PROBLEM

ML Nkuna High School is located in Mkhuhlu area whereby the predominant languages in this area are Xitsonga and Siswati. The language policy provides for Xitsonga as an official Home Language (HL), yet there are those who speak Siswati and other languages as their Home Languages. The problem in this school is the high failure rate of Xitsonga Home Language. This study is conducted to explore the patterns of translanguaging at M.L Nkuna High School. Garcia (2015) suggests that translanguaging can be used to enhance learners' learning experiences. Moreover, Garcia's statement clearly outlines the importance of using translanguaging in the classroom to promote effective teaching and learning experiences.

The ANA (2011) results demonstrate that the level of achievement for learners in languages is poor including their Home Language. The ANA findings may be practical to the situation of M.L Nkuna High School. The South African Language Policy (2011) stipulates that learners must be taught in their Home Language at early years of

schooling, but the language to be used thereafter is English/Afrikaans in all content subjects. Lack of resources and social background, multilingualism is the issue that hinders the efficiency of translanguaging at schools in general (PanSALB, 1995).

1.3. ROLE OF THEORY IN THE STUDY

A theory is a scientifically acceptable set of principles offered to explain a phenomenon. Theories provide frameworks for interpreting environmental observations and serve as bridges between research and education (Copenhagen, 2013). Theory is important in a study because it serves as a lens. The theory to guide this study is behaviorism by Skinner (1990) wherein, he believes that behavior explains the speaker's verbal activity as an effect of environmental contingencies. According to him, reinforcement of appropriate grammar and language would therefore lead a child's acquisition of language and grammar. He further notes that a child acquires verbal behavior when relatively unpatterned vocalizations, selectively reinforced gradually assume forms, which produce appropriate consequences in a given verbal community.

Skinner (1990) considers communication of knowledge or facts as just the process of making new response to the speaker. A basic assumption of this theory is that all language including private, internal discourse is a behavior that developed in the same manner as other skills. He also believed that a sentence is merely part of a behavior chain each element of which provides a conditional stimulus to produce the succeeding element. The probability of verbal response was contingent on four things: reinforcement, stimulus control, deprivation and adverse stimulation. The interactions of these things in a child's environment would lead to particular associations, on the basis of all languages. Whether the speech was internal or dialogic, reinforced positively or negatively, all languages can be considered behavior that is conditioned and learned.

Nevertheless, Skinnerian position still holds credibility, as education depends on communication. It is accepted that a large part of classroom interactions is mediated through language. For the learner to receive and transmit knowledge coherently, a certain level of language is therefore essential (Mchanzime, 2001).

Language is a crucial means of gaining access to important knowledge and skills. In fact, it is the key to cognitive development and can promote or impede scholastic success (Ovando & McClaren, 2010). The researcher chose Skinner's theory because it is best to capture patterns of translanguaging as a behavior within classrooms. The theory and poor performance of learners in a language can be seen as failure of using language within the classroom setting. Moreover, Skinner's theory is likely to guide this study since it explores language acquisition.

1.4.   PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The purpose of this study is to explore translanguaging patterns in Xitsonga classrooms at high schools in Mkhuhlu, specifically M.L Nkuna High School.

The study prompted to address the following research questions:

Main research question:

What is the impact of translanguaging in the process of teaching and learning of Xitsonga Home Language at ML Nkuna High School?

Sub questions:

1. How does translanguaging improve or hinder teaching and learning of Xitsonga at M.L Nkuna High School?
2. Are teachers effectively using translanguaging within M.L Nkuna High School (GET) classrooms, specifically in Xitsonga Home Language?
3. What are the learners' language backgrounds?

1.5.   SIGNIFICANCE OF THE STUDY

The study may be considered paramount to the community within M.L Nkuna High School, Mpumalanga province, South Africa and internationally with multilingual classrooms. ANA (2011) states that language is a contributing factor to poor performance and comprehension of language content. If learners do not have a clear understanding of what they are taught due to language barrier, their literacy is likely be compromised too. The findings of this study may promote the use of translanguaging as a tool for teachers and learners during the process of teaching and learning at M.L Nkuna High School. Language is considered the foundation for all learning activities, the bridge between

learning and teaching, and therefore, there cannot be teaching and learning without language.

1.6. DEFINITIONS OF CONCEPTS

- **Translanguaging**: according to Garcia (2015) defines translanguaging as a process which students and teachers can engage in complex discursive practices that include all the language practices of students.
- **Code-switching:** According to Gluth (2008) code-switching is the mixing elements of two linguistic varieties within a single utterance or text.
- **Language proficiency:** Weir, Vidakovic and Galaczi (2013) maintain that is the ability of an individual to use language with a level of accuracy that transfers meaning in production and comprehension.
- **Language attitude:** According to Nkhwashu (2011), "Language attitudes are the feelings people have about their own language or the languages of others.
- **Biliteracy:** According to Grosjean (1989), the early study of biliteracy was known as bilingualism, which has often been described as linguistic proficiency in two separate languages.
- **Scaffolding:** Norbert (2012) explains scaffolding as a reciprocal feedback process in which a more expert or a teacher or peer with greater expertise interacts with a less knowledgeable learner, with the goal of providing the kind of conceptual support that enables the learner overtime to be able to work with the task, context or idea independently.

1.7. THE STRUCTURE OF DISSERTATION

1.7.1. Chapter 1: General orientation

Chapter one provides the general introduction and the background to the problem under study. The problem statement and research objectives outlined and motivated. The purpose of the study, research questions and definitions of concepts of the topic under study are outlined.

1.7.2. Chapter 2: Literature review

Chapter two is an outline and interrogation of topics related to language and translanguaging in general. It further gives the insight of what the South African constitution enshrine and what SASSA policies gives provisions on. The chapter addresses views about the use of language in multilingual classrooms such as language attitude, transliteracy, biliteracy, code switching and other related concepts to translanguaging.

1.7.3. Chapter 3: Research methodology

Chapter 3 will outline empirical research methodology and explain population and how it was conducted for the topic under study. Research objectives will be discussed in this chapter. A detailed discussion of paradigm and research design will form basis of discussion in this chapter. The chapter will give details of research methods used for data collection, as well as justification for the inclusion of individuals into the study sample. This chapter discussed how interviews on learners, teachers and observations were conducted. The researcher observed and acknowledged ethical considerations.

1.7.4. Chapter 4: Data Presentation, analysis and interpretation

In this Chapter, data was collected through teacher and learner interviews as well as observations of translanguaging patterns within classroom setting. This chapter gives analysis of data collected and provide interpretation of the data collected on the topic under study.

1.7.5. Chapter 5: Summary, conclusion and recommendations

 The chapter gave a summary of data collected in chapter 4 and drew conclusion of the study, as well as giving recommendation for further research.

1.8.   SUMMARY AND CONCLUSION

This chapter discussed the general orientation of the study. The background and motivation and research problem. This chapter outlined the role of theory, purpose and significance of the study, most notably definitions of related concepts to the study.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

There are several researchers who conducted research studies on translanguaging, code-switching, language transfer, scaffolding, language attitude, language proficiency, code-mixing, biliteracy, trans-literacy and language learning in different points and time. Therefore, their work is more useful in this study because their findings are likely to serve as a point of departure. The debate in the literary works of early researchers is recognized and explored in respect to the connections between them.

2.2. TRANSLANGUAGING

According to Garcia (2015), translanguaging in education can be defined as a process by which students and teachers engage in complex discursive practices that include all the language practices of students in order to develop new language practices and sustain old ones, communicate appropriate knowledge and give voice to new sociopolitical realities by interrogating linguistic inequality. A range or continuum of practice is possible in translanguaging work including oral to written, receptive to expressive, and encouraging the movement of understanding of one language to inform understandings of another (Cummins, 1979; Hornberger & Link, 2012).

Baker (2011) maintains that translanguaging is a process of making meaning, shaping experiences, gaining understanding and knowledge using two languages. From the above perspective, the creation of a clear meaning come as the use of two languages (L1 and L2) in the concept formation. Both Williams and Baker use the term translanguaging as a technique that would help to build up learners' cognitive development using two languages.

Baker (2003) explains translanguaging as a process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages. From the stated dimension, the creation of a clear meaning may involve the use of two languages (L1 and L2) in the concept formation. Both Williams and Baker use the term

translanguaging as a technique which would help to build up learners' cognitive development using two languages.

According to Garcia (2013) translanguaging is a multiple discursive practice that bilingual speakers use to understand the bilingual world in which they live. The term stresses the flexible and meaningful actions through which bilinguals select features in their linguistic repertoire in order to communicate appropriately. From this perspective, the language practices being learned by emergent bilinguals are in functional interrelationship with other language practices and form an integrated system. Translanguaging is more than code switching, which considers that the two languages are separate systems (or codes) that are switched for communicative purposes. For Garcia (2013), translanguaging is not a mere strategy. It comprises a bilingual theory of learning, especially for language-minoritized populations. In fact, translanguaging becomes the framework for conceptualizing the education of bilinguals, as a democratic endeavor for social justice.

Blackledge and Creese (2010) described translanguaging as an emergent concept in the recent shift from traditional 'separate' bilingual education and to a more 'flexible' pedagogy in bilingual education. Moreover, they maintain that translanguaging does not view the languages of bilinguals as separate linguistic systems.

2.3. CODE-SWITCHING

Code-switching is considered as a form of translanguaging by several scholars for quite some time. It is considered a phenomenon based on bilingualism, which Sander (2009) defines simply as the ability to speak and understand two languages. Eastman (1992) defines code-switching as the use of more than one language in the course of a single communicative episode. According to Gluth (2008) code-switching is the mixing elements of two linguistic varieties within a single utterance or text. This implies that code-switching is not practiced only orally, but it is also practiced in written form and would involve biliteracy.

May (2009) views code switching as serving a referential function by compensating for a speaker's lack of knowledge in one language, perhaps on certain subjects. All these views suggest that translanguaging, like code-switching involves the use of two or more

languages. Moreover, translanguaging may refer to the use of two or more languages in a classroom or learning contexts, and may refer to the process by which bilingual learners perform bilingually in many ways when reading, writing, taking notes and when discussing (Garcia, 2009).

