TEACHERS' AND LEARNERS' PERCEPTIONS TOWARDS TRANSLANGUAGING PEDAGOGY IN ENGLISH FIRST ADDITIONAL LANGUAGE AMONG GRADE 7 TSHIVENḐA LEARNERS IN VHEMBE DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA

BY

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THESIS

Submitted in fulfilment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

in

ENGLISH STUDIES

FACULTY OF HUMANITIES

School of Languages and Communication Studies

at the

UNIVERSITY OF LIMPOPO

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2024

DEDICATION

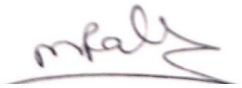
It is my sincere gratitude that I dedicate this thesis to my wife Hlayiseka, my daughters, Muvhusi, Joy, and Nduvho and my son Tsiko-Junior, and my dearest siblings, Rudzani, Masala, Mpho, Justice and Phila. I thank you for all for being the pillar of my strength and undivided support.

My late father, Joseph, you are greatly appreciated for accompanying me to my first registration for my bachelor's degree. Your educational conversations inspired me to achieve this qualification. The success of this thesis is because of you and mama, Emely. Dzithabelo dzavho dzo nnyita muthu! I thank you so much!

Finally, my dedication is also extended to all my dear friends and colleagues for their words of encouragement and always being willing to provide assistance.

DECLARATION

I declare that TEACHERS' AND LEARNERS' PERCEPTIONS TOWARDS TRANSLANGUAGING IN ENGLISH FIRST ADDITIONAL LANGUAGE AMONG GRADE 7 TSHIVENḐA LEARNERS IN VHEMBE DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA is my own work and that all the sources I have used and quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other degree at any other institution.



…….... November 4, 2024

Signature **Date**

ACKNOWLEDGEMENTS

This thesis was accomplished because of the positive contributions by the following persons and I, therefore, extend my heartfelt gratitude to them:

- I would like to thank my wife, Hlayiseka for the continued support, love, and motivation throughout all the years of embarking on the compilation of the thesis.
- My children, Muvhusi, Tsiko-Junior, Antondaho, and Nduvho, your understanding for my always being committed to this thesis did not go unnoticed. I thank you for allowing me to focus on this study when I should have been spending family time together.
- My dearest siblings and my mom, many thanks for the unwavering support you gave me all the time. Indeed, unity is strength! Kha tshi elele Tshidumbi, ri ḓo kaṋa zwivhuya zwau! Gaweni ḽitswuku ḽo swika Ha-Ralushai!
- Mr E Madima, thank you so much for numbering and organising the thesis.
- I express my sincere gratitude and appreciate my supervisors, Prof BX Ntombela and Dr JR Rammala for their constructive criticisms, guidance, insightful knowledge, and support that have been invaluable throughout this study. One notable and unforgettable thing was your prompt feedback for all the chapters submitted for your comments.
- My colleagues in the Department of English Studies at the University of South Africa, thank you for the academic support. A special thank you to my line manager Dr TP Shandu-Phetla, for your encouragement and providing me with time to study and your moral support.
- From the bottom of my heart, I would like to thank the former Luvuvhu Circuit Manager, Mr Rambani, for permitting me to collect data from the three sampled schools for this study. Furthermore, the headmasters and their entire staff of the sampled schools, I appreciate your humility, kindness, and support during the data collection process.
- To the University of South Africa Human Resource Department many thanks for financing my studies.
- Finally, thank you, my only God, the Almighty, God I am, for being my shepherd and providing wisdom to compile this thesis. All things are possible. I can do all things through Christ who strengthens me.

ABSTRACT

This study reports on a study conducted among bilingual Grade 7 teachers and learners in the Vhembe District, Limpopo Province, South Africa. The purpose of the study was to explore the perceptions of teachers and learners regarding their use of the translanguaging pedagogy in the teaching and learning of English FAL. The study comprised 9 Grade 7 English FAL teachers and 90 Grade 7 learners who registered for English FAL and Tshivenḓa Home Language (HL) at 3 different primary schools situated in the Luvuvhu Circuit, Vhembe District. A multiple case study of three primary schools was conducted using the mixed method to collect data concurrently using the four instruments, that is, classroom observation schedules, closed-ended questionnaires, focus groups, and semi-structured interviews. The overall results of the study revealed that the majority of Grade 7 teachers and learners have a positive outlook on the translanguaging pedagogy in the teaching and learning of English FAL. Alternation and flexible use of Tshivenḓa HL and English is permitted, and HL was used to scaffold and accelerate the learning of English FAL. On the other hand, the study revealed that some of these Grade 7 teachers and learners objected to the use of the translanguaging approach to promote the use of an English-only approach to accelerate the learning of English FAL in their classrooms. As the strict language isolationist belief is still widely accepted and utilised by some Grade 7 teachers and learners, the researcher was prompted to recommend an awareness of the cognitive and affective benefits of the translanguaging pedagogy in the second language (L2) classrooms and the need to value the learners' full linguistic repertoire that they bring to their classrooms for learning purposes.

Keywords: perceptions, translanguaging approach, scaffold, linguistic repertoire, English-only approach, bilingual, second language (L2), and home language (HL).

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LIST OF ABBREVIATIONS

CBM- Continua of Biliteracy Model
CHE- Council on Higher Education
CLT- Communicative Language Teaching
CS- Code-switching
CUP- Common Underlying Proficiency
DBE- Department of Basic Education
EALs- English Additional Language Students
EFL- English as a Foreign Language
ELL- English Language Learners
FAL- First Additional Language
FET- Further Education Training
HL- Home Language
L1- First Language
L2- Second Language
LiEP- Language in Education Policy
LoLT- Language of Teaching and Learning
MKO- More knowledgeable others
SCT- Socio-cultural Theory
UK- United Kingdom
UL- University of Limpopo
UNESCO- United Nations Educational, Scientific, and Cultural Organisation
USA- United States of America
UTP- Ubuntu Translanguaging Pedagogy
ZPD- Zone of proximal development

CHAPTER 1 : INTRODUCTION AND BACKGROUND

1.1 Introduction

The motivation to conduct this study on translanguaging was derived from my experience of teaching English First Additional Language (FAL) among bilinguals. In terms of the South African Department of Basic Education policy, South African schools are expected to conduct teaching and learning by means of a minimum of two languages, namely, the Home Language (HL) and the First Additional Language (FAL) (DBE 2011). In this study, the term HL is used interchangeably with other concepts such as first language (L1) or mother tongue while FAL is also referred to as second language (L2).

There are many learners worldwide whose HL is also their language of learning and teaching (LoLT), and this is an advantage to them. This study was based on learners whose HL is Tshivenḓa and who had spent the first three years of schooling using Tshivenḓa HL as their LoLT. Most of these learners are exposed to Tshivenda HL because it the most prevalent language spoken in their area. These learners' first encounter with English is at school and it is in Grade 4 that it is introduced as their LoLT (DBE 2012). Consequently, for these learners their HL, Tshivenḓa, is no longer their LoLT because of the transition process, that is, the HL is replaced by English, and this puts them at a disadvantage. This implies that the HL is used only as LoLT during Tshivenḓa lessons.

When the Bantu Education Department introduced Bantu Education (Act 47 of 1953), it aimed at, inter alia, imposing English and Afrikaans as languages of instruction at schools on an equal basis. The emphasis was that English should be used across the curriculum with the exception of lessons where the HL or Afrikaans were to be taught. The belief held was that mixing two languages, that is, English and a HL would lead to cross-contamination (Jacobson & Faltis 1990; Palmer & Martinez 2013; Shakkir, Hajrah & Sunra 2024). Furthermore, it was emphasised that the L1 and L2 cannot be mixed, and each must be taught in isolation because of their distinct linguistic systems (Cenoz & Gorter 2014; Escobar & Dillard-Paltrineri 2015; Urzua 2024).

In an effort to encourage learners to speak English, schools in the Vhembe District introduced debating competitions. In this regard, learners who have a good command of English were considered intelligent and were highly respected by both teachers and fellow learners. That created the impression that Tshivenḓa HL is inferior and irrelevant in the learning and teaching of English and other content subjects too. It thus came as no surprise that when learners were tested in English, their performance in tests, examinations and classroom activities was poor. However, in instances where educators opted to code-switch (CS) in their teaching, that is, allowing the use of learners' HL to serve as a learning resource to scaffold their learning process (Chukwuemeka & Ambele 2022; Ferguson 2003; Khojan 2022; Mwambula 2021) there were noticeable changes in their performance and participation during the lessons. That was an indication that when learners were encouraged to use insights gained from their HL, it could improve not only their English language skills but also their general academic achievements. It was this observation that prompted the researcher to undertake a research study on an instructional approach that would meet the specific needs of English FAL learners.

1.2 Research problem

The language policy of the Department of Basic Education in South Africa advises teachers to teach learners in their HLs only from Grade 1 up to Grade 3. Thereafter, English becomes the LoLT from Grade 4 onwards (DBE 2012) with the majority of them switching to English after an initial period of exposure to the HL up to three years. While methodological strategies like bilingual pedagogy includes the use of translanguaging might enhance the benefits of introducing English as a LoLT from Grade 4 onwards, the DBE policy does not include such a provision.

According to Nthulana (2016), the use of English as a medium of instruction affects the way different learners react and adjust to a new LoLT, while teachers have to find the means to deal with these challenges encountered by them and their learners. She further cites that one of the major changes that disrupts the lives of young learners in Grade 3 is the transition from the mother tongue to the use of English as the medium of instruction or LoLT in Grade 4. For instance, Netshipise, Madima, and Makananise (2022) cited in Madima (2023) report that Grade 4 learners at Siambe Primary School

in the Vhembe District, South Africa, experienced challenges when transitioning from Tshivenḓa HL to English as LoLT. Azagsiba and Manyike (2024) and Mudau (2023) concur that a change in the LoLT in Grade 4 can have a detrimental effect on learners' performance. It is notable that factors such as switching from Tshivenḓa HL entirely to English as LoLT and the emphasis on monolingual teaching impacts negatively on the Tshivenḓa learners in their learning of English FAL. Subsequently, the majority of learners in the rural areas of Vhembe District do not cope well in English FAL, specifically in the required reading, writing and speaking skills (Mudau 2019). This affects their academic performance (Iimene 2018). This incompetence has resulted in poor academic performance whilst preventing them from obtaining high grades in English FAL, which ultimately leads to many learners not being admitted to study fields of their choice (Khumalo 2018; Madima 2023; Ntombela 2020).

In compliance with the policy of additive multilingualism, learners in the rural areas of Limpopo Province including those in the Vhembe District, find themselves exposed to a home language like Tshivenḓa as a LoLT for three years, after which they have to switch to English as LoLT in the fourth grade. The implementation of the policy of additive multilingualism without the option of bilingual pedagogy could be a reason why the Grade 7 learners forming the sample of this study faced a challenge when switching the LoLT from Tshivenḓa HL to English. A study conducted by Madima (2023) among selected public primary schools in Vhembe District, Limpopo province presents that transition from HL to English as LoLT in Grade 4, occurs too soon for these learners to have mastered the fundamentals of their mother tongue. It becomes a challenge for learners to master English when a learner's HL is not yet fully developed. In this regard, most of the Grade 4 learners and beyond frequently experience difficulties learning in English to a point where their performance drops and they begin to lose interest in learning. The choice of English as LoLT leads to a high rate of learners' failure and dropout rates before they reach Grade 12 (Azagsiba & Manyike 2024; Madima 2023).