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Mesthrie (1995) states that there are two types of code-switching, namely: conversational code-switching and situational code-switching. He further defines conversational code-switching as alternation of languages or dialects that happen within a conversation on one topic often within speakers' turn. Ammon et al., (2005), whose definition is similar to Mesthrie's, describes situational code-switching as "switching that occurs in relation to a change in the situation (topic, participant or setting). Situational code-switching occurs to some extent in most bilingual and bilateral speech communities, but the members of such communities do not necessarily engage in conversational code-switching.

May (2009) views code switching as serving a referential function by compensating for a speaker's lack of knowledge in one language, perhaps on certain subjects. All these views suggest that translanguaging, like code-switching, and involves the use of two or more languages. Moreover, translanguaging may refer to the use of two or more languages in a classroom or learning contexts, and may refer to the process by which bilingual learners perform bilingually in many ways when reading, writing, taking notes and discussing (Garcia, 2009).

2.4. LANGUAGE PROFICIENCY

Weir, Vidakovic and Galaczi (2013) maintain that the notion of language proficiency is generally taken for granted in language learning. It is widely assumed that proficiency is the goal of language learning and teaching. Thus, it is worth unpacking the notion of proficiency, due to the fundamental role it plays in language teaching, learning and assessment. Generally, proficiency is a multi-layered concept in a second or foreign language and comprises the aspect of being able to do something with language (knowing how) as well as knowing about it (knowing what). Accordingly, language proficiency encompasses language learners or user's communicative abilities, knowledge systems and skills.

The one widely accepted definition of proficiency refers to what someone can do/knows in relation to the subject in the real world (Council of Europe, 2001). Harch (2014) argues that language proficiency can be elicited as making language test more communicative that is related less to knowledge about and more to skills in how to do things with language. The above view shows that if language is learned and spoken accurately one can be used to do lot of things but not limited to translanguaging within classrooms.

2.5. SCAFFOLDING

Bruner (1983 (Too old source) defines scaffolding as a process of setting up the situation to make the child's entry easy and successful; and gradually pulling back and handing the role to child as he becomes skilled enough to manage it. On the other hand, Norbert (2012) explains scaffolding as a reciprocal feedback process in which a more expert or a teacher or peer with greater expertise interacts with a less knowledgeable learner, with the goal of providing the kind of conceptual support that enables the learner overtime to be able to work with the task, context or idea independently. This means that learners who are unable to perform a task on their own are helped through scaffolding by someone knowledgeable or experienced to enable learners to work independently.

2.6. LANGUAGE TRANSFER

Lems, Miller and Soro (2010) define language transfer as an action, conscious or unconscious of applying features of first language in the learning of new language. Learners may therefore compare sounds, words, syntax and concepts between their own languages that they are learning. However, if translanguaging allows children to learn new concepts by using two or more languages, then it is likely that concepts learnt in one language can be processed and articulated in another language. This series of movement between languages is best known as language transfer.

Language transfer does not happen only when there is transfer of concepts between languages to the others, but even the transfer of skills learnt in one language to the other can be considered as language transfer. The concept is central to the proposed research as it highlights the value of using two or more languages in teaching and learning. Learners in the foundation phase may particularly benefit from the influence of transfer. This implies that L1 is a foundation for L2 learning and the stronger one's foundation in one's home language, the more likely it is that the learners will develop L2 competence. Due to cross linguistic influence, language competence and performance in L1 may be needed by the learner in order to be able to transfer skills to L2.

Cummins (2007) argues that language competence is a unified entity in which the different languages of a learner interact with each other to form what he calls a common underlying proficiency (CUP).

2.7. BILITERACY

According to Grosjean (1989), the early study of biliteracy was known as bilingualism, which has often been described as linguistic proficiency in two separate languages. Furthermore, traditional bilingualism espoused two separate linguistic systems (known as L1 and L2) with multiple language features. This perspective on language development among bilinguals extended to their literacy development across the languages as well. This sentiment further affirms, literacy development in one language mirrored literacy development in second language, thereby establishing the view of two parallel monolinguals (Grosjean, 1989).

Backer (2011) sees biliteracy as a fundamental shift from thinking about literacy as an activity that takes place strictly within a given language. Blackledge and Creese (2010) defines biliteracy within classrooms as a resource that students can utilize across studies to trigger back translation, rehearse and postponing knowledge and concepts from one to another, as linked to their bilingual ability. Hornberger (2012) describes biliteracy as the use of two or more languages to read (for example, a bilingual textbook) or take notes in two languages. Biliteracy, therefore, involves cognitive activity in two languages, in which literacy development in both languages is facilitated. The ability of an individual to read and write in two languages is another form of translanguaging.

2.8. TRANSLITERACY

Thomas, Joseph, Laccetti, Mason, Mills, Perril and Pullinger (2011) define transliteracy as the ability to read, write and interact across a range of platforms. It includes the use of tools and media from singing and orally and through handwriting, print, TV, radio and film to digital social networks. Marquadt and Oberg (2011) state that transliteracy has found value amongst librarians as a way of understanding and articulating a rationale for supporting and developing work services in schools and allows librarians to incorporate information literacy, digital literacy and reading literacy as a fluent and immersive socially-networked approach to learning across all traditional and new media.

Adams, Gibson and Arisona (2008) argue that the concept transliteracy is embedded in the very earliest historians of human communication providing cohesion of models relevant to reading, writing, interpreting and interaction. However, the concept of transliteracy goes beyond language and includes other multimedia systems of communication and information sharing. Biliteracy is one aspect of transliteracy. Biliteracy is an ability to read and write in two languages. It however, includes the ability to move fluently across different meaning-making systems, including visual and graphic systems.

2.9. LANGUAGE ATTITUDE

According to Nkhwashu (2011), "Language attitudes are the feelings people have about their own language or the languages of others. For example, mother tongue speakers may feel secure about their language and take pride in using it. If so, they may want their orthography to be very distinctive from other languages used in the country". The given

definition means that the language speaker can be either positive or negative towards the speaking of a specific language including his or her own mother tongue language. For example, if a Xitsonga speaker uses IsiSwati while speaking with Xitsonga speakers, it will mean that the language speaker has a negative attitude towards his language. Vein and White (2010) postulate that "Language attitude is the overall cultural opinion of language acquisition and society's willingness to adopt new languages." About language attitude with regard to French people, Gordon (2011) notes that:

> The French see their language as having the mission in the world; it is seen as universal, pure and lucid, the proper and appropriate medium of the value of humanism.

Compared to African languages, one notices that French is regarded as more developed since its speakers have a positive attitude towards their language. In simple sense, French speakers are able to protect their language from undue influence from other languages.

Makamu (2009) studied language attitudes of students at the University of Limpopo, Turfloop Campus. Makamu's study found that the first year students do not use their source languages. They shun their languages preferring English instead. This happens because they hold negative attitudes towards their mother tongue. The given explanation means that the language speaker can be either positive or negative towards speaking of a specific language including his or her own mother tongue.

Maluleke (2005) determines the causes of the low status and position of Xitsonga as a reflection of the way in which the language as a school subject is held in poor esteem. The argument lies on language planning, the status and attitudes of its speakers and Xitsonga as a school subject. This research argues that the negative attitude towards Xitsonga by the mother tongue speakers has a bearing effect on the performance of the learners in Xitsonga. The study formulates proposals for the more effective teaching of Xitsonga at schools and establishes ways and means to restore the love for Xitsonga as a language within Vatsonga in general.

Mabila (2007) argues, "We do not find our mother tongue that important. You do not make overseas calls in your mother tongue; you do not use it in everyday life. It is not useful". Mabila (2007) points out: Some people who ethnically belong to a minority language do not even know their language. They speak one of the major languages. Mabila confirms that the loss of interest by speakers of African languages in their own languages respectively is due to the negative attitude they hold towards their mother tongue. Most of them adopt English or a major language as their mother tongue because of their international status, not knowing that by so doing, they are killing their mother tongue. This means that there is a need for change of attitude towards these languages in order to add value and develop African languages.

Murwamphida (2008) states that there are assumptions and fear that African indigenous languages do not have enough literature. Moreover, that it lacks adequate technical terms and vocabulary for teaching most of the subjects, such as Natural Science and Mathematics. Furthermore, stating that African languages are not being used in education and as a result, they are dying because of globalisation and development. Mutasa (2010) took a look at the issue of the shaky relationship between indigenous languages and English in his study, "Language Policy of South Africa, What do People Say?" The study highlights the perceptions and attitudes of indigenous language speakers towards the (newly) adopted eleven official-language policy. He answered the question 'What do people say?' by gathering information from the general public and other stakeholders, who often cannot influence language issues on a national scale. Through his study, Mutasa addresses the importance of tuition in the mother tongue for Africans, and highlights possibilities in implementation of language policy and the use of indigenous languages in major domains like education, trade, business and government.

The mother tongue speakers make use of cultural elements embedded in the indigenous languages to talk to their gods and interpret the language of the divinely inspired bone-thrower (Masinge 2005). In the light of the above statement, it is very important to note that African indigenous language is paramount to each one because it also brings about

the ancestral connections and makes it easy for one to propitiate ancestors. It means all South African languages are important and all carry the same consideration.

The literary work of scholars extensively delved deeply in the issues surrounding indigenous languages, including language attitude, language development, language death, language competency, language proficiency, language planning and many more. Yet, they did not focus on the status of South African Languages because of Apartheid. They made no mention about language attitude and confusion within Xitsonga, SiSwati, IsiZulu, Tshivenda and other South African languages due to legacy of The Bantu Homelands Citizenship Act of 1970 (Constitution of South Africa, 1996).

2.10. LANGUAGE LEARNING

According to Burman et al., (2014) children learn language when they hear it often and they can practice language often. The National Language Policy Framework (2002) was initiated as a mechanism to respond to the issue of linguistic and cultural diversity and to the challenges of constitutional multilingualism. This establishment was necessitated by the acknowledgement of the fact that: to date management of linguistic diversity in post-apartheid South Africa has been made problematic by the lack of a clearly defined language policy, leading to the use of English and Afrikaans as the most dominant languages in socio-economic and political domains of our country. National Language Policy Framework (2002) states: without any reasonable doubt that, its plan is to promote multilingualism. South Africa aims to develop and promote all the indigenous official languages of South Africa. All the official languages should be used equitably and enjoy the same parity of esteem.

The National Language Policy Framework Draft (13 and 14 February 2003) states without any reasonable doubt that its plan is to promote multilingualism in South Africa and to develop and promote all the indigenous official languages that are used in South Africa, especially the Khoe and San languages, and to ensure the equitable access to the

education system and to quality learning and success for all learners. All the official languages will be used equitably and enjoy the same parity of esteem.

Section 9(3) of the Constitution of the Republic of South Africa (Act 108 of 1996) propounds that the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including, among other things, language and birth. The home language that one uses must not be used as a yardstick to measure and determine one's future. People must receive the service that they need in the language that they know and understand. Furthermore, Section 29(2) of the *Constitution of the Republic of South Africa*, states that each one has the right to receive education in the official language of his or her choice. It is also important to take a glimpse at the language policy of some other neighboring countries.

2.11. SUMMARY OF FINDINGS FROM LITERATURE AND CONCLUSION

- Translanguaging is an academic tool to enhance teaching and learning by the use of two languages in a single language episode.
- There are fewer articles that talks about translanguaging patterns within multilingual classroom environments.
- Code-switching is seen as another form of translanguaging and as a phenomenon to promote biliteracy.
- Language policy set out provisions to bridge language gaps that exist in South Africa.
- Indigenous languages are promoted in rhetoric, but not in practice.
- Scaffolding is a reciprocal feedback process in which a more expert or a teacher or peer with greater expertise interacts with a less knowledgeable learner, with the goal of providing the kind of conceptual support that enables the learner overtime to be able to work with the task, context or idea independently.
- Language attitude is one of the predominant issues that challenge the importance of indigenous languages.

- Language learning is a mechanism to respond to the issue of linguistic and cultural diversity and to the challenges of constitutional multilingualism.

The literary work by scholars shows topics which are interrelated to each other with translanguaging being included. Due to that, there is absolutely no agreed definition or unilateral definition which the scholars agreed upon in trying to explain explicitly what translanguaging really is, as compared to code-switching since the practices are common. Moreover, it is clear that translanguaging is a pedagogic tool in teaching and learning. Furthermore, their literary work shows that translanguaging is paramount to ensure that there is flow of teaching and learning within classrooms. However, it is evident that translanguaging skill can promote effective and progressive teaching and learning episode.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

In this chapter, the research methodology is described, discussed explicitly and methods of data collection and analysis are explained in details. The exploration takes the form of a case study, in which the focal point is on in-depth understanding rather than on coverage.

3.2. Research methodology

According to Polit and Hungler (2015), methodology refers to ways of obtaining, organizing and analyzing data. Methodology decisions depend on the nature of the research question. Methodology in research can be considered the theory of correct scientific decisions (Karfman, 2011). Burns and Grove (2009) define methodology as a process that includes the design, setting, sample, methodological limitations and the data collection and analysis techniques in a study.

The research methodology that the researcher used in this research is qualitative that was used together with transformative paradigm that will enable exploration of the study. This paradigm is a research framework that centers the experiences of marginalized communities, which include analysis of power differentials that have led to marginalization, and links research findings to actions intended to mitigate disparities. The reason for the choice is that it involves examining and reflecting on the less tangible aspects of research subjects. For example; values, attitudes and perception. It is a research grounded on words, e.g. asking teachers how often they find challenges in translanguaging in some multilingual classrooms.

Wills (2008) points out that the great strength of qualitative research is that it is naturalistic. It focuses on real people in real situations. Its focal point is to understand human beings as they act in the course of their daily lives. Furthermore, this research enables the researcher to explore in details the subjects of research. Therefore, in this study translanguaging is explored as a pedagogic tool that aids the process of teaching and learning.

Hennik, Hutter and Bailey (2010) define qualitative research as an approach that allows the researcher to examine people's experiences in detail through utilizing a specific set of research methods, such as in-depth interviews, observations, document analysis and people's experiences.

Yin (2011) states that qualitative study involves studying the meaning of people's lives under real world conditions. People perform in their everyday roles or express themselves through their own diaries, journals, writing and even photography. The current study falls under explorative/interpretive paradigm. Capturing participants' perspectives may be a major purpose of a qualitative study (Yin, 2011). In addition, qualitative research aims to provide an explicit account of the structure, order and broad patterns found among a group of participants engaged in specific activities within classrooms. In this study, the researcher explores the patterns of translanguaging within M.L Nkuna High School classrooms.

3.3. Research design

Research design is a blueprint for conducting a study with maximum control over factors that may interfere with validity of the findings. However, the research design suitable for this study is a case study design because it possesses the relevant structure of qualitative approach. Thomas (2015) defines a case study as a set of analyses studied holistically by one or more methods. The case study can be done in social sciences and life sciences. Moreover, case study is used to describe an entity that forms a single unit such as a person, an organization or an institution. The researcher used this design to explore patterns of translanguaging at M.L Nkuna High School classrooms. This design automatically forms part of an exploratory design (Walter; Cranz; Glennon; & Bednarczyk-Krajewska, 2012).

3.4. Population and sampling

Walter et al., (2012) refer to sampling as a group of people or things chosen out of a larger number and is asked questions or tested in order to get information about the larger group. The proposed population for this research are learners (1403) and educators (54) of M.L Nkuna High School. The grade 8 has low performance in Xitsonga with 203 learners in four classes. Classroom observations were conducted in at least two classes and both Xitsonga educators from the grade. The population formed the sample for the research. The sampling strategy applicable in this study is under non-probability sampling method which was used with purposive sampling. In Purposive sampling, the researcher chooses the participants as per his/her own judgment, keeping in mind the purpose of the study. It uses the judgment of an expert in selecting cases or it selects cases with a specific purpose in mind. This type of sampling is used in exploratory research or in field research. In this research, 10% (21) learners who performed below the average of 40% formed the sample of this research and observations were applied within the two classrooms to track translanguaging patterns.

3.5. Data collection

Walter et al., (2012) explain data collection as the process of gathering and measuring information on targeted variables in an estimated systematic fashion, which then enables one to answer relevant questions and evaluate outcomes. In this research, data was collected using semi-structured interviews with open-ended questions on teachers and

learners and classroom observations. These tools satisfy the justification of the sampled selected group because they can best capture human beings' thoughts, beliefs, ideas, perspectives and it lives room for justification of their actions.

3.5.1. Advantages of interviews

According to Thomas (2015), interviews are one of the greatest benefits of qualitative research. Interviews are the richer understanding gleaned from personal interaction. If you use open-ended questions, there is increased opportunity for respondents to share their points of view. Furthermore, the researcher can probe further if he/she likes to learn more about a specific answer. Interviews help researchers explain better, understand and explore research subjects, opinions, behavior and experiences. Interview questions are usually open-ended so that in-depth information is collected.

3.5.2. Disadvantages of interviews

The researcher may generate bias by the communication style used to deliver questions or possible responses. There is limited opportunity for interviewees to go beyond the set questions unless prompted by the researcher. Interviews can be time consuming for both the researcher and interviewee; it can be difficult to arrange a suitable place and time between the researcher and interviewee. Usually, it results in small numbers of people interviewed due to time restrictions and limited amount of data collected may not accurately reflect the views of the wider population. The data collected in this study may not reflect the general notion about translanguaging patterns because it may reflect the views of a certain group at different point and time.

3.5.3. Advantages of observations

The most common method used for getting information about the various things around us, is to observe those things and the various processes related to those things. Observations enable the researcher to save time and draw possible conclusions about the observed behavior. Hence, observation acts as a fundamental and the basic method of getting information about anything. Observation is a way of gathering data by watching behavior, events or noting physical characteristics in their natural setting (Evaluation Briefs, 2008). The researcher chose observation since it was regarded as a very direct

and useful method for collecting data or information and best for the study of human behavior. Data collected through observation is considered very accurate in nature and very reliable (MBA Portal, 2017).

3.5.4. Disadvantages of observations

The researcher who observes participants may draw wrong conclusions about the participants. If the participants realize that they are being observed, they may disguise their actions to ensure that the researcher draw good conclusions about what was observed. The information from this method may sometimes be a proof of what the researcher had an interest in and not the true reflection of what actually transpired.

3.6. Data analysis

According to Turnbull et al., (2012) data analysis is the process of transforming raw data into usable information, often presented in the form of a published analytical article, in order to add to the statistical output. After data has been collected or constructed, it has to be classified into themes. The themes are then categorized as learner, teacher, and classroom observations. This is due to the fact that in most cases, data is unorganized and in a chaotic state. In simple terms, analysis is breaking data into manageable sections that form information. It includes verifying, interpreting and organizing data. The researcher used Thematic Content Analysis to analyze data. It emphasizes identifying, analyzing and interpreting patterns of meaning within qualitative data. Moreover, it closely examines the data to identify common themes, topics, ideas and patterns of meaning that come up repeatedly and reviewing, while defining and naming themes. The theme used to analyze data was classroom observations and teacher/learner interviews.

3.7. QUALITY CRITERIA

3.7.1. Credibility

According to Turnbull, Lea, Parkinson, Phillips, Francis, Webb, Bull and Ashby (2012), credibility refers to the quality that somebody or something has, that makes people believe or trust them. The researcher ensured credibility, which include stability, equivalence, internal consistency, inter-judge reliability and intra-judge reliability. The researcher ensured credibility by citing correctly and using sources, which are trusted and

legitimate. However, the researcher refrained from acting in a way that could compromise the credibility of the study.

3.7.2. Transferability

Turnbull et al., (2010) define transferability as things that can be moved from one place to the other. To ensure transferability, the researcher ensured that the findings of this research are authentic and transferable by doing research that is real and authentic, showing the true findings of the conducted research.