In spite of the emphasis on the use of English as LoLT in the classroom, learners tend to exhibit distinctive language use such as alternating languages in the process of learning English FAL (Khan 2013; Mahboob 2017; Makoe 2018; Shah, Pillai & Sinayah 2019). This implies that the Grade 7 learners in this study opted to alternate between

English and Tshivenḓa HL "(re)casting their multilingual funds of knowledge as tools for learning" (Gonzalez, Moll & Amanti 2005:8). In the same vein, teachers tend to switch to the learners' HL to check whether their learners understand what was being taught in comparison to English which would have been a relatively new medium of instruction for them (Azagsiba & Manyike 2024; Mwambula 2021). To support the aforementioned view, Brock-Utne (2022:29) a well-known researcher in Africa and Asia declares that "children learn better if they understand what the teacher is saying".

The researcher thus saw the need to explore Grade 7 teachers' and learners' perceptions of the translanguaging pedagogy. Such a pedagogy may help to enhance learners' performance in English as an FAL.

1.3 Literature review

The sections below provide a brief overview of the literature presenting the perspectives of different scholars. The following concepts linked to the translanguaging strategy are briefly discussed: perceptions, translanguaging, translanguaging versus code-switching and bilingualism.

1.3.1 Perceptions

The term 'perception' is derived from the Latin words *perceptio*, *percipio* and *perceptionem*. The words mean to "seize something physically by grasping it or to take possession of something mentally by using one's senses" (Lewis & Short 1975:14). According to Susman (2021), perception is a collection of feelings, convictions, and behaviours directed toward a certain person, object, or occasion. Perceptions are defined in various ways from the different perspectives of scholars. However, the definitions to be discussed in this paragraph align to psychological and pedagogical perspectives.

A definition from a psychological point of view refers to perceptions as a decision taken due to the influence from outside input and inside capacities (Clopper, Rohrbeck & Wagner 2012; Tuan 1990). Pickens (2005) adds that a person's response to a situation is derived from an interpretation of his/her knowledge; that is, the previously

gathered experiences and knowledge assist in determining the outcome of any situation.

With reference to the outside input, Clopper et al (2012) define perception as the process of an individual's recognition and understanding of a situation and finally making a judgement about what is happening in his/her environment. Researchers like Dalton-Puffer and Smit (2013) and Yardakul (2015) have also examined perceptions from a pedagogical point of view. Yardakul (2015:125) defines "perceptions as a process of attributing meanings to outside factors". During this process, human beings start to acquire new concepts and skills by tapping into previously gained knowledge and experiences.

Therefore, according to Dalton-Puffer and Smit (2013:549), perceptions about language use are "a personal matter which involves knowledge of teaching and learning". This implies that learners and teachers tend to assign meaning by means of languages at their disposal so that the concept is completely understood. Similarly, Balu (2009) mentions that perceptions are derived from internal and external factors and therefore have an impact on people's views on various issues. Examples of internal factors are individual characteristics, prior gained experiences, preferences, and knowledge; while external factors consist of objects or phenomena that a person is faced with. Taking these definitions together, it can be concluded that a person's perceptions are determined by both mental/internal and outside factors. This illustrates that selecting a language for communication and instruction purposes can be determined by mental/internal and outside factors. These factors could have an influence on the language(s) preferred for the teaching and learning of English FAL among Grade 7 learners.

This study, therefore, referred to the concept 'perceptions' as the teachers and learners' beliefs, emotions, and behaviours (Susman 2021) towards the use of the translanguaging pedagogy in the teaching and learning of English FAL in Grade 7 lessons. The intention of the study was to determine if there is a positive or negative outlook towards translanguaging pedagogy in the English FAL classrooms from the perspectives of the Grade 7 teachers and learners.

1.3.2 Translanguaging

The concept of translanguaging originates from the Welsh word '*trawsieithu',* which was coined by Cen Williams (1994). It refers to the use of two or more languages in a planned and systemic manner in one lesson (Khair, Rosmayanti & Firman 2020; Sakkir et al 2024). Definitions of translanguaging were further expanded by several researchers depending on their individual perspectives. For instance, Chukwuemeka and Ambele (2023) and Garcia (2009) cited in Ambele (2022) explain the term translanguaging as a pedagogical practice that intentionally allows the alternation of language mode of input and output in bi/multilingual settings. Translanguaging as a multi-competence of bi/multilingual speakers who can switch between two or more languages in a single linguistic repertoire (Chukwuemeka & Ambele 2023; Garcia & Li 2014; Urzua 2025). In other words, bi/multilinguals apply their set of linguistic features that consist of a unified network of various semiotic signs suitable for their language(s) as they engage with an activity assigned to them. For instance, through the process of translanguaging, Grade 7 learners can select desired linguistic features from Tshivenḓa HL and English situated in their single linguistic repertoire to complete the task assigned to them. The fundamental aspect of translanguaging is that bi/multingual learners should reveal and be allowed to apply their multi-communicative strategies in their L2 classroom during the learning process.

Baker (2011), Kao, Tsou, and Chen (2021), Sakkir, Hajrah and Sunra and Urzua (2025) identify the potential educational advantages associated with the use of translanguaging in the L2 contexts. The potential educational advantages of translanguaging as indicated by the aforementioned scholars are listed below:

- It provides a better understanding of the subject content through the use of both L1 and L2 languages.
- Parents are able to assist their children with their school activities in their L1.
- Using learners' L1 during the lessons enhances the proficiency of the learner's weaker language (L2).
- It provides an opportunity for interaction between emergent learners and fluent speakers of the language.

According to Garcia (2009a; 2009b), the meaning of translanguaging was expanded from the input and output process to refer to translanguaging as a strategy utilised by bilingual speakers for meaning making, shaping experiences, deepening understanding, and making sense of their world using two or more languages. This definition was extended to emphasise the use of translanguaging in bilinguals' daily life experiences at their homes and on the street (Garcia 2009 cited in Chukwuemeka & Ambele 2023).

The notion of translanguaging is linked to other linguistic concepts such as code-switching (CS), bilingualism, multilingualism, plurilingualism, and translation to mention a few. In this study, chapter 1 presents a review of the literature on CS and bilingualism. Although there is a distinction made between translanguaging and code-switching (CS) in terms of epistemology, the two concepts offer some similarity because they both contend with the separation of languages during the teaching and learning of the L2. It is therefore important to discuss some differences between the two concepts to provide a better understanding.

1.3.3 Translanguaging versus code-switching (CS)

Although code-switching is part of translanguaging, these two concepts are distinctly different from one another in terms of an epistemological view.

*Code-switching (CS)

There are various definitions linked to CS regarding pedagogical perspectives. CS is defined as a methodical process of alternating two different languages or varieties within a single speech (Li 2000; MacSwan 2017). Hoffman (1991:41) identifies two types of CS; namely, "inter-sentential and intra-sentential". Inter-sentential CS is done at the boundaries of clauses and sentences, that is, words or phrases inserted can be at the end or beginning of the sentence (Hoffman 1991). On the other hand, Eldin (2014) and MacSwan (1999) define intra-sentential CS as switching done in the middle of a sentence or clause.

Makalela (2015) posits that CS is intended for the hearer because the hearer has an idea of what the speech is about, and it foregrounds monoglossic ideology because languages are perceived as separate systems that are alternated during the

communication process. To clarify, CS focuses on the monoglossic ideology that bi/multilingual speakers possess two linguistic systems that are bounded (Ambele & Watson Todd 2021; Garcia & Lin 2016). In spite of the negative implications documented against the use of CS, it has some pedagogical functions. For example, Garcia and Lin (2016) mention that teachers use CS to scaffold the acquisition of L2 or foreign languages. In addition, CS was also utilised by teachers to help learners understand the meaning of the subject matter being taught in a classroom context (Fennema-Bloom 2010; Li & Martin 2005).

Ferguson (2003) identifies the following three categories of pedagogical functions of CS, which are curriculum access, managing classroom discourse, and interpersonal relations. The pedagogical functions of code-switching (CS) in the L2 classroom are similar to those of translanguaging. Thus, both CS and translanguaging allow the alternation of two languages in an L2 classroom for meaning making, managing classroom discourse and scaffolding purposes. Despite these pedagogical functions linked to translanguaging, Garcia and Li (2016) argue that a distinction between translanguaging and CS remains because CS perceives bilinguals as two monolinguals in one person. In other words, according to CS, bilinguals possess two distinct linguistic systems rather than a single unitary linguistic system formed by L1 and L2 language features. This study advocates that bilinguals are individuals with a single linguistic repertoire, while CS tends to be viewed as an unfavourable strategy. In support of the translanguaging ideology, Grade 7 learners in this study receive scaffolded learning and they make meaning of their environment from their single unitary linguistic system comprised of both HL and L2 language features.

*Translanguaging

Baker (2006) conducted a study on CS and code-mixing and concluded that the translanguaging strategy is mostly preferred to that of CS and code-mixing, because of the interconnected nature of the different types of communicative approaches, namely, listening, speaking, reading, and writing. In opposition to CS which considers L1 and L2 as separate codes and are “switched on and off” for communicative purposes, translanguaging promotes the interdependence and interconnectedness of languages for meaning making (Maseko & Mkhize 2021). Similarly, Puspitarasi, Yannuar and Zubaidi (2024) assert that the translanguaging strategy promotes the

fluidity and interplay between languages and refutes segregation of languages into diverse codes. CS emphasises the use of only two languages in a conversation, whereas translanguaging refers to the process of juggling across two or more languages and all languages in multilingual's mind are active and available at once as when the speaker requires them for meaning making (Garcia, Flores, Wodley 2012 cited in Mbirimi-Hungwe & McCabe 2020). Finally, according to Ambele and Todd (2021) code-switches refers to switching between languages in a variety of situational circumstances and is rarely pedagogical supported while translanguaging is considered as appropriate for educational purposes where knowledge may be effortlessly expressed, comprehended, and shared (Lewis, Jones & Baker 2012 cited in Chukwuemeka & Ambele 2023).

It is interesting to observe that although there is a similarity between CS and translanguaging in terms of alternation of languages and pedagogical advantages, there is a distinction between the two. Translanguaging emphasises the inclusion of all communicative modes and that the bilingual's linguistic system is dynamic, has a single unified system and is not separated into two distinct entities.

1.3.4 Bilingualism

Bilingualism is becoming a widely researched concept due to the growing number of researchers in this field, rather than on monolingualism (Portoles & Marti 2017; Skutnabb-Kangas 2000). Fielding (2015) and Sakkir et al (2024) define bilingualism as a process of using more than two languages by individuals. In a country like South Africa with 11 official languages, bi/multilingualism is, in one way or the other, prevalent and is unavoidable. Sakkir et al (2024) and Grosjean (2010) indicates that bilingualism is a process that highlights the constant use of more than one language rather than being fluent, and that bilinguals use two or more languages (or codes) in their daily lives for a variety of purposes. Garcia (2009a) proposes that bilingualism is a dynamic process and is more than a simple addition or combination of two independent languages, namely L1 and L2. On the contrary, dynamic bilingualism implies that bilinguals' use of languages is diverse and interconnected and does not follow a linear pattern or operate independently because a single unitary language system exists in the minds of the speakers.

Bilingualism is a concept that is linked to bilingual education. Thus, Cummins (2000, 2009) defines bilingual education as instances of using two or more languages for instructional purposes in a school context. Garcia (2011) cited in Chukwuemeka and Ambele (2023) contends that the bilingualism process in the 21st century is not a process of separating languages and arranging them in a balanced or linear manner, but instead is a promotion of the flexibility, activeness, and fluidity of languages. It is through translanguaging that bilinguals select language features to meet their desired communicative needs, and this affords them a space to interact with others in a diverse society characterised by multilingualism and flexibility. Therefore, bilingualism allows bilinguals to fully benefit from the simultaneous permeability of learning and functioning in two languages (Park 2013). However, the recognition of such bilingualism has sparked criticism which asserts that it would entail harmful psychological and social factors. In spite of these criticisms, Dewaele, Housen and Li (2003) argue that there is increasing evidence that bilingualism has a variety of beneficial factors such as intellectual, psychological, social, cultural and economic improvements for the individual. Similarly, studies by Baker (2001), Cummins (2000) and Skutnabb-Kangas (2000) point out the following benefits of bilingual children's HL for their individual and educational development:

- Bilingualism improves the development of children's linguistic and academic progress.
- The extent to which children's HL is developed predicts their L2 development.
- HL promotion develops children's competency in the majority school language.
- The use of the HL as LoLT does not hinder or delay the academic development of children's L2.