3.7.3. Dependability

Walter et al., (2012) contend that dependability means to be relied on to do what you want and need. To ensure dependability, the researcher ensured that data is not distorted in any possible way that would in turn jeopardize the findings of this study.

3.7.4. Confirmability

Walter et al., (2012) describe confirmability in research as an element that can be considered true or correct, especially by providing evidence. The researcher subscribed to confirmability by ensuring that all the findings are not manipulated, are the exact and precise evidence that can be provided to justify them.

(NB. THE ABOVE IS THE REPETITION OF 1.5 ABOVE)

3.8. ETHICAL CONSIDERATIONS

Research ethics refers to the moral principles guiding research, (ESRC) Economic and Social Research Council (2001), the science of morality. It means conducting research in a way that goes beyond merely adopting the most appropriate research methodology, but conducting research in a responsible and morally defensible way. Ethics are a set of principles and norms used to guide moral choices of behaviour and relationships with others. The researcher adhered to the following measures to ensure that ethics were correctly followed throughout the research study:

3.8.1. Permission to conduct the Study

Bless, Higson-Smith and Kagee, (2006) view ethics as moral standards that the researcher should uphold in all stages of the research. Research ethics are developed to protect research participants from exploitation by researchers. Permission to conduct the

study was obtained from Turfloop Research Ethics Committee (TREC). Moreover, a letter of request to conduct the study at M.L Nkuna High School was sent to the Provincial Department of Education in Mpumalanga, Government complex Building 5 (Attach copies).

3.8.2. Voluntary participation

The researcher ensured that the participants voluntarily take part in the study and that no one was forced to participate. Moreover, feelings and views of participants were respected and thus, they were made aware that their participation in this study would not carry monetary reimbursement or any payments throughout the study.

3.8.3. Informed consent

According to Babbie (2013), informed consent represents an intrusion into people's lives. The participants' parents or SGB chairperson were requested to fill consent forms for their voluntary participation in the study. The participants were also informed of their right to decline or withdraw from participating in the study at any given time.

3.8.4. Confidentiality and anonymity

The participants were informed about the confidentiality and anonymity of their inputs and responses. This was done by ensuring that the information that was provided, particularly sensitive and personal information such as names, contact numbers or identity numbers, were not discussed with anyone. Furthermore, sensitive information was not made available to anyone other than the researcher, so that no one can narrate the information with the participants as per individuals. The researcher respected their privacy by not disclosing their names in the study, but instead coded them to enable them to freely participate in the study. To sustain confidentiality and anonymity, the researcher ensured confidentiality and anonymity by making sure that there was no one who knew the names of the participants involved. The researcher furthermore ensured that there was consistency, and sincerity, to ensure integrity of this research. Moreover, the researcher ensured professionalism on honoring appointments of interviews and maintained punctuality when conducting this study.

3.8.5. Avoidance of harm

Strydom (2011) argues that participants can be harmed either physically or emotionally. One can accept that harm to respondents in social research can mainly be emotional in nature. A fundamental ethical requirement of all research is that it is scientifically sound. It should be properly designed and carried out by researchers with adequate levels of expertise and supervision. It should also be worth doing in the sense that the results are likely to lead to tangible benefits. Nevertheless, the researcher treated all participants with respect and dignity during the interviews in order to avoid emotional harm during data collection by means of an interview. Moreover, the researcher was very attentive to whether any of the participants experienced any harm of an emotional nature when answering questions. The researcher referred the participants to get appropriate professional intervention where necessary or possible. The Department of Education's Social Worker/Psychologist was contacted whenever there was a case where the participants required counselling after participation in the study.

3.8.6. Publication of the findings

Creswell (2009) deems it necessary to publish the results of a research project. The participants were informed that this study would be published for academic purposes. Strydom (2011) defines publication of findings as offering views on findings of the research without offering too many details or impairing the principle of confidentiality. The participants were informed that the findings of this study would be introduced to the reading public in a written form, by means of a dissertation, as well as an article in an accredited journal.

3.9. Summary and Conclusion

This chapter discusses research methodology and explain how the research is designed as well as population and sampling. The chapter gave guidance how data analysis will be handled in chapter 4. The chapter further explain aspects of quality criteria, significance of the study as well as ethical considerations underpinning the study.

CHAPTER 4

DATA PRESANTATION, ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The aim of this chapter is to present, analyze and interpret the interview questions provided to learners and teachers, as well as observation done in exploration of translanguaging patterns in Xitsonga classrooms at M.L Nkuna High School. As mentioned in Chapter 3, three kinds of data were collected, namely: classroom observation, teacher and learner interviews. Moreover, the data was analyzed extensively in themes to track translanguaging patterns in Xitsonga classrooms. To be more precise, the main objective of the interviews on teachers and learners was to find out if there are patterns of translanguaging within Xitsonga classrooms at M.L Nkuna High School.

Interviews were conducted on 21 learners and 2 educators coupled with observation done within classroom during lessons to track the translanguaging patterns in Xitsonga. To contextualize data, it is paramount to describe the research site and socio-economic profile of the school. Revising questions posed in data collection is paramount in this chapter. The answers to the study were conducted through semi-structured and open-ended questions, in addition to observation.

4.2. RESEARCH SITE

Research data was collected on the location of the school, the socio-economic status of the community and the resources of the school are worth mentioning; the school is located near the R536 to Paul Kruger Gate of Kruger National Park, between Sabie and Bega River. The area is called Jonela village in Mkhuhlu area. The community has a high average of unemployment furnished with high crime rate. The school is fairly resourced with 45 classrooms and an administration centre. The school experiences high levels of undocumented learners from Mozambique and Swaziland respectively.

4.3. PRESENTATION OF THE STUDY FINDINGS IN A FORM OF THEMES

The data gathered was analysed by means of data reduction or coding and arranged into themes (Bazeley, 2007). However, since the information was gathered by the use of three themes; these include classroom observations, teacher interviews and learner interviews. The data was transformed into information in the data analysis segment of this study and conclusion was drawn on summary pertaining data collected. The setting of the school is paramount in understanding the nature and type of school data was collected from.

4.4. LIMITATIONS OF THE STUDY

The researcher acknowledges the following limitations to the study:

- There was South Africa's limited literature precisely on translanguaging and instead, there was a myriad literature on code-switching.
- The fact that translanguaging seemed to be a new concept to both the teacher and learner participants. Moreover, misconceptions around translanguaging were evident.
- The threat posed by Corona Virus (COVID-19) in schools and the Department of Education was vivid.
- The researcher acknowledges time constrains posed by rotation system used in schools due to COVID-19.
- The findings of this research were collected in one school with a different geographical location and as such, it may not be applicable in other schools within the circuit, district, province and other nine provinces of South Africa in general.

4.5. SCHOOL MAP (22/10/2021)

M.L. Nkuna High School
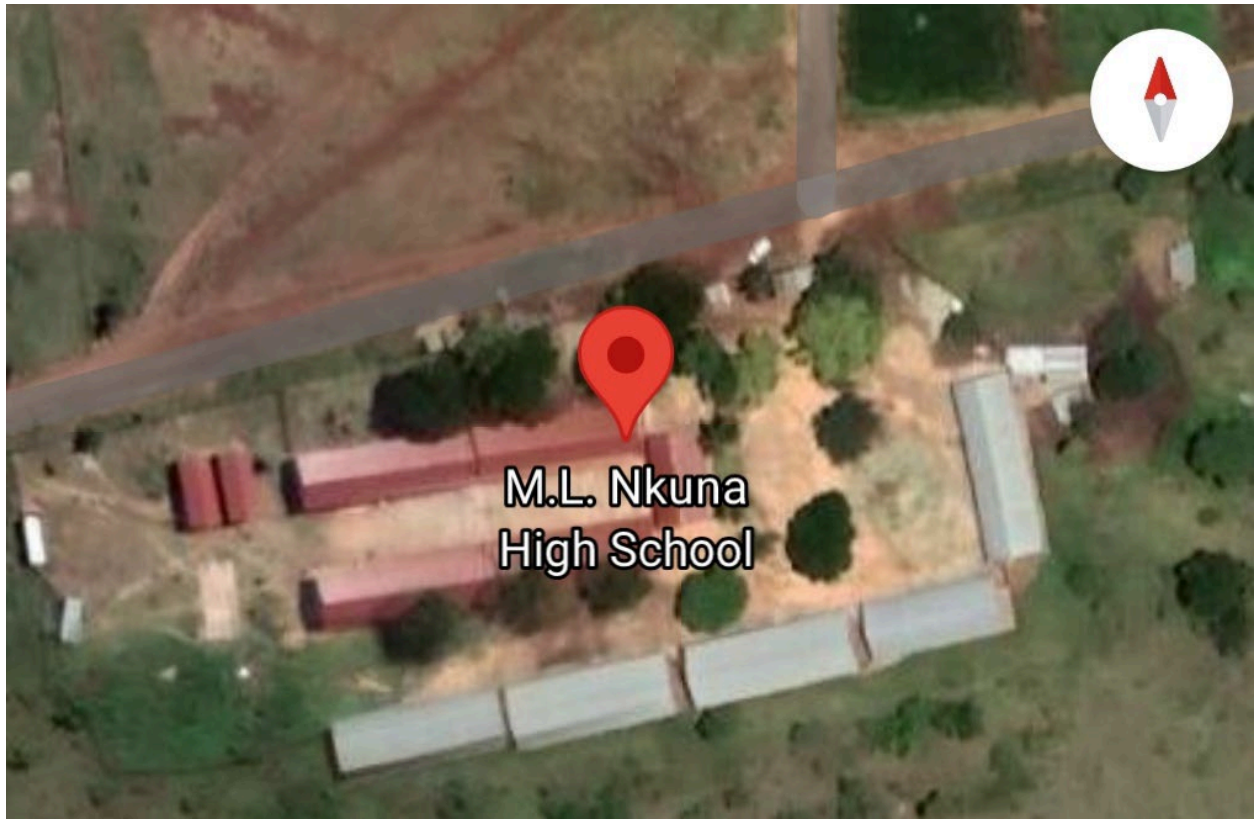
4.6. CLASS SITTING PLAN ROOM 002 GRADE 8ᴬ and 8ᴮ

4.5. CLASS SITTING PLAN ROOM 002 GRADE 8ᴬ
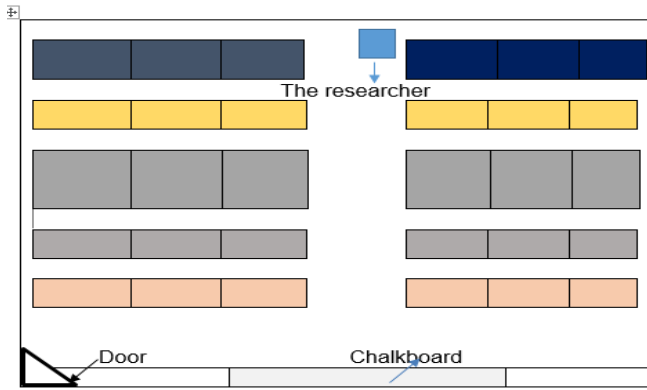
4.6. CLASS SITTING PLAN ROOM 003   GRADE 8ᴮ

The researcher

Door

Chalkboard

The researcher

Door

Chalkboard
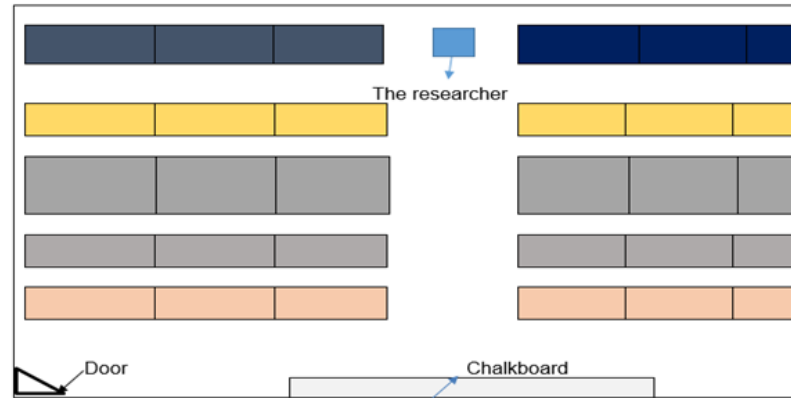
4.7. LEARNER INTERVIEWS

Participant 1

1. Which language does your teachers use when teaching Xitsonga? *Xitsonga and English*
2. Do you speak/write languages interchangeably during lessons? (Yes/no). *Yes*
3. Have you ever seen or heard your classmates speak in different languages in Class/school? (yes/no) If yes; which language were they speaking? *Yes, SiSwati*
4. Do you ever find yourself understanding certain aspects of your lessons even *if* your teacher uses another language to explain, except in Xitsonga? In addition, what language did the teacher use? *No, English, Zulu*

5. Tell me about your language proficiency and mention the language you prefer using the most and why? _Xitsonga, is my language proficiency. Xitsonga because I understand it most._
6. What do you think one can do to improve your comprehension of Xitsonga in school? _Speak Xitsonga more often and communicate using Xitsonga._
7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) why? _Xitsonga. No. Because I understand my language better than other languages._
8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? _"To stop because it makes them to not understand other languages it causes them disadvantage"_

Participant 2

1. Which language does your teachers use when teaching Xitsonga? _Xitsonga and English._
2. Do you speak/write languages interchangeably during lessons? (yes/no). _Yes_
3. Have you ever seen or heard your classmates speak in different languages in Class/school? (yes/no) If yes; which language were they speaking? _Yes, Sisuthu._
4. Do you ever find yourself understanding certain aspects of your lessons even _if_ your teacher uses another language to explain, except in Xitsonga? In addition, what language did the teacher use? _Yes, our teacher uses as many languages to make us understand. IsiZulu and Suthu._

5. Tell me about your language proficiency and mention the language you prefer using the most and why? *English, because lot of subjects are in English. Even our cell phones are in English.*
6. What do you think one can do to improve your comprehension of Xitsonga in school? *Find someone who can help or someone who will translate and try hard to understand in Xitsonga.*
7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) why? *Xitsonga. Yes, but I like my home language and it helps me understanding what I don't understand English.*
8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? I'll advise them to continue to speak their language. It helps them to understand and they should learn more languages

Participant 3

1. Which language does your teachers use when teaching Xitsonga? *Xitsonga and English*
2. Do you speak/write languages interchangeably during lessons? (yes/no). *Yes*
3. Have you ever seen or heard your classmates speak in different languages in Class/school? (yes/no) If yes; which language were they speaking? *Yes, SiSwati*
4. Do you ever find yourself understanding certain aspects of your lessons even *if* your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *Yes I do, our teachers uses English, SiSwati and IsiZulu.*

5. Tell me about your language proficiency and mention the language you prefer using the most and why? *English, because most subjects we learn in English.*
6. What do you think one can do to improve your comprehension of Xitsonga in school? She/he must find the meaning of Xitsonga words in his/her language.
7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) why? *Xitsonga. Yes, because I understand what we were talking.*
8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? I'll advise them to continue to speak their language. It has an advantage of understanding more.

Participant 4

1. Which language does your teachers use when teaching Xitsonga? *Xitsonga and English*
2. Do you speak/write languages interchangeably during lessons? (yes/no) *Yes*
3. Have you ever seen or heard your classmates speak in different languages in Class/school? (yes/no) If yes; which language were they speaking? *Yes, isiZulu*
4. Do you ever find yourself understanding certain aspects of your lessons even *if* your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *Yes, English*
5. Tell me about your language proficiency and mention the language you prefer using the most and why? *Good English speaker/ SiSwati because we all don't speak the same language.*
6. What do you think one can do to improve your comprehension of Xitsonga in school? *Attend extra classes*

7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) why? _Xitsonga. Yes, we understand more of what they are saying when we don't understand._
8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? _It has an advantage of learning of that particular language._

Participant 5

1. Which language does your teachers use when teaching Xitsonga? _Xitsonga and English_
2. Do you speak/write languages interchangeably during lessons? (yes/no) _Yes_
3. Have you ever seen or heard your classmates speak in different languages in Class/school? (yes/no) If yes; which language were they speaking? _Yes, IsiZulu_
4. Do you ever find yourself understanding certain aspects of your lessons even _if_ your teacher uses another language to explain, except in Xitsonga? In addition, what language did the teacher use? _Yes I do our teachers uses English, SiSwati and IsiZulu._
5. Tell me about your language proficiency and mention the language you prefer using the most and why? _I'm well conversant in English and Xitsonga. English is my language proficiency; I prefer using English I learn more about the language._
6. What do you think one can do to improve your comprehension of Xitsonga in school? _Attend extra classes._

7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) why? *Xitsonga. Yes. Because I had learnt other language that people are speaking I had to know other languages.*

8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? *I would advise them to continue speaking it help them to the other language better.*

Participant 6

1. Which language does your teachers use when teaching Xitsonga? English and Xitsonga.
2. Do you speak/write languages interchangeably during lessons? (yes/no) *Yes.*

3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? *Yes, English.*

4. Do you ever find yourself understanding certain aspects of your lessons even if your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *Yes, she uses English.*

5. Tell me about your language proficiency and mention the language you prefer using the most and why? *Well conversant in English, because I understand it better than any other language.*

6. What do you think one can do to improve your comprehension of Xitsonga in school? *I Can speak Xitsonga more and attending extra classes.*

7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) Why? Xitsonga. *Yes. Because it helps me to understand*

8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? *I would advise them to continue speaking different languages to help them understand the languages better.*

Participant 7

1. Which language does your teachers use when teaching Xitsonga? *English and Xitsonga.*

2. Do you speak/write languages interchangeably during lessons? (yes/no) *Yes*

3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? *Yes, English*

4. Do you ever find yourself understanding certain aspects of your lessons even if your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *Yes, she uses English*

5. Tell me about your language proficiency and mention the language you prefer using the most and why? *English is my proficiency language when I do understand.*

6. What do you think one can do to improve your comprehension of Xitsonga in school? *Can speak Xitsonga more and attending extra classes.*

7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) why? *Xitsonga. Yes. Because it helps me to understand*

8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? *I would advise them to continue speaking different languages to help them understand the languages better.*

Participant 8

1. Which language does your teachers use when teaching Xitsonga? *Xitsonga and English.*

2. Do you speak/write languages interchangeably during lessons? (yes/no) *Yes*

3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? *Yes. SiSwati and Xitsonga*

4. Do you ever find yourself understanding certain aspects of your lessons even *if* your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *I find it difficult because I don't understand some topics, she uses English.*

5. Tell me about your language proficiency and mention the language you prefer using the most and why? *Xitsonga because I can understand when she teaches me.*

6. What do you think one can do to improve your comprehension of Xitsonga in school? *Yes, because I understand it.*
7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) Why? *SiSwati. Yes because I understand except English and Afrikaans.*
8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? *I will tell them that it is fun and you understand it better.*

Participant 9

1. Which language does your teachers use when teaching Xitsonga? *English and Xitsonga*
2. Do you speak/write languages interchangeably during lessons? (yes/no) *Yes*
3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? *Yes, Isizulu*
4. Do you ever find yourself understanding certain aspects of your lessons even if your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *Yes, I get more knowledge in other languages like English.*
5. Tell me about your language proficiency and mention the language you prefer using the most and why? Well conversant in English, it helps others to understand what I'm talking about, those who use other languages.

6. What do you think one can do to improve your comprehension of Xitsonga in school? *Attending extra classes.*

7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) why? *Xitsonga. Yes. We understand more of what they are saying when we don't understand.*

8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? *It has an advantage of learning of that particular language.*

Participant 10

1. Which language does your teachers use when teaching Xitsonga? *Xitsonga and English*

2. Do you speak/write languages interchangeably during lessons? (yes/no) *Yes*

3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? *Yes, Siswati.*

4. Do you ever find yourself understanding certain aspects of your lessons even if your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *Yes, English*

5. Tell me about your language proficiency and mention the language you prefer using the most and why? *It's English & Siswati because we all don't speak the same language and it becomes easy for them to understand me*.