The conclusion drawn from the discussion above implies that Grade 7 teachers in this study cannot prevent bilingualism in their English FAL classrooms because Grade 7 learners possess a single unified linguistic repertoire composed of all Tshivenḓa HL and English language features (Mabena 2023; Maseko & Mkhize 2021). These learners use their Tshivenḓa HL to accelerate learning of the English FAL. It is also interesting to note that the use of Tshivenḓa HL may not cause any academic delays

in the learning of English, but HL supports the development of English FAL (Ambele, 2020, 2022 cited in Chukwuemeka & Ambele 2023; Khojan 2022; Mabena 2023).

To enhance academic progress among bi/multilinguals, Chukwuemeka and Ambele (2022), Ramadani (2023), Sakkir et al (2024) assert that they should be allowed to draw on their previously acquired language skills, rather than being forced to utilise the L2 only and so follow monolingual practices. Since Grade 7 learners in this study are bilinguals, the use of two languages is inevitable. Using both Tshivenḓa HL and English can benefit them by improving their understanding of the subject content as they continue drawing on all language skills already acquired. Thus, applying bilingualism could be an appropriate strategy that Grade 7 teachers and learners can utilise during English FAL lessons to make meaning and advance their academic progress.

1.4 Purpose of the study

1.4.1 Research aim

The aim of the study was to explore the perceptions of teachers and learners of the translanguaging approach in the teaching and learning of English FAL among selected South African primary schools in the Vhembe District, Limpopo Province.

1.4.2 Research questions

- What is the impact of the translanguaging approach in the teaching and learning of English FAL?
- What are the perceptions of teachers and learners in using translanguaging as a strategy to teach and learn English FAL?
- To which extent do teachers and learners allow the use of translanguaging approach during the teaching and learning of English FAL?

1.4.2 Research objectives

- To determine the impact of the translanguaging approach in the teaching and learning of English FAL.

- To establish the perceptions of teachers and learners in using translanguaging as a strategy to teach and learn English FAL.
- To determine the extent to which teachers and learners allow the use of the translanguaging approach during the teaching and learning of English FAL.

1.5 Significance of the study

The intention of the study was to provide basic significant information to establish the perceptions of teachers and learners of the translanguaging approach in the teaching and learning of English FAL among Tshivenḓa Grade 7 learners. The study further aimed to uncover foundational knowledge about the translanguaging pedagogy from the three sampled English FAL schools to determine whether teachers and learners show any interest in translanguaging as a teaching and learning strategy. Furthermore, the study sought to explore whether the use of Tshivenḓa HL by Grade 7 learners as a linguistic resource served as a scaffold in their learning of English FAL to enhance their understanding of the subject being taught or discussed during the lessons.

The findings of the study may be used to demonstrate whether Grade 7 learners benefitted when teachers used the translanguaging pedagogy in their classrooms. Similarly, teachers in the field may benefit from the study because if it appears that translanguaging pedagogy assists them to improve their teaching methods and approach of language in general in a class of bi/multilingual learners. Lastly, sharing the findings of this study with the Ministry of Education personnel would highlight the need for further research on translanguaging as a pedagogic approach which supports and facilitates the learning of English as FAL. As a result, the traditional monolingual beliefs may be discarded in the teaching and learning of L2 when the potential benefits of a translanguaging approach are realised.

1.6 Overview of the study

Chapter 1 discusses the introduction and background of the study. The research problem of the study is also discussed followed by the review of literature pertaining to concepts or notions of perceptions, translanguaging, translanguaging versus code-

switching (CS) and bilingualism. The aim, research questions and objectives of the study were outlined so that the intended purpose was achieved during the conclusion of the study's findings. Finally, the significance of the study and ethical consideration procedures are presented.

Chapter 2 consists of the literature review which presents several debates by scholars about concepts such as perceptions, translanguaging and translanguaging versus code-switching (CS) as well as the different language behaviours demonstrated in bilingualism, multilingualism and plurilingualism. Two theoretical frameworks that foreground translanguaging are explicitly discussed, namely, socio-cultural theory and the biliteracy of continua model.

Chapter 3 describes the study's research methodology and design. In addition, procedures followed during sampling and data collection processes are discussed in detail.

Chapter 4 presents in-depth information on data presentation, interpretation and analysis. The findings of the study obtained from the analysed and interpreted data are explicitly discussed.

Chapter 5 provides a summary, the conclusions and recommendations of the study. The fundamental points of the study and potential recommendations for future research are summarised and discussed in detail.

CHAPTER 2 : THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

This chapter presents empirical literature on the perceptions of teachers and learners of translanguaging in the teaching and learning of English FAL among Grade 7 bilingual learners. The literature review further intends to clarify and provide in-depth discussion about concepts such as translanguaging, code-switching, bilingualism, and multilingualism because they are closely associated with translanguaging.

Moreover, translanguaging and code-switching (CS) are discussed to clarify the nuanced differences between these two concepts. The discussion entails definitions, various arguments from different scholars and the contexts of the application of these concepts. This chapter also aims to unpack the beliefs, language attitudes, and perceptions that are associated with translanguaging as a teaching pedagogy in the learning of English FAL.

This literature review is underpinned by two theoretical frameworks that are related to translanguaging pedagogy used for teaching bi/multilingual learners. These theoretical frameworks are the continua of biliteracy model (CBM) and socio-cultural theory (SCT) which are to be discussed in detail. Key concepts from these theories are meant to validate the translanguaging pedagogy as a teaching strategy in the teaching and learning of English FAL among bilingual speakers.

2.2 Theoretical frameworks

This section discusses the theoretical frameworks identified as appropriate to validate the literature review of the study, namely the continua of biliteracy model (CBM) developed by Hornberger (1989) and the socio-cultural theory (SCT) developed by Vygotsky (1978).

2.2.1 The continua of biliteracy model

The continua of biliteracy model (CBM), also referred to as the Hornbergian model, is an appropriate framework that explains the complex interrelationship between

bilingualism and literacy. While the Linguistic Interrelated Hypothesis (Cummins 1979) advocates bilingualism, that is, the development of both languages in a bilingual context, CBM (Hornberger 1989; Hornberger 2007; Hornberger & Skilton-Sylvester 2000) supports the view on the development of more than one language that emphasises the multidimensionality and complexity of this process. The model asserts that the development of biliteracy is largely dependent on bilinguals being afforded an opportunity to tap from both points of the continuum (Hornberger 1989) (Figure 2.2). The concept biliteracy which is derived from the continua of biliteracy model (Hornberger 2007; Hornberger & Skilton-Sylvester 2000), refers to a combination of literacy and bilingualism (Hornberger 1989). Hornberger (2003:65) defines biliteracy "as the use of two or more languages in or around writing, and also incorporates diverse literacies which include multilingual, vernacular, indigenous, and daily experiences". Another definition by Garcia (2001) states that biliteracy is the process of developing academic proficiency through the utilisation of the HL (L1) while also fostering the development of language and academic proficiency in the FAL such as English. It is imperative to mention that biliteracy emphasises the development of academic literacy by bilinguals in a simultaneous process as opposed to a sequential or linear process (Reyes 2012).

This ultimately results in bilinguals developing parallel linguistic competency in both the first (L1) and second (L2) languages. Here, the emphasis is on developing bilinguals who are competent in at least two or more languages mainly in relation to literacy skills such as listening, speaking, reading, and writing. This view is summed up by Reyes's (2006:268) definition of biliteracy which proposes that "biliteracy includes all the uses of languages such as thinking, writing, speaking, and reading in multiple linguistic systems while also acknowledging the bilingual learner's cultural factors and everyday experiences". A significant factor about biliteracy is that it advocates "students and teachers to access broader and more diverse sociocultural resources and abundant funds of knowledge for thinking" (Gonzalez, Moll & Amanti 2005:52; Moll, Amanti, Neff & Gonzalez 1992:237). The continua of biliteracy model fits the present study because the translanguaging approach offers teachers and learners the opportunity to utilise both Tshivenḓa HL and English in the teaching and learning of English FAL. The model is thus appropriate as the translanguaging theory recommends the utilisation of all linguistic resources that learners and teachers have

access to and can draw on during an interaction (Garcia & Kano 2014; Makalela 2015). The implication is that the development of academic literacy among Grade 7 learners is largely dependent on the utilisation of both Tshivenḓa HL and English.

According to Hornberger (1989), CBM provides an appropriate framework in which to position research, teaching, and planning of the language in contexts with diverse languages and cultures (Hornberger 1989; 2004; Hornberger & Skilton-Sylvester 2000). Therefore, the biliteracy lens allows multilingual learners the opportunity to develop biliteracy by intersecting a second language (L2) and the receptive-productive and oral-written language skills continua through the utilisation of two or more languages (Hornberger 1989; Hornberger & Skilton-Sylvester 2000). Noteworthy is that the continua of biliteracy model is contrary to current educational policies and practices which promote the compartmentalisation, isolation and decontextualisation of languages. Therefore, the CBM model intentionally "provides implementational and ideological spaces for fluid, multilingual, oral, contextualised practices, and voices at the local level" (Hornberger 2006:280; Hornberger & Skilton-Sylvester 2000). This view is based on the four interrelated and nested sets of continua that interface at various points, namely, content, context, media, and development (Hornberger 1989; Hornberger & Skilton-Sylvester 2000). The four interrelated and nested sets of continua are illustrated in the diagram (Figure 2.1).

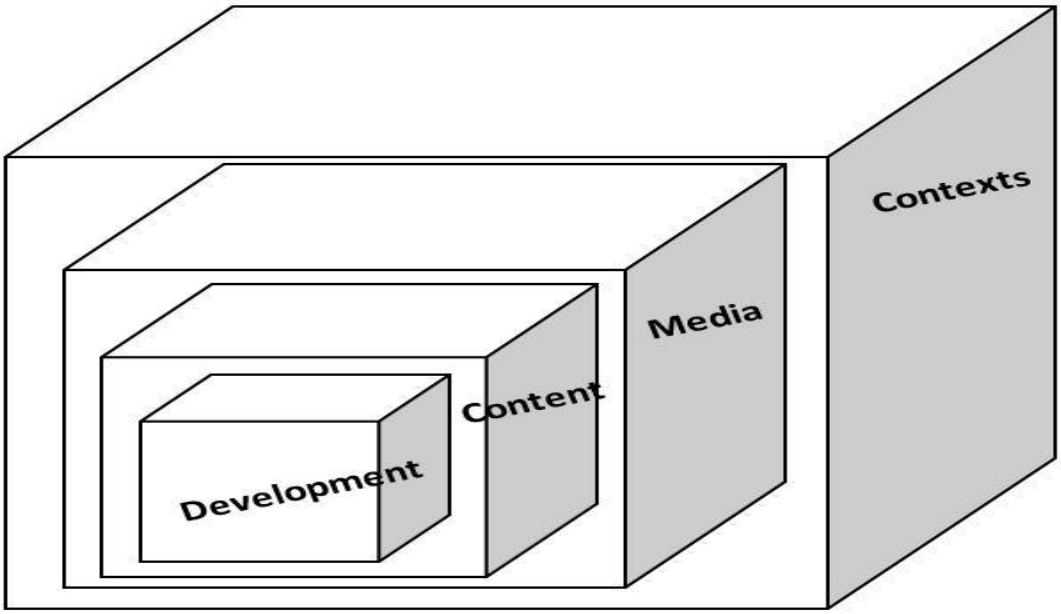

Figure 2.1: The four interrelated and nested sets of continua of biliteracy model

Adapted from Hornberger and Skilton-Sylvester (2000)

Figure 2.1 above demonstrates the interrelatedness and interdependence among the sets of biliteracy continua which interface at various points (Hornberger & Skilton-Sylvester 2000). In light of this view, Hornberger (2001b) and Wang (2004) conclude that bilinguals succeed in developing biliteracy when there are many points available in these continua for them to draw on. This implies that when bilinguals are exposed to a diversity of sociocultural resources and abundant funds of knowledge (Gonzalez, Moll & Amanti 2005) from different contexts, the development of language and academic proficiency is evident. In summary, figure 2.1 above illustrates the impact of context (settings), development (how bi/multilinguals read, write and use the languages to develop competency), content (what is read and written), and media (the different types of languages) in the development of literacies among bi/multilinguals (Hornberger 2012).