6. What do you think one can do to improve your comprehension of Xitsonga in school? _She/he must learn or find the meaning of Xitsonga words in his/her language._

7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) why? _Xitsonga. Yes. Because I want to learn other languages too._

8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? _I would advise them to convince their to help them with Xitsonga and the things they don't understand._

Participant 11

1. Which language does your teachers use when teaching Xitsonga? _English and Xitsonga_.

2. Do you speak/write languages interchangeably during lessons? (yes/no) _Yes_.

3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? _Yes, Siswati_.

4. Do you ever find yourself understanding certain aspects of your lessons even if your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? _Yes, they uses English._
5. Tell me about your language proficiency and mention the language you prefer using the most and why? _Well conversant in English, because it helps me to communicate with people who are speaking English._
6. What do you think one can do to improve your comprehension of Xitsonga in school? _Try to learn Xitsonga._
7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) why? _Xitsonga. Yes. Because i have to learn other languages to talk with people who don't speak Xitsonga._
8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school_? I would advise them to ask if there's something they don't understand in English to the teachers so that they can explain it in their home language._

Participant 12

1. Which language does your teachers use when teaching Xitsonga? _Xitsonga_
2. Do you speak/write languages interchangeably during lessons? (yes/no) _No_
3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? _Yes, English._

4. Do you ever find yourself understanding certain aspects of your lessons even *if* your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *I can understand other language.*
5. Tell me about your language proficiency and mention the language you prefer using the most and why? *English because most of your subject we found that we are getting English.*
6. What do you think one can do to improve your comprehension of Xitsonga in school? *Attend extra classes.*
7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) why? *Xitsonga. Yes. Because we are not speaking the same language.*
8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? *We can advise them if it break time we must speak English that we can understand each other.*

Participant 13

1. Which language does your teachers use when teaching Xitsonga? *Xitsonga and English*
2. Do you speak/write languages interchangeably during lessons? (yes/no) *Yes*
3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? *Yes, English.*
4. Do you ever find yourself understanding certain aspects of your lessons even *if* your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *Yes. She uses English.*

5.	Tell me about your language proficiency and mention the language you prefer using the most and why? *English and Xitsonga. English; for other learners who speak different languages.*
6.	What do you think one can do to improve your comprehension of Xitsonga in school? _She/he must practice Xitsonga._
7.	What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) Why? _Xitsonga. Yes, to understand what other people are saying and for them to understand me._
8.	What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? _I advise them that it is good to translate because they help others to understand._

Participant 14

1.	Which language does your teachers use when teaching Xitsonga? _English and Xitsonga_
2.	Do you speak/write languages interchangeably during lessons? (yes/no) _Yes_
3.	Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? _Yes, Zulu language._
4.	Do you ever find yourself understanding certain aspects of your lessons even *if* your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? _Xitsonga and English, because I understand about the topic that they are teaching to uss at school._
5.	Tell me about your language proficiency and mention the language you prefer using the most and why? _Xitsonga and English because most of my friends and teacher they speak English and Xitsonga._

6.	What do you think one can do to improve your comprehension of Xitsonga in school? _They need to attend extra classes they can improve their comprehension._
7.	What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) Why? _Xitsonga. Yes. Because I had to learn other language that people they are speaking I had to know the other language._
8.	What will you advise fellow learners with regards to translanguaging during lessons and breaks at school?_By telling them that they must speak English and Xitsonga on break so that they can know it better they can know to write it and speak it correct_.

Participant 15

1.	Which language does your teachers use when teaching Xitsonga? _Xitsonga_ and English
2.	Do you speak/write languages interchangeably during lessons? (yes/no) _Yes_
3.	Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? _Yes, isiZulu_
4.	Do you ever find yourself understanding certain aspects of your lessons even _if_ your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? _Yes, they uses English_.
5.	Tell me about your language proficiency and mention the language you prefer using the most and why?_English, because help others who use different languages to understand._
6.	What do you think one can do to improve your comprehension of Xitsonga in school? _Attend extra classes._

7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) Why? *Xitsonga. Yes, it will help me to interact with other people who don't know my language.*
8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? *I will advise them to speak these languages because it will help them to understand more.*

Participant 16

1. Which language does your teachers use when teaching Xitsonga? *Xitsonga*
2. Do you speak/write languages interchangeably during lessons? (yes/no) *Yes*
3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? *Yes, IsiZulu.*
4. Do you ever find yourself understanding certain aspects of your lessons even *if* your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *Yes, they use English.*
5. Tell me about your language proficiency and mention the language you prefer using the most and why? *English, because it helps others who use different languages to understand what I'm saying.*
6. What do you think one can do to improve your comprehension of Xitsonga in school? *Try hard to understand Xitsonga.*
7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) Why? *Xitsonga. Yes, it helps me to interact with other people who don't know my language.*

8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? *I will advise them to continue using it because it will help them understand more.*

Participant 17

1. Which language does your teachers use when teaching Xitsonga? *Xitsonga and English*.
2. Do you speak/write languages interchangeably during lessons? (yes/no) *Yes*
3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? *Yes, isiZulu.*
4. Do you ever find yourself understanding certain aspects of your lessons even *if* your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *Yes I do, our teachers uses English, Siswati and IsiZulu.*
5. Tell me about your language proficiency and mention the language you prefer using the most and why? *English is my language proficiency, I prefer using English because I learn more about the language.*
6. What do you think one can do to improve your comprehension of Xitsonga in school? *Can speak Xitsonga more often and translanguage/ mix different languages to understand much better.*
7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) Why? Xitsonga. *Yes, because it helps me understand more about the language and improve everyday.*
8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? *I would advise them to continue speaking it help them to understand the languages better.*

Participant 18

1. Which language does your teachers use when teaching Xitsonga? _Xitsonga_

2. Do you speak/write languages interchangeably during lessons? (yes/no) _Yes_

3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? _Yes, English._

4. Do you ever find yourself understanding certain aspects of your lessons even if your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? _Yes, because I understand about topic that they are teaching but not most of them._

5. Tell me about your language proficiency and mention the language you prefer using the most and why? _English, because most of our subject we speak or learn English._

6. What do you think one can do to improve your comprehension of Xitsonga in school? _We attend extra classes._

7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) Why? _Xitsonga. Yes, because my friends speak other language and I need to learn it so that we can understand each other._

8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? *I will advise them that we must speak English during breaks so that they can learn it.*

Participant 19

1. Which language does your teachers use when teaching Xitsonga? *Xitsonga and English.*

2. Do you speak/write languages interchangeably during lessons? (yes/no) *Yes*

3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? *Yes, IsiZulu.*

4. Do you ever find yourself understanding certain aspects of your lessons even if your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *Yes, English because I understand more.*

5. Tell me about your language proficiency and mention the language you prefer using the most and why? It's *English and IsiZulu because all we speak these languages.*

6. What do you think one can do to improve your comprehension of Xitsonga in school? *We attend extra classes*

7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) Why? *Xitsonga. Yes, because they can understand his language more.*

8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? *It has an advantage of learning of that language.*

Participant 20

1. Which language does your teachers use when teaching Xitsonga? *Xitsonga and English.*

2. Do you speak/write languages interchangeably during lessons? (yes/no) *Yes*

3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? *Yes, English and Siswati.*

4. Do you ever find yourself understanding certain aspects of your lessons even if your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *No, she uses English to explain because other words in Xitsonga are not simple to understand.*

5. Tell me about your language proficiency and mention the language you prefer using the most and why? *I prefer Xitsonga, because I speak Xitsonga.*

6. What do you think one can do to improve your comprehension of Xitsonga in school? *They must explain in other languages to explain difficult words.*

7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) Why? *Xitsonga. Yes, because at home my family speak Siswati*

8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? *They must use the language that benefits you.*

Participant 21

1. Which language does your teachers use when teaching Xitsonga? *Xitsonga*

2. Do you speak/write languages interchangeably during lessons? (yes/no) *No*

3. Have you ever seen or heard your classmates speak in different languages in class/school? (yes/no) If yes; which language were they speaking? *Yes, English.*

4. Do you ever find yourself understanding certain aspects of your lessons even if your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use? *Yes, English.*

5. Tell me about your language proficiency and mention the language you prefer using the most and why? *I am good at Xitsonga but I prefer to speak English as well and I want to understand it more.*

6. What do you think one can do to improve your comprehension of Xitsonga in school? *They use of two other commonly used languages to help learners gain more understanding.*

7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No) Why? *Xitsonga. Yes, in order for me to be able to understand other languages as well.*

8. What will you advise fellow learners with regards to translanguaging during lessons and breaks at school? *I will advise them to use only the languages that are taught in the school and translate to either one.*

4.8. TEACHER INTERVIEWS ANALYSIS

Questions and answers

Questions	Teacher 1 response	Teacher 2 response	Comment
Is Xitsonga your mother tongue/home language? How competent are you in reading, speaking and writing in Xitsonga? (Poor/Fair/Good).	Xitsonga No Good	Xitsonga No Good	Both teachers have the same source language. They teach their source language (Xitsonga) Good
Which languages are you conversant/proficient in? (Give any three)	English, Tshivenda and Northern Sotho	English, SiSwati and isiZulu	Both teachers are conversant in English, but differ in other languages.

Do you regard your language proficiency as tool for translanguaging in Xitsonga Lessons? (Yes/No)	No	Yes	Both teachers have different views on usefulness of translanguaging within classrooms. Teacher 1 thinks translanguaging is not useful. Teacher 2 sees translanguaging as a tool that can be used during Xitsonga lessons.
What is your school prescribed home language? Are there other predominant languages spoken by learners during Xitsonga lessons?	Xitsonga SiSwati	Xitsonga SiSwati and IsiZulu	Xitsonga is prescribed a Home Language in the school, but there are other predominant languages that some learners converse with within the school.
Which qualification have you obtained? How long have you been teaching Xitsonga?	STD and ACE 24 years	B.ed (FET) and Honours 2 years	Teacher 1 has STD and ACE and 24 years' experience in teaching. Teacher 2 holds B.Ed. (SPF) and Honours degree with only 2 years teaching experience.
Do you think translanguaging in Xitsonga can promote or hinder academic achievement?	No	Hinder academic achievement	Both teachers do not see translanguaging as a tool to promote academic achievement within Xitsonga classrooms.