The continua of the biliteracy model was revised to the current form whereby each of the four main continua (context, media, content, and development) is structured around three intersecting relationships located under them (Hornberger & Skilton-Sylvester 2000) as represented in the diagram below (Figure 2.2).

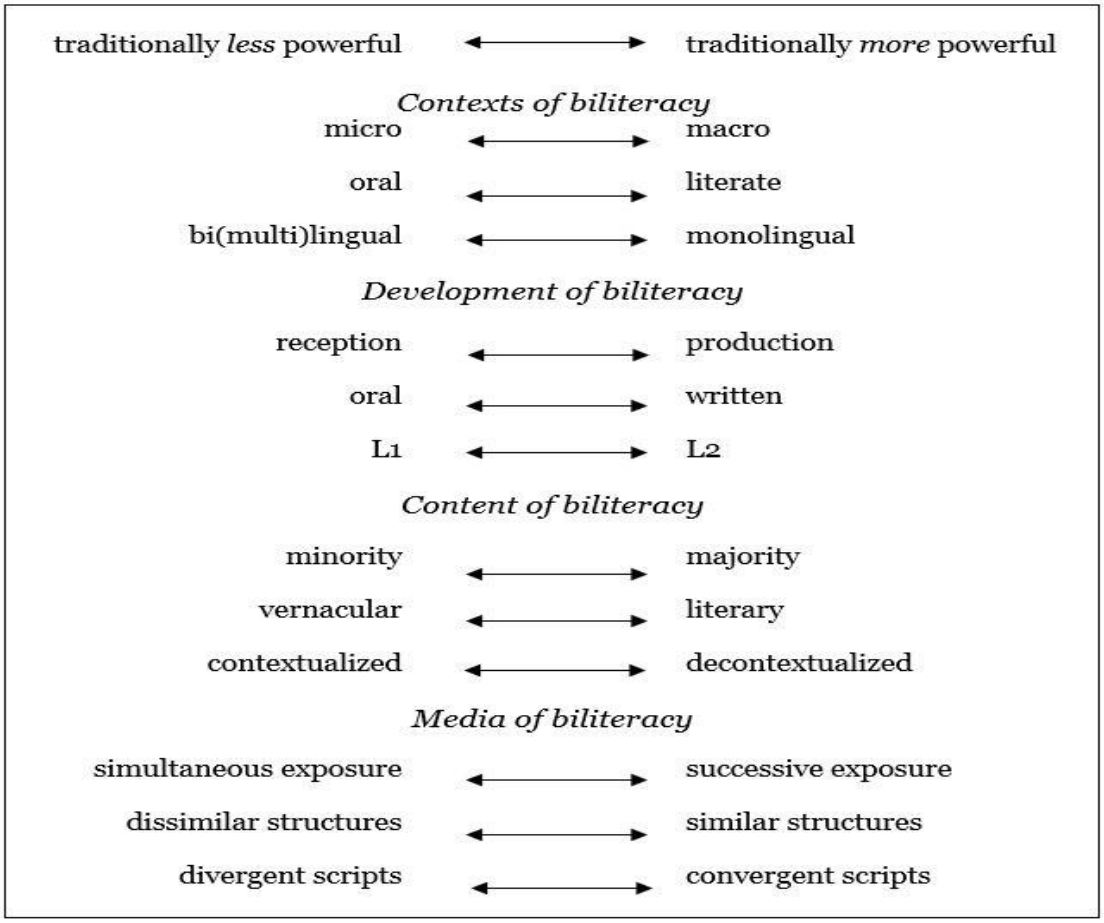

Figure 2.2: The revised continua of biliteracy model

Adapted from Hornberger and Skilton-Sylvester (2000)

Figure 2.2 above shows a division of each continuum into sub-continua resulting in twelve underlying continua of the biliteracy model. For example, under the contexts of biliteracy there are macro and micro contexts; oral and literate contexts; and bi/multilingual and monolingual contexts. Simply put, the contexts accounting for the development of multilingual literacies include both micro and macro environments characterised by various patterns of monolingual and multilingual language use, and situations where either oral or literate competency is privileged. As seen in figure 2.2 above, the nine remaining sub-continua provide fundamental information to understand the development of biliteracy, the content of biliteracy, and media biliteracy concepts.

CBM is comprised of two sides of the continuum. The left endpoint of the continuum is traditionally less powerful while the right point side is traditionally more powerful. For instance, in the context where biliteracy develops, the resources of home

environments (micro-contexts) are invested with less power than resources at schools and other institutions (macro-contexts) (Hornberger & Skilton-Sylvester 2000). Although this model portrays language practices that are put at separate end points of the continuum, they must be treated as interrelated entities (Hornberger 2003). To clarify the interrelatedness of the two end points of the continuum, the separation is intended to illustrate that there are two languages, namely, L1 and L2 that are unequally treated. That is, L2 is regarded as more powerful than L1. However, CBM posits that bi/multilinguals' learning is enhanced when they are able to access skills from two points of the continuum (Hornberger 1989). That is, the dynamic movement allows bi/multilinguals to access and develop their linguistic and cultural resources from less powerful relations and further develop competencies at more powerful relations of each continuum. This movement challenges the traditional power balance by promoting the notion that the resources at the conventionally less powerful ends of the continua are valuable in their own right and not merely considered as vehicles for attaining competence at the more powerful ends (Warren 2016). In a similar manner, this model highlights the point that for bilingual learners to fully develop language competency and academic biliteracy all the available communicative and linguistic resources should be fully utilised. In other words, if Grade 7 learners in this present study are allowed to utilise their previously learned skills in the learning of English, their language competency can be improved. It thus calls for teachers to have a positive attitude towards bi/multilingual learners' funds of knowledge in their development of biliteracy. Furthermore, teachers should also have a positive attitude towards their HL, and that it can play a significant role in assisting learners to acquire English FAL.

In general, the CBM is a framework that foregrounds the development of biliteracy among bi/multilinguals to support the view that learners' communicative repertoires and language practices form an integral part of their learning process and should not be ignored. As pointed out by Garcia, Bartlett and Kleifgen (2007:214) the continua of biliteracy framework is able to "capture the complexity of biliteracy" and has been a successful model to exemplify practical solutions. Similarly, this present study finds it to be a relevant and appropriate theoretical framework. More important to this framework, as posited by the translanguaging pedagogy, all the learners' communicative repertoires and language practices should be considered for the

development of biliteracy. In addition, the two frameworks argue against a monolingual bias and discard the view of marginalisation of minority and indigenous languages. In other words, all languages should be treated as having equal status. Thus, Hornbergian's model advocates for the full utilisation of a learner's repertoires that are brought into a classroom setting and should be considered as a resource for biliteracy development. The SCT is the second theoretical framework used for this study as discussed below.

2.2.2 Sociocultural theory

Sociocultural theory (SCT) (Vygotsky 1978) is used as the second theoretical framework to support the notion that bi/multilinguals' learning is enhanced when they can tap from all previous languages learnt. As discussed above, CBM encourages bi/multilinguals to access and develop their linguistic and cultural resources from both less and more powerful ends of each continuum (Hornberger & Skilton-Sylvester 2000). Similarly, the Vygotskian theory views learning a language as a practice that is based on social context and thus differs from cognitivist and behaviourist approaches (Vygotsky 1978).

The cognitivist approach foregrounds that learners make use of their mental processes in their learning process while the behaviourist approach views language learning as a process of habit formation in response to stimuli (Aimin 2013; Dongyu, Fu & Wanyi 2013). In the present study, SCT is meant to maintain that learning is not an individualistic process because it happens in a social context with the help of peers or expert teachers (Aimin 2013; Yang & Wilson 2006 cited in Reza & Mahmood 2012). Lantolf and Thorne (2007:212) assert that "learning is embedded within social events and occurs as an individual interacts with people, objects, and events in that particular setting". The illustration of this in the context of this study is that a learner's learning process begins in the home setting where there is interaction with peers and parents and then proceeds to the school context where the individual meets teachers and their peers.

Vygotsky's SCT furthermore mentions that human development and learning are mostly dependent on social (interpersonal) cultural, historical, and individual factors

(Ehrich 2006; Schunk 2012). This view refutes the practice of considering the cognitivist or behaviourist approach as the only process effective in the learning process. In contrast with the former assertion, SCT thus promotes the integration of social, cultural, and biological aspects. The assertion is that the construction of knowledge and creation of meaning do not solely occur in the mind of an individual; rather, human beings create knowledge and make sense of literacy by interacting with others in cultural contexts (Yang & Wilson 2006 cited in Reza & Mahmood 2012). This implies that learners' cognitive development is attainable when there is an interaction of more knowledgeable individuals or peers in a cultural setting to co-construct knowledge when activities are shared. According to Vygotsky, this type of learning process is referred to as interpsychological because it takes place at a social level (Vygotsky 1978). From this viewpoint, it is imperative to mention that Grade 7 learners in this study could learn and develop their English FAL when they interact with their teachers, parents, and peers with the objective of constructing knowledge using their HL and other resources in their context. This means that discarding these learners' HL would in a way limit their learning process and cognitive development because the HL is part of their socio-cultural environment.

Co-construction of knowledge is followed by the second level internalisation (intrapsychological) (Vygotsky 1978). Internalization is described as the process of transforming what was once an external help into a resource that is now available internally to the individual (Donato 1994). Thus, the constructed and internalised knowledge becomes part of the child's cognitive development (Vygotsky 1978). In terms of sociocultural theory, the cognitive comes into existence when there is social interaction with other more knowledgeable peers, parents, and teachers (Reza & Mahmood 2012). In other words, the more knowledgeable others (MKO) are a valued resource for the co-construction of knowledge and information. An example of the MKO is the teacher in a classroom setting.

For this study prior knowledge and experiences, the role of an MKO, the zone of proximal development (ZPD), and scaffolding are discussed in detail in the paragraphs below.

*Zone of proximal development and scaffolding

SCT is associated with concepts such as the recognition of prior knowledge and experiences, the purpose of the MKO, ZPD, scaffolding, and the use of cultural knowledge for learners' cognitive development (Woolfolk 2013). Moreover, SCT acknowledges learners' prior knowledge and experiences and encourages them to draw from such a range of resources and materials as they mediate learning in a given context. It is imperative to mention that when learners come to school, they have already gathered vast knowledge and experiences from their homes and communities. These experiences and knowledge include among others the following: culture, languages, and literacy practices. This indicates that students' home and literacy practices are not liabilities; rather, they are resources that support students' learning and should be considered of great value (Katz & Solsken 2000). Likewise, the home resources such as Tshivenḓa HL, culture, and literacy practices among Grade 7 learners in this study cannot be ignored because they shape their foundation phase within the school context (Dreyer 2017).

According to SCT, learning is regarded as an interaction whereby MKO such as parents, teachers, and peers support children to move towards the ZPD. The ZPD is a central concept in sociocultural theory which originated from Vygotsky's genetic law of cultural developments (Chaiklin 2003). Vygotsky (1978:86) describes "ZPD as the space between the current level of development as determined by the ability to solve problems independently and the level of potential development". The diagram below (Figure 2.3) illustrates actions taking place during the ZPD process.

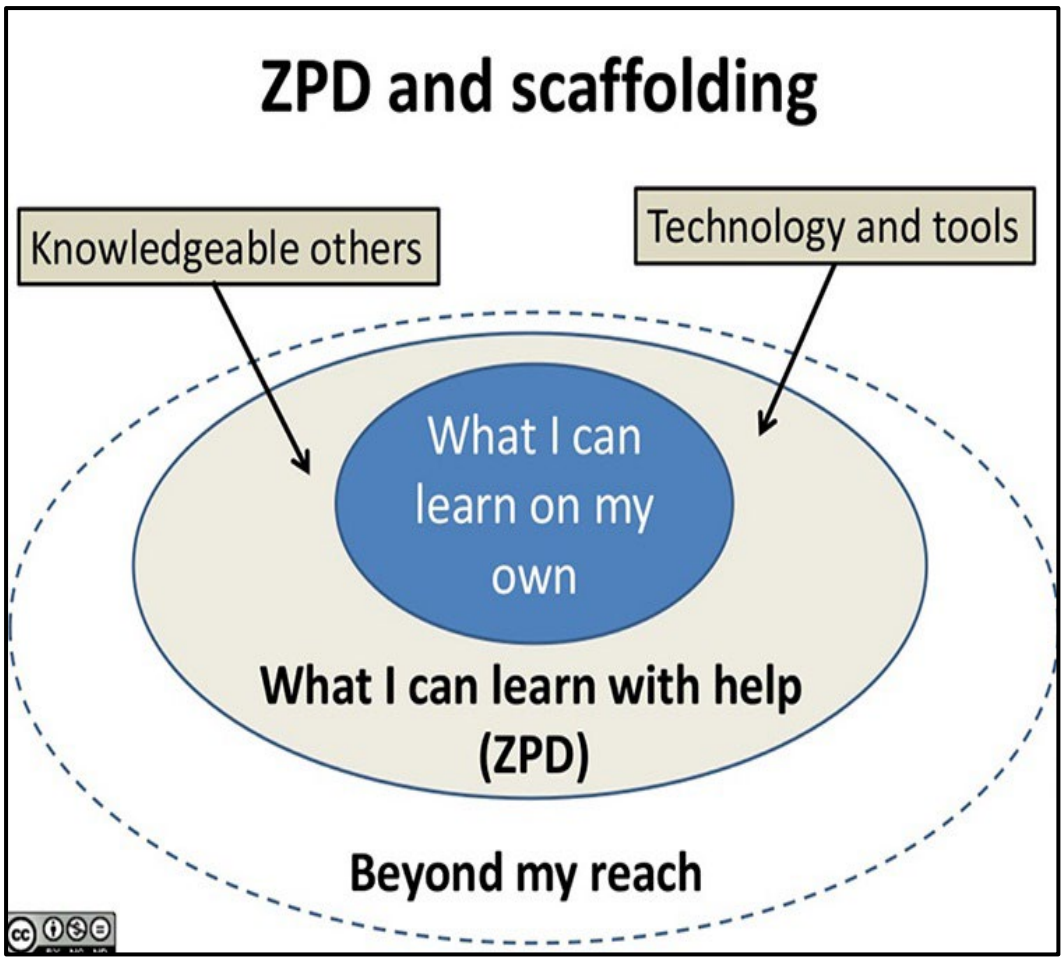

Figure 2.3: ZPD and scaffolding

Adapted from Vygotsky (1978)

Figure 2.3 above shows the important role of teachers, more capable peers and parents as mediators engaged in the scaffolding process (Clark & Graves 2004; Huong 2003; Kozulin 2004; Lantolf & Poehner 2008). When children interact with the MKO such as teachers, parents, and capable peers, they tend to seek help from the MKO, and steadily learn to do certain activities without the help of the knowledgeable person (Dreyer 2017). This implies that within the Grade 7 classroom context the teacher as the MKO, scaffolds learning activities such as language activities for the learners through allowing the utilisation of all languages, previously acquired experiences and knowledge. According to Jumaat and Tasir (2014), scaffolding is defined as a critical teaching strategy which teachers provide to assist students in learning certain activities. In other words, scaffolding is meant to provide support to students to achieve higher levels of learning performance that they would not have attained alone (Hannafin, Land & Oliver 1999). Hence, knowledge is co-constructed

during the sharing of activities, and this is followed by the internalisation process. Vygotsky (1978) believes that learners who complete specific activities in the ZPD and receive sufficient support (scaffolding) have sufficient self-confidence to solve tasks without the assistance of the MKO. The scaffolding is gradually 'faded' or removed because the learner is now able to complete a task without support.

It is interesting to note that the term ZPD was furthermore discussed beyond novice and expert interaction to non-expert language learners through collaborative learning (Donato 1994; Swain & Lapkin 1998). Donato (1994) reports that scaffolding between non-expert language learners leads to L2 development of an individual learner. Moreover, those learners who received assistance from peers can further develop their own L2 knowledge and then expand the linguistic development of the other learners. In this study, if Grade 7 learners are engaged in peer-scaffolding during pair/group work, using their Tshivenḓa HL these learners can benefit in two ways. First, their language competency and communicative repertoires can be improved. Second, they can complete tasks among themselves that they could not have achieved individually. In short, when learners' independence is attained, teachers, parents, and capable peers gradually withdraw the scaffolds because they see learners showing the ability to complete the task or master the concepts independently when confronted with it again (Chang, Sung & Chen 2002; Woolfolk 2013). Thus, translanguaging can be viewed as a scaffold which can be gradually removed as the EFAL becomes more proficient in English.

In conclusion, the SCT model in this study has illustrated that the learning process is not only a cognitive matter; instead, it emphasises the utilisation of all the available resources in that particular context. The purpose of the MKO towards learners in terms of scaffolding during the ZPD process was explicitly detailed. The SCT framework is intended to support the utilisation of Tshivenḓa HL as a learning resource that Grade 7 learners and teachers may draw on to develop these learners' English proficiency during the teaching and learning process. In addition, the teachers as MKO scaffolded the content for learners in their learning process through the utilisation of more than one language during the teaching of English FAL. The paragraphs below review the literature consulted in this study.

2.3 A review of the literature

The literature review sections are meant to outline the literature underpinning this present study such as the theories about translanguaging as a pedagogy in the teaching and learning of English in the L2 classroom context. Scholarly debates about the concepts implicated in the study such as translanguaging, code-switching, language attitudes and perceptions, challenges of learning English as a second language (L2) bilingualism, and multilingualism are identified and discussed in detail to show their interrelatedness and any other connections.

2.4 The origins and development of the translanguaging pedagogy

Translanguaging is one of the fundamental concepts of this study that needs well-detailed information in terms of its background. The following sub-topics will be discussed: origins and development, the definition and objectives of the translanguaging pedagogy and language transfer, to provide debates and discussions by various scholars.

2.4.1 Origins and development

Translanguaging was developed as “a theoretical, analytic concept, and pedagogical practice” (Canagarajah 2013:132; Creese & Blackledge 2010:27; Garcia 2009; García & Li 2014; Li 2018). Additionally, theorisations of the translanguaging concept started in Anglophone countries such as the United Kingdom (UK), Canada, and the United States of America (USA); “with high numbers of multilingual and multicultural populations where bilingual education and the empowerment of linguistic minorities have been objectives eagerly waited for” (Vallejo & Dooly 2019:14). Translanguaging has become well known and boundless through its use due to its situation at the intersection of “several lines of study on languages, on models of bilingual education, on educational policies, and the recognition of linguistic minorities” (Fontich & Moore 2018:5).

Translanguaging totally shifted its point of origin by moving from a supra-national body, the European Council (Mignolo 2000), to a small country context (Wales), that is, to Williams (1994) an educator who worked with Baker (2001), a scholar who dedicated

his career to studying bilingualism and the Welsh linguistic community. Baker (2001) translated the word *trawsieithu* into English to mean translanguaging. The point of origin shifted when the coining of the translanguaging term did not emerge from a position of power by those who believed in the value of multilingualism for national integration into a neoliberal economy (Garcia & Otheguy 2020).

Cen Williams (1994) used a Welsh word, *trawsieithu* which refers to a teaching method in Welsh secondary schools. In its origin, the concept meant 'translinguifying' before it was changed to 'translanguaging'. The translanguaging method involves "the systematic alternation of two languages so that children receive information in one language and produce a piece of work in the other language" (Baker 2011:99; Williams 1994; Williams 1996 cited in Lewis, Jones & Baker 2012:647). The main idea of translanguaging is that one language supports the other to enhance understanding as well as a pupil's activity in both languages (Lewis et al 2012). For example, learners might prepare a poster in English and explain it in their first language. This teaching strategy was meant to foster learning through meaning and understanding. In other words, translanguaging is about "making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages" (Baker 2011:288 cited in Lewis, Jones & Baker 2012). In Garcia's work (2009) the concept translanguaging is generally known to emphasise the importance of using family languages/home languages in instruction (Garcia & Li 2014). The alternation of languages, that is, L1 and L2 is also supported by CBM (Hornberger 1989; Hornberger 2007; Hornberger & Skilton-Sylvester 2000) which promotes the development of more than one language that emphasises the multidimensionality and complexity of this process.

2.4.2 Definitions of translanguaging pedagogy

Although there are some challenges in defining the concept translanguaging due to its multivariant positioning, translanguaging is defined as the utilisation of a speaker's full linguistic repertoire while disregarding the socially and politically defined boundaries of named languages (Garcia, Johnson & Seltzer 2017; Genc, Yuksel & Curle 2023). Within the educational context, Garcia and Wei 2014 cited in Charamba (2020:5) defines translanguaging "as a process by which students and teachers engage in complex discursive practices that take into account all the language practices of all

students in a class to develop new language practices while sustaining prior experiences and giving voice to new socio-political realities by cross-examining the inequality of languages". Genc, Yuksel and Curle (2023); Lou and Wu (2024) and Urzua (2024) refer to translanguaging as a planned and systematic alternation of two languages in one lesson in a school context. Garcia, Flores and Woodley (2012:52) define translanguaging pedagogy from a bilingual viewpoint. They define translanguaging as "a flexible strategy of building bilingual students' language practices to develop improved understanding and new language practices". On the other hand, Garcia and Li (2014) define translanguaging as a multi-competence of bi/multilingual speakers who are able to switch between languages while integrating them within a single linguistic system. Interestingly, all the translanguaging definitions presented above emphasise the deliberate and systematic utilisation of two or more languages by bi/multilingual speakers for meaning-making (Chukwuemeka & Ambele 2023; Mbirimi-Hungwe & McCabe 2020; Rahmadani 2023). However, translanguaging does not imply the separation of two language practices or a hybrid mixture of languages; instead, it refers to a single linguistic repertoire (Luou et al 2024; Mabena 2023; Mbirimi-Hungwe et al 2020). This view is supported by Vogel and García (2017:6) when they argue that bilinguals do not 'shuttle' between "two interdependent language systems"; instead, they have 'one semiotic system that comprises various lexical, morphological, and grammatical linguistic features in addition to social practices'. This is to illustrate that languages (Tshivenḓa HL and English) spoken by Grade 7 learners are not compartmentalised but are an integrated single linguistic system that they can use to develop their language competencies. When teachers allow these learners to draw on their full linguistic repertoire, it helps with meaning-making and thus understanding is improved. Furthermore, SCT also acknowledges learners' prior knowledge and experiences and thus encourages teachers to allow learners to draw from such a range of resources and materials as they mediate learning in a given context. This implies that bilinguals draw on various social features in a consistent and complex network of different semiotic signs as they adjust their languages to suit the activity to be completed. The notion of translanguaging is central to conceptualising the communicative strategies that multilinguals display in classroom contexts (Agustin & Wahyudi 2024; Rahmadani 2023; Yafele 2021).