What do you think teachers can do to improve quality of results in Xitsonga Home Language in General Education Training GET?	By translanguaging and code switching	Learners must be trained in reading and writing.	Teacher 1 acknowledges that if translanguaging and code-switching can be used, they may improve quality of results in GET. Teacher 2 believes in training learners in reading and writing.
What are CAPS provisions about teaching Xitsonga home language? (i.e how do we teach language?) Does translanguaging feature in XIPHOKHAMA (CAPS) policy document?	We teach language in context. Yes in a form of code-switching	Teach language in context (XIPHOKHAMA, 2014) No	Both teachers view language teaching from the perspective on context as outlined by XIPHOKHAMA of 2014 at page 12.
Have you ever seen your school language policies?	Yes	Yes	Language policies are available and known by teachers.
Do you think translanguaging can help clarify content if used in Xitsonga lessons? Do you use translanguaging during your Xitsonga lessons? If no, why?	Yes	No	Teacher 1 thinks that translanguaging can help clarify content in Xitsonga lessons, but teacher 2 does not think it is feasible to use it. Both teachers do not use translanguaging because they cannot use all the learners' source language

			and they feel like teaching Xitsonga by using it only is the proper way of teaching.

4.9. CLASSROOM OBSERVATIONS

1ˢᵗ Lesson

Lesson topic: Mofoloji

Teacher activities/Migingiriko ya mudyondzisi	Learner activities / Migingiriko ya vadyondzi	Translanguaging Pattern
Dyondzontsongo ya namuntlha i 'swiaki swa marito' mudyondzi un'we a hi hlayeli *question*. Loko u twisisa swiaki swa marito u tsala/siva eka swivandla leswi ahlameke ku komba leswaku wa swi twisisa.	Mudyondzi a hlaya 'siva swivandla leswi ahlameke ku komba leswaku u twisisa swiaki swa marito'	'Question' as used by the teacher instead of 'Xivutiso'
Xana swivandla swo ahlama hi leswi swa njhani?	Hi loko xi lava u faka *(ansara) answer*.	Ansara (Answer) is a borrowed word (neologism) from English.
Ina ku na laha ku nga pfuleka u hoxa *answer.*	In agreement	The word 'answer' is from English and used in Xitsonga class.
Ririmi i yini?	I 'language'	The word language is used in Xitsonga after they were asked what language was.
A hi tsaleni xitoloveto.	Vadyondzi va tsala xitoloveto	----

Ha koreketa hi balpen yo tshwuka khwaju yin'we ku ngavi ku ri na xivutiso.	'Nodes in agreement'	Balpeni is a borrowed word from English word Ballpoint
A hi ya eka xivutiso mani?	Xivutiso five	The word 'five' is evidence of translanguaging patterns
Marito yo tikisiwa i marito lava ya tikeriweke/tikisiwa. Ma tsariwa hi leswi swa ntima hi Xnghezi ya vitiwa marito yo 'Boldiwa'/bold.	Ha switwa	Boldiwa (bold) evidence of neologism.
Xana u vula yini loko a ku va n'wi xondzolota.	Hi lavaya ya ku u n'wi 'bukha' languta 'like'loko u n'wi languta a jika a languta le kule.	Like used instead of 'ku fana na' from English and the word 'bukha' from SiSwati which means look.
Hinkwerhu hi na ti *question paper*?	Va pfumela 'ina'	Question paper used instead of 'papila ra swivutiso'
Hi ya eka xivutiso mani?	Xivutiso xa eight	Eight instead of 'Xivutiso xa nhungu'
Mulanguteri wa xikambelo u hlayile milawu ya Xikambelo *one mark, one mark, one mark* hinkwako laha haha fambaka kona.	Ina	One mark.
Matimu, *history* a hi hlayeni swivutiso.	'Mudyondzi a hlaya ivi a hundzuluxa swivulwa leswi a nga eka nine point one na nine point two laha hansi u	Matimu history these words are used concurrently matimu means History in English.

	swi yisa eka tlhelo ra nandzulo	Nine point one na nine point two this phrase is used in conjunction within Xitsonga context which were in a number format.
Nine point three.	Yisa rito swikhwameni eka vundhawu	Nine point three.
Ten point three.	----	Xivutiso nine.
Swa namuntlha hi ta yima eka xivutiso *nine.*	Agree	Xivutiso Nine

2nd Lesson

Lesson topic: Tinhlamuselo ta matheme ya matsalwa

Teacher/ Mudyondzisi	Learners/ Vadyondzi	Translanguaging Pattern
Mi tiva wahi matheme ya matsalwa tani hi *topic* ya namuntlha?	Ni ehleketa Ximunhuhatwa	Topic
Swimunhuhatwa i yini? Nyikani xikombiso.	I vanhu lava fambisaka hungu ro karhi. Eka tsalwa ra A hi peleni nambu ku na Javurisa na Gezani.	-
Vumunhuhati i yini?	'Silent'	-

Vumunhuhati i ndlela leyi mutsari a nga lukelela swimunhuhatwa eka tsalwa leswaku swi va na vumunhu lebyi khorwisaka.	'Silently writing notes'	-
Mi twisisa yini hi theme ra kungu?	Ni ehleketa leswaku i Plan	The word 'Plan'
Kungu i ndlela leyi mutsari a lukaka tsalwa ra yena, kusuka eku sunguleni ku fika emakumu.	'silently taking notes'	-
A hi vulavuleni hi ntlimbo, xana ntlimbo i yini?	I ku tika loku nga kona endzeni ka tsalwa	-
Right! I ntiyiso mitlimbo yi aviwile hi kambarhi wa le ndzeni na wa handle.	-	'Right'
Xani mbangu i yini?	I ndhawu	-
Mbangu i ndhawu na nkarhi lowu tsalwa ri humelelaka hi wona	'silently taking notes'	-
Tsalani *classwork* 'Xitoloveto'	'taking out classwork books'	'Classwork'

4.10. SUMMARY OF FINDINGS

The summary of findings are as follows:

- All learners have indicated that Xitsonga lessons are conducted in Xitsonga Home Language. However, some learners indicated that translanguaging occurs within the classroom space. All learners indicated that at some point their classmates' converse in different languages, which predominantly were SiSwati/IsiZulu/Northern Sotho and English.

- Half of the learner participants indicated that they find themselves understanding certain aspects of Xitsonga lessons when other languages are used.

- Two third of learner participants also indicated that they prefer the use of English more to enhance their learning experience of Xitsonga home language.

- Majority of learners indicated that extra classes may assist in improving Xitsonga HL at M.L Nkuna High School. Moreover, the researcher found that majority of participants were those that Xitsonga was their home language. All participants signaled that they prefer using other languages except Xitsonga.

- About a quarter of the participants believe that translanguaging can assist in improving performance in Xitsonga at M.L Nkuna High School.

- Both the teacher participants indicated that Xitsonga was their home language. Moreover, they signaled that they were good Xitsonga writers.

- Both teacher participants indicated that they are well conversant in English, Xitsonga and SiSwati. However, one teacher participant believes his proficiency in other languages cannot be a tool to enhance Xitsonga performance within the M.L Nkuna High School classrooms. On the other hand, the other teacher participant believes that other languages must be used to teach Xitsonga Home Language to improve learning experience.

- Both teachers indicated that Xitsonga is the prescribed HL at M.L Nkuna High School. One of the teacher participants holds STD and ACE as qualifications with 24 years' experience, while the other participant holds an Honours degree with 2 years' experience.

- Both teachers think translanguaging can hinder academic excellence. Yet, one participant believes that code-switching may be an instrument to improve quality of results within the broad spectrum of multilingual learners at M.L Nkuna High School. Moreover, the other believes learners need to be taught how to read and write Xitsonga Home Language.

- Both teacher participants believe that language must be taught in context as prescribed by XIPHOKHAMA (CAPS). Moreover, they acknowledge that code-switching is contained in the CAPS document. They further acknowledge that they are familiar with their school language policies.

- The first observation of a lesson shows several occurrences of translanguaging patterns where the teacher and learners engage in. However, unconsciously, they try to correct the occurrence of translanguaging patterns. The second lesson has few occurrences of translanguaging patterns.

4.11. CONCLUSION

Teachers in GET at M.L Nkuna High School have different views in the usefulness of translanguaging within Xitsonga classrooms. Generally, one can conclude that these teachers do not see translanguaging as a useful tool to promote teaching and learning within Xitsonga classrooms. Although these teachers have Xitsonga as their home language, but their proficiency cannot cater for the home languages that are also predominant in the school premises like isiZulu, SiSwati and Northern Sotho. Teachers know what is needed in language teaching; that is, teaching language in context. The researcher found that there is insufficient use of translanguaging patterns within M.L Nkuna High School classrooms.

CHAPTER 5

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

This study explored translanguaging patterns within the Xitsonga classrooms at M.L Nkuna High School. This study was qualitative in nature and it adopted case study design in which the research intended to track translanguaging patterns within Xitsonga lessons, in order to improve the performance of learners when it comes to Xitsonga as a home language. Therefore, the summary of the study and conclusion, coupled with recommendations on the exploration of translanguaging patterns in Xitsonga are presented in this chapter.