2.4.3 Objectives of the translanguaging pedagogy

According to Flores (2014), translanguaging, when compared with other teaching approaches, takes a different stance because it includes the day-to-day experiences, identities, and language uses of bi/multilingual and plurilingual speakers. A variety of strategies employed in the translanguaging approach include among others the following: encourage students to shuttle between all the languages spoken in multilingual contexts (Makalela 2015), use code-meshing varieties and languages during the process of essay writing (Canagarajah 2013), and developing "concept glossaries" which stage the development of terms in African languages through translingual discussions (Luo et al 2024; Madiba 2014:68).

In addition to the social agenda that the translanguaging approach seeks to achieve, this concept has had an explicit political agenda since its origin which is closely connected to the "social and linguistic circumstances of minorities' bi/multilingual communities" (Flores 2014:13). To supplement this social perspective, Genc, Yuksel and Curle 2023, Otheguy, Garcia, and Reid (2015) define translanguaging from a linguistic perspective as the deployment of the bi/multilingual speaker's full linguistic repertoire without taking into cognisance the politically and socially defined boundaries of named languages. Bearing in mind the social agenda mentioned, the 'trans' prefix in translanguaging refers to the transgression and transformation in a broad sense and as "a means of blurring 'language boundaries and expanding practices that are typically valued in the classroom settings and in the everyday world of communities and homes" (Garcia & Li 2014:68). In Makalela's view, translanguaging can be seen as a decolonial shift when he states:

> *[the] fuzziness and blurring of boundaries between languages in the translanguaging classes are (i) necessary and relevant features of the 21st century to enhance epistemic access for speakers in complex multilingual spaces, and … are (ii) indexical to the pre-colonial African value system of ubuntu (Makalela 2015:15).*

Makalela (2015:21) describes "the complex interdependence of languages as *ubuntu translanguaging* to symbolise an ancient African value system of human, cultural and linguistic interconnectedness which disrupts the traditional classroom environment that recognises languages as sealed units, capable of being categorised". Similarly,

Williams (1994) believes in the students' language practices or their acts as bilingual subjects; hence, strict separation of English and Welsh languages in Wales classrooms did not happen. As a result, scholars in language education from language minority communities argued against the language separation strategy used in language education programmes aimed at leading to multilingualism. They indicated that language separation did not help bilingual students but was detrimental to their academic success (Garcia & Otheguy 2020; Sakkir et al 2024). In addition, CBM argues against a monolingual bias and discard the view of marginalisation of minority and indigenous languages. In fact, if Grade 7 teachers insist on a monolingual strategy in the teaching and learning of English FAL, it may delay acquisition of the L2 among the Grade 7 learners resulting in academic failure. This means that allowing the alternation of Tshivenḓa HL and English for the purpose of explanation and discussion of the subject content in Grade 7 classrooms is likely to benefit the learners to develop competency in the L2.

The process of disrupting the hierarchies of named languages and the ideologies of language purity is regarded as 'a political act' by Flores (2014). In the context of Africa, Makalela (2016) asserts that languages were divided into compartments because political leaders wanted to promote national sovereignty. Makalela, therefore, calls for a change in languages by advocating for the interconnectedness of African languages as it occurred during the 10th century at the Mapungubwe settlement. He points out that Mapungubwe people were directed by a worldview of belonging together (*ubuntu*) for their daily communication despite their different cultures and origins. With reference to the classroom situation, Makalela (2016) advocates for the Ubuntu Translanguaging Pedagogy (UTP), where students are permitted to use their full linguistic repertoires to understand texts or an activity. The named language tool is seen as "a means to exclude these communities from social, political and economic opportunities by authorising, legitimating, naturalising, and opening paths only to those who speak what is constructed as the common, autonomous and whole, national language" (Makalela 2016:8).

Garcia and Li (2014), and Li (2018) indicate that the concept translanguaging not only focuses on the development of linguistic tolerance and a linguistic repertoire, but also encourages theorising about that which goes beyond language. That is,

translanguaging goes beyond understanding language as simply what is traditionally called the 'linguistic' or named languages or what are seen to be their components, namely: lexicon, morphology, phonology, syntax. Translanguaging includes an understanding of how different modes, such as bodies, gestures, or actions add to the semiotic meaning-making repertoire that occurs during the process of communication (Garcia & Otheguy 2020). Cameron (1995) and Urzula (2024) add that translanguaging rests on the idea that the concept of the named languages and the related concepts of language purity and verbal hygiene were constructed to support ideologies of racial, class, and gender superiority. These ideas were widely spread as integral parts of undertakings aimed at nation-state building and their often associated ventures of colonial expansion (Makoni & Pennycook 2007; Mignolo 2000). In this regard, scholars like Palmer and Martinez (2013) and Shohamy (2006) foreground the ideology of language separation based on the belief that two languages cannot be mixed to avoid language cross-contamination. Such a belief is still held by some Grade 7 teachers and passed down to their learners during the teaching and learning of English FAL.

From a social perspective, Otheguy, Garcia, and Reid (2015; 2018) position themselves by indicating that multilinguals may use many different named languages; but they maintain that when speakers use their languages, they are deploying a single linguistic repertoire, that is, a single combination of lexical and structural resources. MacSwan (2017) avers that the selection of linguistic features to communicate in English is based on a sociocultural understanding of which features are associated with the named language but is not based on distinctions such as internally differentiated phonological, lexical, and grammatical systems with boundaries corresponding to the named languages. The myriad linguistic features mastered by bilinguals (phonemes, words, constructions, rules, etc.) occupy a single, undistinguishable cognitive space that is not separated into different socially named languages (Otheguy, Garcia & Reid 2018). Translanguaging concedes multilingualism as a product of socio-political classification, most important for identity purposes, but refutes the ideology of separate linguistic systems among bi/multilingual speakers. In summary, this provides a significant difference with the epistemology of plurilingualism, which supports the sociocultural and psycholinguistic reality of named languages (Vallejo & Dooly 2019).

Of utmost importance to mention is that bilinguals do not only have a single unitary system comprised of lexical and structural signs, but also have a system of multimodal signs that they use in conjunction with their linguistic features. Thus, the concept of translanguaging also pays attention to the multimodal ways in which students make meaning both with their bodies and outside of their bodies. Such a range of multimodal resources that form the speaker's full communicative repertoire are gestures, gazes, posture, visual cues, and even human-technology interactions (Kao, Tsou & Chen 2021). Translanguaging upholds the idea that social actions form part of the bi/multilingual speaker's meaning-making semiotic repertoire (Chukwuemeka & Ambele 2023; Vogel, Ascenzi-Moreno & Garcia 2018; Wahyudi 2023, Yafele 2021). The paragraph below introduces code-switching, another form of communication approach by practised by bi/multilinguals.

2.4.4 Translanguaging versus code-switching (CS)

Kamwangamalu (2010) in Lewis et al (2012) indicates that translanguaging and code-switching (CS) are concepts closely related in the classroom. According to Garcia (2009a), CS forms part of translanguaging; however, translanguaging goes beyond CS. Although there is an overlap between the two concepts, a difference is noted; that is, "code-switching is a concept associated with linguistics while translanguaging is essentially sociolinguistic and situated" (Lewis 2012:659). Differences between CS and translanguaging are discussed in detail in the following paragraphs.

*Codeswitching (CS)

Code-switching (CS) is a common practice that mostly occurs among bi/multilingual speakers, and it is used for different purposes. As a result, there are various definitions associated with the term code-switching. Levine (2011), and Lin and MacSwan (2017) define code-switching as the process of systematically alternating two languages or language varieties by bilingual speakers within a single conversation or utterance. Makalela (2015) posits that CS tends to be hearer-centred and emphasises the monolingual view in that its bilingual users possess two separate linguistic systems. Simply put, code-switching is centred on the monoglossic views that bilinguals have two separate linguistic systems (Garcia & Lin 2016). Velasco and Garcia (2014) support this view by mentioning that CS separates languages into distinct codes or

systems which are switched on and off for communicative process. Similarly, Green and Li (2016) define CS as the process of going between languages where one language (code) is switched off to pave the way for the use of another language (code). Drawing on the definitions presented above, it can be concluded that CS emphasises the separation of two languages in a bilingual's repertoire whereas translanguaging perceives bilinguals as individuals who possess a single linguistic repertoire used for L2 development. This view thus creates a distinct difference between CS and translanguaging although their main objective is to argue against the separation of languages during the teaching and learning process of the L2.

CS has been one of the controversial issues extensively debated in bilingual research and is also an unfavourable concept in the traditional notions of bilingual education (Baker 2006; Garcia 2009). CS was unpopular because from a monolingual point of view switching between languages is considered as 'crutches' used by bilinguals when they do not know how to express something in one of their languages (Martinez 2010; Reyes 2004). According to Bock and Mheta (2014), CS has been used in the L2 classroom as a means to relieve the burden of using the target language, which is a second language to students. However, some scholars have accepted CS in the L2 classroom context for the purpose of meaning-making (Fennema-Bloom 2010; Palmer 2009). On that note, Ferguson (2003) identifies the following three broad categories of pedagogical function of CS, namely, curriculum access, classroom management discourse, and interpersonal relations. Likewise, Fennema-Bloom (2010) also explains the pedagogical functions of CS from a Vygotskian perspective and calls it 'code-scaffolding' which emphasises how the classroom practice serves to teach content. She identifies five types of pedagogic functions of code scaffolding, namely: instructional for content acquisition, reformulation, instructional for language acquisition, facilitation, and habitual. In her conclusion of the study, Fennema-Bloom (2010) asserts that in code-scaffolding, language is used as a strategic tool in the development and comprehension of instructional content. Creese and Blackledge (2010) also find similar teaching and learning strategies underlying translanguaging. However, their analysis includes a consideration of how students and teachers perform identities through languaging. Creese and Blackledge's finding (2010) was that translanguaging often strives for the combination of languages that assist in the tasks to be completed. In this regard, translanguaging tends to be highly favoured

because it upholds the flexible alternation of language use and permeability of learning through two or more languages while CS is viewed to be associated with language separation (Lewis et al 2012).

*Translanguaging

The distinction between translanguaging and CS is that the former does not involve switching between two different languages, but rather blends them as one to ensure efficient communication (Aoyama 2020; Cahyani, de Courcy & Barnett 2018). As a result, translanguaging emphasises that bilinguals have a single linguistic repertoire from which they choose language structures strategically to communicate effectively (Garcia 2011; Garcia & Li 2014; Garcia, Flores & Woodley 2012). Translanguaging challenges the traditional conception of language borders between culturally and politically named languages such as English, Afrikaans, Setswana, Chinese, etc. (Li 2016 cited in Mbirimi-Hungwe & McCabe 2020). The debate around this issue is that languages cannot be put in linguistic 'boxes' because they are characterised by interdependence, fluidity and permeability (Makalela 2015). In support of this view, Heugh (2015) posits that translanguaging is a strategic use of CS but involves cognitive engagement while working with two or more languages simultaneously rather than separately. In instances where there is a use of two languages for input and output by students and teachers, Baker (2011) terms this strategy translanguaging strategic classroom language planning. Of utmost importance to note here is that translanguaging does not only focus on languages but on the observable communicative practice of bilinguals rather than on monolinguals as the norm (Garcia 2011).

Garcia and Li (2014) cited in Rahmadani (2023) assert that translanguaging is the linguistic behaviour of bilinguals which is mostly heteroglossic, dynamic, and responds not to two monolingualisms in one person, but to one united linguistic system. Chukwuemeka and Ambele (2021) and Mazak and Herbas-Donoso (2015) define translanguaging as the use of multiple languages in discourse, and it goes beyond 'code-switching', 'code-mixing' or 'language alternation'. One of the key goals of translanguaging is to allow for new perspectives in bilingual classrooms, with the aim of disrupting the social order that considers English monolingualism to be the language of science (Li 2016 cited in Mbirimi-Hungwe and McCabe 2020; Maseko & Mkhize

2021). Furthermore, translanguaging accepts bilingualism as a standard practice and the perspective of perceiving the languaging process as a movement between two separate languages (code-switching) no longer appears to be a shuttling between two linguistic systems. Therefore, translanguaging paves the way for languaging to take place where communicative practices are fluid (Mazak & Herbas-Donoso 2015). Williams (2002) also adds that translanguaging does not refer to any distinction between language codes but rather fluid language practices. For example, in a classroom environment, the translanguaging pedagogy can be used as follows: learners receive information in one language such as English and use either Tshivenḓa or isiXhosa for discussion to make meaning and deepen the understanding of the academic activities. In contrast with CS which is teacher-centred, translanguaging is student-centred due to its emphasis on meaning-making by the learners using their repertoires and not according to the teacher's understanding (Mbirimi-Hungwe & Hungwe 2018).

Chukwuemeka and Ambela (2022) assert that translanguaging is preferred to CS and code-mixing, not only because of the variety of communicative modes it encompasses, such as listening, speaking, reading, and writing, but also because of the interconnected existence of these modes (Maseko & Mkhize 2021). In addition, the concept of translanguaging broadens the research lens by focusing not just on spoken languages but on a variety of communicative modes (Hornberger & Link 2012).

A study by Sayer (2013) on translanguaging conducted among Spanish–English bilinguals in a second-grade classroom in Texas offers a nuanced discussion of CS versus translanguaging. First, unlike CS, which is constrained by an analysis of only two languages during a conversation, translanguaging suggests movement across an unspecified number of languages. Second, translanguaging gives speakers agency over their language rather than rendering expression a result of proficiency. Garcia and Sylvan (2011:389) summarise the discussion on CS versus translanguaging as follows:

> *Translanguaging includes CS and is defined as the shift between two languages in context and it also includes translation, but it is different from both these simple practices because it refers to the process in*

> *which bilingual students make sense and perform bilingually in the myriad ways of classrooms: reading, writing, taking notes, discussing, signing, and so on.*

Garcia and Leiva (2013:207) outline the distinction between translanguaging and CS as follows:

> *The concept of translanguaging goes beyond CS. CS refers to the mixing or switching of two static language codes while translanguaging focuses on transculturation, which is about a new languaging reality, original and independent from any of the codes, a new way of being, acting and languaging in a different social, cultural and political context. Translanguaging brings into the open discursive exchanges among people in ways that consider their values of languaging. As a result of its fluidity, translanguaging has the potential to give voice to new social realities.*

Finally, according to Ambele and Todd (2021) code-switches refers to switching between languages in a variety of situational circumstances and is rarely pedagogical supported while translanguaging is considered as appropriate for educational purposes where knowledge may be effortlessly expressed, comprehended, and shared (Lewis, Jones & Baker 2012 cited in Chukwuemeka & Ambele 2023).

To support the view of fluidity in translanguaging, the interdependence and fluidity of languages is discussed below under the concept of language transfer.

2.5 Language transfer

Language transfer occurs when a language moves from one to another, such as movement of L1 to L2 or vice versa. According to Lems, Miller and Soro (2010) language transfer means the conscious or unconscious application of L1 features in the learning of a new language or L2. Traditionally, language transfer has been largely regarded as a factor causing hindrances in the teaching and learning of L2 (Cutler, Mehler, Norris & Segui 1989). This view was termed negative transfer and resulted in researchers advocating for the isolation of L1 and L2 during the learning process (Cenoz & Gorter 2014; Puspitasari, Yannuar, Zubaidi 2024).In this vein, Escobar and Dillard-Paltrineri (2015), and Lado (1957), posit that for the maximum exposure to L2

and the better acquisition of the additional language; L1 and L2 must be kept separate because they possess distinct language systems.

Currently, within the context of this study and with what recent researchers have argued, monolingual bias can be considered inappropriate for Grade 7 learners' acquisition of English FAL. In this regard, Cummins's Interdependence hypothesis (1979) will be explicitly discussed to illustrate its relevance and appropriateness to the present study. A plausible reason to reject the separatist's mind-set is that Cummins's Interdependence hypothesis (1979) asserts that the acquisition of L2 is achieved through the knowledge, academic concepts, and linguistic skills transferred from L1 to L2. To clarify this, Cummins (1979) states that the similar experiences and differences between these two languages should be compared to one another to create an effective cross-lingual transfer for the L2 acquisition. As a result, the similarities between the two languages are used as a learning scaffold to fast-track learning of the L2 while students are made aware of the differences. According to Cummins (2000), students whose L1 academic and conceptual skills are high, tend to obtain high academic skills in the L2. This view is supported by several studies conducted by different researchers. Their findings report about the potential benefits of L1 skills transferred to develop the L2. The following findings were made and can be summarised as follows:

- Arabic writing skills transferred to English assist with L2 writing (Dweik & Al Hommos 2007).
- L1 improves students' academic achievements (Cenoz & Gorter 2022; Ito 2004)
- Students' understanding is enhanced when texts read are discussed in their L1 (Mbirimi-Hungwe 2016; Mbirimi-Hungwe & Hungwe 2018; Mabena 2023; Mothlaka 2021).
- Skills first learned are applied during the development of bilingualism (Garcia 2009; Luo & Wu 2024).

The learning process is improved by allowing the alternation of L1 and L2 in the classroom (Bruen & Kelly 2017; Mbirimi-Hungwe & McCabe 2020; Yafele 2021).

Based on the discussion above, it can be concluded that L1 linguistic skills and academic concepts transferred to L2 appear not to create language interferences but possibly accelerate L2 acquisition. This implies that if Grade 7 teachers allow the

utilisation of Tshivenḓa HL in their classrooms for learners to draw on, a better understanding of the English FAL texts can be attained because academic concepts and linguistic skills already learnt in the HL can be transferred to the new language. It is important to note that teachers should know that learners learn better when they start from what they already know to the unknown. In other words, language already acquired, that is, the HL can be used to support the learning of a new language or second language (L2). It is through a translanguaging strategy that creates a connection between two languages that Grade 7 learners are able to transfer language features previously learned in Tshivenḓa HL to English FAL. Thus, learners tend to transfer previously learned experiences and sources in their L1 to their L2 (Alzahrani 2019). According to Cummins (2007), all previously learned concepts and linguistic skills are processed through a Common Underlying Proficiency (CUP) illustrated in the diagram below (Figure 2.4).

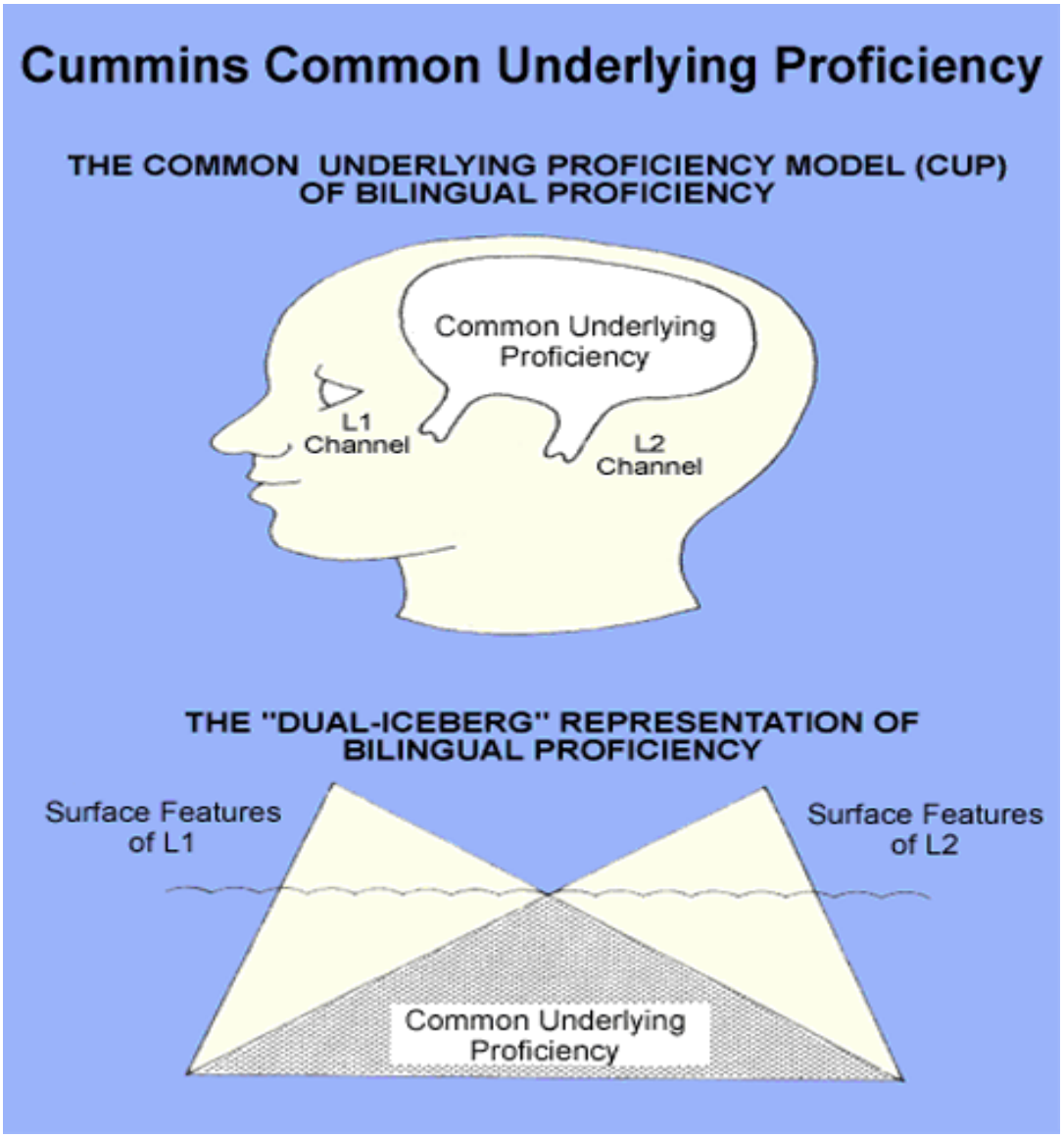

Figure 2.4: Cummins' Common Underlying Proficiency

Adapted from Cummins (2007)

The first diagram at the top of figure 2.4 represents the common underlying proficiency model (CUP) (Cummins 2007). In the CUP model, when academic concepts and linguistic skills are learnt in the L1 balloon there is a transfer of the acquired knowledge to the L2 balloon. Likewise, literacy skills learnt in the L2 can be transferred to the L1. As a result, there is no separation of balloons to indicate the distinct linguistic systems for L1 and L2. The assertion made in this model is that the literacy skills and language knowledge gained first in L1 are also gained in L2. For example, literacy skills gained in Tshivenḓa HL by the seventh graders in this study can also assist a learner to acquire literacy in English FAL. The conclusion drawn from this model is that there is an interdependence or interplay (Cummins 2007) between Tshivenḓa HL and English

FAL. Therefore, there are no possible hindrances in the development of English FAL when two languages are mixed for learning purposes as advocated by some researchers. What remains a priority is for the teacher to make a connection between previously acquired knowledge and skills to the new language or L2.