5.2. SUMMARY OF THE STUDY

The study sought to explore patterns of translanguaging within Xitsonga classrooms. An exploratory study was undertaken to gather data on the translanguaging patterns for grade 8 learners during Xitsonga lessons. The literature was reviewed on different topics that are related to language including code-switching, transliteracy, biliteracy, language attitude, language proficiency, and translanguaging among others. The total number of 21 learners were interviewed, two lessons were observed and two teachers were interviewed. The purpose of this study was to explore translanguaging patterns within classrooms at high schools in Mkhuhlu, specifically M.L Nkuna High School pertaining the teaching and learning of Xitsonga in the classrooms. The study was prompted to address the impact of translanguaging in the process of teaching and learning within Xitsonga classrooms at M.L Nkuna High School.

The study sought to clarify the following main question and sub-questions:

What is the impact of translanguaging in the process of teaching and learning of Xitsonga Home Language at ML Nkuna High School?
Sub-questions

4. How does translanguaging improve or hinder teaching and learning of Xitsonga at M.L Nkuna High School?
5. Are teachers effectively using translanguaging within M.L Nkuna High School (GET) classrooms, specifically in Xitsonga Home Language?
6. What are the learners' language backgrounds?

The following has been discovered:

- Teachers are not familiar with translanguaging and they do not see translanguaging as a mechanism that can help in improving performance of learners in Xitsonga at M.L Nkuna High School.
- Translanguaging is not used effectively in classrooms despite the evidence that some learners are doing Xitsonga at school as home language, while at home a different language is spoken.
- The occurrence of translanguaging patterns is poor. Therefore, translanguaging is not effectively used to enhance teaching and learning experience of Xitsonga Home Language learners at M.L Nkuna High School.
- There is evidence that suggests that M.L Nkuna High School is located within the community that possesses the predominance of several languages.

5.3. CONCLUSION

Based on the above findings, the study concludes that:

Translanguaging is not sufficiently used within the Xitsonga lessons at M.L Nkuna High School grade 8 classrooms. Moreover, translanguaging patterns rarely occur within Xitsonga classrooms. The instances where translanguaging occurred were always in English, rather than the predominant languages that the diverse learners emanate from. The researcher concluded that the problem rests on the inability of teachers to explain concepts in other African Languages that learners understand. Teachers do not effectively use translanguaging to enhance learning experience of multilingual classrooms in Xitsonga Home Language. Learners' language backgrounds are not accommodated by Xitsonga teachers when translanguaging in Xitsonga classroom at M.L Nkuna High School.

5.4. RECOMMENDATIONS

Based on literature reviewed and empirical findings of the study, the researcher arrived at the following recommendations:

- Xitsonga teachers at M.L Nkuna High School should be trained on translanguaging.
- M.L Nkuna High School should review their language policies to accommodate the growing need of multilingualism around Mkhuhlu.

- Learners from different language backgrounds should get special lessons to assist them with vocabulary development for the sake of their academic performance.

5.5. RECOMMENDATIONS FOR FURTHER RESEARCH

The researcher explored translanguaging patterns within the Xitsonga classrooms at M.L Nkuna High School, Mkhuhlu Circuit.

Given the foregoing and bearing in mind the findings of this study, the researcher further sees the need for further research on multilingual classrooms, more especially in the context of rural schools of Mkhuhlu Circuit. The researcher further sees the need to study the impact on schools that do not revise their language policies yearly. Moreover, the researcher views translanguaging as an integral part of the environment of M.L Nkuna High School, in order to bridge the gap between learners in multilingual classrooms. Lastly, there is a need for a survey on language policies of schools to be conducted.

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6. APPENDICES

APPENDIX 1: LETTER FOR PERMISSION TO THE DEPARTMENT OF EDUCATION

Faculty of Humanities
School of Education
Private Bag X1106
Sovenga
0727
20 July 2020

The Circuit Manager
Mkhuhlu Circuit
Department of Basic Education

Dear Madam
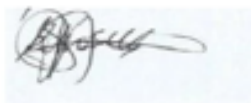
REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

The above matter seeks to outline a request to conduct a research by I Khoza Zweli, a teacher at Makhosana Manzini High School. I am currently enrolled with The University of Limpopo for Master of Education (M.Ed.). My research topic is: An exploration to translanguaging patterns in Xitsonga classrooms at high schools in Mkhuhlu (A case study of M.L Nkuna High School).

I wish to be granted permission to conduct my research at a said school above taking into account the experience I have at this school from 2017 to 2019. However, Xitsonga teachers at grade **8** with learners will be used as participants to collect data for the study. The researcher further request to observe lessons of Xitsonga Home Language lessons, this will enable me (the researcher) to note patterns of translanguaging. Moreover, the researcher will conduct interview on Xitsonga Home Language teachers with semi-structured interviews. Learners will also be interviewed in the process of data collection by the researcher. The researcher will schedule appointments with educators involved and select appropriate time so as not to disrupt the timetable and functionality of the school taking into account the pressure brought by COVID-19.

I hope the findings of this study benefit and assist the department of Education and educators at high schools in Mkhuhlu and South Africa in general.

Yours Faithfully

Mr. Zweli Khoza

Contact details (0768821596) email zwelikhoza546@gmail.com

Mrs. W.S Chauke (Supervisor)

Dr. H.A Motlhaka (Co-Supervisor)

APPENDIX 2: TEACHERS INFORMED CONSENT

I _____ , the undersigned, confirm that I am willing to participate in the research project titled: **An exploration to translanguaging patterns in Xitsonga classrooms at high schools in Mkhuhlu (A case study of M.L Nkuna High School).**

(*Tick or cross the appropriate box*)

1.	I have read and understood the information about the project, as explained by Mr Khoza Zweli.	☐
2.	I was given an opportunity to ask questions about the project prior to my participation	☐
3.	I voluntarily agree to participate in the project.	☐
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	☐
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymization of data, etc.) to me.	☐
6.	If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me.	☐
7.	The use of the data in research, publications, sharing and archiving have been explained to me.	☐
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms specified in this form.	☐
9.	Select only **one** of the following: • I would like my name used and understand what I have said or written as part of this study will be used in reports, publications and other research outputs so that anything I have contributed to this project can be recognised.	☐
	• I do not want my name used in this project.	☐
10.	I, along with the Researcher, agree to sign and date this informed consent form.	☐

Participant:

_____   _____

Signature   **Date**

Researcher:

_____   _____

Signature   **Date**

APPENDIX 3: PARENT/GUARDIAN/SGB INFORMED CONSENT

I _____ , the undersigned, confirm that I give a permission to my child to participate in the research project titled: **An exploration to translanguaging patterns in Xitsonga classrooms at high schools in Mkhuhlu (A case study of M.L Nkuna High School).**

(*Tick or cross the appropriate box*)

1.	I have red and understood the information about the project, as explained by Mr Khoza Zweli.	☐
2.	I was given an opportunity to ask questions about the project prior to my child participation	☐
3.	I voluntarily agree to let my child participate in the project.	☐
4.	I understand that the child can withdraw at any time without giving reasons and that he/she will not be penalised for withdrawing nor will I be questioned on why he/she have withdrawn.	☐
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymization of data, etc.) to me.	☐
6.	If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me.	☐
7.	The use of the data in research, publications, sharing and archiving have been explained to me.	☐
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms specified in this form.	☐
9.	Select only **one** of the following: • I would like my child's name used and understand what I have said or written as part of this study will be used in reports, publications and other research outputs so that anything I have contributed to this project can be recognised. • I do not want my child's name used in this project.	☐ ☐
10.	I, along with the Researcher, agree to sign and date this informed consent form on.	☐

Parent/Guardian/SGB:

_____   _____

Signature   Date

Researcher:

_____   _____

Signature   Date

APPENDIX 4: SEMI-STRUCTURED TEACHER INTERVIEW SCHEDULE

1. What is your mother tongue/home language? Do they differ in your case? How competent are you in reading, speaking writing your mother tongue/home language?

2. Which languages are you conversant/proficient in? In those languages that you are proficient in indicate the levels of proficiency in terms of speaking, writing and reading.

3. Do you regard your language proficiency as tool for translanguaging in Xitsonga lesson?

4. What is the school prescribed home language? What are other predominant languages spoken by learners during Xitsonga lessons and their communities?

5. Which qualification have you obtained? How long have you been teaching?

6. Do you think translanguaging in Xitsonga can promote or hinder academic achievement?

7. What do you think teachers can do to improve quality of results in Xitsonga Home Language GET?

8. What does CAPS provision about teaching language? (Does translanguaging feature in any policy document?)

9. Have you ever seen your school language policies?

10. Do you think translanguaging can help if used in one lesson? Do you translanguage during your lessons?

APPENDIX 5: CLASS OBSERVATION

This tool will be used together with an audio recording device to capture the entire lesson.

Teacher activities	Learner activities	Patterns of translanguaging

APPENDIX 7: LEARNERS INTERVIEW SCHEDULE

1. Which language does your teachers use when teaching Xitsonga?

   ----

2. Do you speak/write languages interchangeably during lessons? (*yes/no*)

   ----

3. Have you ever seen or heard your classmates speak in different languages in class/school? (*yes/no*) If yes; which language were they speaking?

   ----

4. Do you ever find yourself understanding certain aspects of your lessons even if your teacher uses another language to explain, except in Xitsonga? And what language did the teacher use?

   ----

5. Tell me about your language proficiency and mention the language you prefer using the most and why?

   ----

6. What do you think one can do to improve comprehension in the school?

   ----

7. What is your home language? Do you prefer speaking other languages despite your home language? (Yes/No), Why?

----

8. What will you advise learners/teachers in terms of translanguaging during lessons and
    breaks at school?

Editorial letter

To whom it may concern

Re: Confirmation of Language Editing Service

This is to certify that I, Dr. Moodiela Victor Mathobela (MA Linguistics, PhD) language edited **Mr. Zweli Khoza's Master's Thesis** entitled:

"AN EXPLORATION TO TRANSLANGUAGING PATTERNS IN XITSONGA CLASSROOMS AT HIGH SCHOOLS IN MKHUHLU CIRCUIT (A CASE STUDY OF M.L NKUNA HIGH SCHOOL)"

For further enquiries, please feel free to contact me.

I hope you find the above in order.

Kind regards,

Mathobela

Dr. Moodiela Mathobela

E: moodiela@yahoo.com

Date: 01 September 2022