The concept of language interdependence is furthermore discussed in the Dual-Iceberg model (Figure 2.4) that illustrates the development of both L1 and L2 at different peaks. The peaks of the iceberg represent the surface structures of the two languages, namely pronunciation, grammar and vocabulary. The peak on the left-hand side represents a learner's L1 and the other on the right-hand side represents the learner's L2. Although the peaks of the iceberg are set apart from one another, they overlap underneath the water line to form one solid iceberg, called common underlying proficiency (CUP) where they share concepts. The CUP is an interdependence of concepts such as skills and linguistic knowledge and is responsible for the transfer of these concepts between L1 and L2 (Cummins 2007). Likewise, CBM posits that bi/multilinguals' learning is enhanced when they are able to access skills from two points of the continuum, that is, L1 and L2 (Hornberger 1989). In concrete terms, this model implies that Tshivenḓa HL and English FAL tend to function effectively because they are supported by the concepts that are stored in the common underlying proficiency. In other words, although Tshivenḓa HL and English FAL have different surface structures, an underlying cognitive/academic proficiency exists which is shared across these two languages. This explanation demonstrates that the adoption of a monolingual strategy to teach languages separately among bilinguals can be inappropriate because of the interplay between L1 and L2 languages. Consequently, it can be mentioned that through the translanguaging approach, which allows alternation of two or more languages in one lesson, Grade 7 learners in this study can transfer L1 literacy skills to acquire literacy in English FAL.

2.6 Language attitudes and perceptions

Language attitudes and perceptions are two crucial factors and are closely related terms that influence a person's decisions made in daily life. Most importantly, language attitudes and perceptions play an important role in a person's academic life when determining the language of learning and instruction in an educational context. In the

paragraph below, the concept language attitudes is discussed from the perspectives of various scholars.

2.6.1 Language attitudes

Pickens (2011:89) describes attitude as “a way of thinking or a tendency to behave in a specific way due to individual’s experience and temperament”. Attitude is comprised of three elements such as belief, action, and feeling. Furthermore, attitudes are considered as a complex combination of things that are mostly termed personality, beliefs, values, behaviours, and motivations (Pickens 2011). They are meant to help individuals explain how they observe a situation and behave towards it. For example, an individual’s stance which is either positive or negative about a situation affects his or her attitude. It is with this view that this study purported to determine whether the utilisation of two or more languages (translanguaging approach) is regarded with a positive or negative attitude when involved in the teaching and learning of English FAL to seventh graders. Therefore, it is against this background that this study reports on the teachers’ and learners’ attitudes to the translanguaging approach.

Crystal (1992:25) defines language attitudes as emotions and ideals individuals hold about their language and the language(s) spoken by others. Likewise, Myers-Scotton, (2007) affirms that language attitude is how a group, or an individual determines the significance of a certain language. In support of the Second Language Acquisition (SLA) theories, Garrett (2010) mentions that language attitude and language learning are interrelated and thus argues that language attitude is significant in the level of success in acquiring the target language including among other factors such as learner’s age, gender, socio-economic and ethnic background. Scholars like Cenoz and Gorter (2014) are of the view that learners’ HL serves no purpose in the teaching and learning of a target language. They further contend that mixing of languages leads to language contamination (Palmer & Martinez 2013; Sakkir et al 2024; Shohamy 2006) and causes interference during the learning of the L2 because L1 and L2 are comprised of two distinct linguistic systems.

Moreover, Kircher (2016:241) defines language attitudes as “any affective, cognitive, or conative index of evaluative reactions towards different languages or their speakers”. These attitudes can express a “range of different behaviours, including the decision of which language(s) to learn, which language(s) to use as one’s main means

of communication" (Kircher 2016:242) and can affect either language shift or language maintenance. Factors that contribute to student language attitudes include "familiarity with the target language, stereotypes regarding the language, and the student's future needs and goals" (Galloway 1985:131). According to Muthanna and Miao (2015), attitude generally affects people's behaviour, which is why a negative attitude toward a certain language can have a negative effect on a student's learning ability.

Language attitudes consist of two dimensions namely, status and solidarity (Kircher 2016). In multilingual communities, this indicates that one language may be used to communicate community and family matters, while the other one is acquired and used for social mobility. For example, in South Africa, English holds a superior status in comparison with the other eleven official languages because it is considered a lingua franca and a language for business, and teaching and learning. The differences in language attitudes lead to a difference in the way these languages are managed in a classroom setting. For instance, teachers who teach their learners from a monolingual point of view and believe that languages are comprised of different linguistic systems, and that English holds a superior status to other languages probably in the belief that translingual approaches would not be accepted as helpful methods for teaching and learning despite the benefits associated with them. On the other hand, the success of translingual methods is also dependent on whether students consider languages as separate entities or an interdependent system which "disrupts the traditional classroom environment that treats languages as sealed units" (Makalela 2015:211). These beliefs are often influenced from the early years of bi/multilingual learners' schooling. It is at this point that the ideology of language separation is imposed on learners because of the long-held belief that two languages possess distinct language systems (Rivera & Mazak 2017).

In many educational contexts, the use of multiple languages has traditionally been frowned upon and stigmatised as a factor causing negative language interference (Garcia & Li 2014; Rivera & Mazak 2017). Garcia and Li (2014:42) mention that "the early literature on bilingualism emphasised the importance of keeping the two languages apart as a means to avoid mixing of languages". Notably, most of the students and teachers find it difficult to break free from the separatist's ideology as they have been indoctrinated to disregard the use of multiple languages in their

classrooms for teaching and learning purposes. This view is evidence that a negative attitude is associated with the utilisation of bi/multilingual teaching approaches during the teaching process.

Attitudes are reported to have an impact on how native speakers and language learners perceive languages. In other words, attitudes might influence how students learn a language while the “language ability of students can affect their attitudes towards learning in a particular language” (Muthanna & Miao 2015:63). Kircher (2016:99) notes that “knowledge about language attitudes is fundamental to the formulation of effective language planning measures, and without such knowledge, it is impossible to predict which measures will be successful, and which will fail”. The discussion above sums up how the attitudes of teachers and students towards the choice of LoLT may influence the success or failure in the learning of the L2. The paragraph below furthermore supports the different attitudes that teachers and learners hold towards the use of the translanguaging approach in the learning and teaching of English as a second language in the L2 context.

2.6.2 Language perceptions

The main objective of this study was to explore teachers’ and learners’ perceptions of translanguaging in the teaching of English FAL among seventh graders. It was imperative to review the literature related to the fundamental points of debate among scholars to answer the study’s first research question. The paragraphs below outline the various definitions aligned to perceptions in different contexts. However, to be relevant to the study, the discussion below will specifically focus on the educational context.

The term perception is derived from Latin words *perceptio*, *percipio* and *perceptionem* meaning “to take possession of or to seize, be it physically grasping something or mentally seizing something with one’s senses” (Lewis & Short, 1975:14). Susman (2021) refers to perceptions as emotions, beliefs, and actions towards a thing, event or person. As perceptions can be influenced by personal experiences or cultural beliefs, they tend to yield a pleasant or negative reaction towards a thing, situation or person (Bhuvaneswari & Padmanaban, 2012 cited in Khojan 2022). According to Pickens (2011), perceptions are facts that a person discusses or gives a meaning to

in a situation he or she encounters. On the other hand, a definition from a psychological perspective defines perceptions as an individual's reaction to external and internal factors (Clopper, Rohrbeck & Wagner 2012; Pickens 2005; Tuan 1990). According to Pickens (2005:77), perceptions "mean an interpretation of a person's response to any situation referring to one's knowledge". However, the way one person's perceptions of the situation is formed may be different from the source of its cause. Tuan (1990:17) indicates that "perceptions are a conscious reflection of any incentive from outside". This means that an individual may intentionally register some information while others are ignored, which may have an impact on his or her perceptions. Clopper et al (2012:550) cite "outside input as causes of perceptions, and that perceptions are a persons' own ability to, first, recognise, understand and consequently, judge what happens around them". Therefore, people's reactions to events are largely dependent on their mental abilities. Taken together, the discussion specifically points out that people are the sole decision makers of their choices being influenced by either internal or external factors, however, decisions taken are ultimately for the personal reward.

Scholars like Dalton-Puffer and Smit (2013) and Yurdakul (2015) have also examined perceptions from a pedagogical point of view. Yurdakul (2015:125) defines perceptions as "attributing meanings to outside causes and that within this process of attribution, there is an inner process of acquiring new concepts through interactions with previous knowledge and experiences". This view concurs with the SCT model which posits that "cultural, historical, and individual factors are important to human development and learning" (Schunk 2012:22). This implies that the choice of the language of teaching and learning in an L2 classroom will be influenced by prior knowledge and experiences because they are considered useful resources for learning another language. As mentioned by Dalton-Puffer and Smit (2013:549), it can be concluded that "perceptions about language use are personal knowledge of teaching and learning because learners or teachers tend to attribute meaning to the process of dealing with languages to understand the whole concept". This study will utilise the concept perceptions to refer to Grade 7 teachers' and learners' beliefs, actions and emotions towards the translanguaging strategy in the learning and teaching of English FAL to assess their preferences. The paragraph below furthermore supports the different perceptions that teachers and learners hold towards the use of

the translanguaging approach in the learning and teaching of English as a second language in the L2 context.

2.7 Teachers' and learners' perceptions towards the translanguaging pedagogy

This section provides a variety of teachers' and learners' perceptions towards translanguaging in the teaching and learning of L2 conducted by scholars worldwide. Such studies will outline whether translanguaging has been regarded as a successful strategy or not when teaching bi/multilinguals to acquire English as a second language.

2.7.1 Teachers' perceptions of the translanguaging pedagogy

To date, several studies on perceptions and attitudes towards the translanguaging pedagogy among teachers have been widely researched worldwide. First, Pinto (2020) conducted a study among 31 Chinese teachers about their attitudes towards translanguaging and its functions in Portuguese foreign language classrooms. The study reports that most of the participants' teaching approach included translanguaging practices considered to be very important. The teachers indicated that the students' L1 is used for different purposes such as discussing and clarifying content and tasks. Contrary to the benefits mentioned above, some teachers refute the translanguaging approach, citing that it is detrimental to second- and third-year students because this strategy delays the mastering Portuguese.

Second, in Tanzania lower primary education, Mwambula (2021) conducted a study among 175 teachers to determine their attitudes and the presence of translanguaging. The findings of the study report that teachers accept the HL as a fundamental resource for teaching and learning English. Teachers expressed that "learners are quicker to learn to read and acquire other academic skills in the mother tongue" than when an unfamiliar language is utilised as the medium of instruction (Mwambula 2021: 45).

Third, a study conducted by Zhang (2022) on the attitudes of Chinese language teachers towards the application of translanguaging during online classes in an international school in Bangkok reports that 10 Chinese language teachers had positive attitudes while 5 have negative attitudes towards the application of translanguaging during online classes. Ten Chinese language teachers held a positive

attitude towards translanguaging and utilised the approach for explanation and clarification of content, managing the classroom and building a positive rapport with students.

Fourth, Yusri, Huzaimi, and Sulaiman (2022) conducted a study to explore Malaysian teachers' perceptions of the translanguaging approach in English language lessons. The findings of this study portray an overall positive perception of translanguaging among the 3 participants. Translanguaging strategies were implemented for contextual clues, collaboration and student-centredness, as well as two-way translation in their teaching pedagogy. The findings from this study can benefit the stakeholders in the education field to design lessons by utilising translanguaging practices that are suitable to the needs of the learners in the L2 classroom.

Although translanguaging benefits are widely accepted by most of the teachers, some teachers still reject translanguaging practices in the L2 classroom. For instance, a study conducted in Spain among English teachers reports the exclusion of L1 in teaching because it is considered a hindrance to the acquisition of L2 (Dioz & Lasagabaster 2017). Anderson and Lightfoot's study (2021) among 169 teachers revealed that half of the respondents mentioned that using L1 in L2 classrooms should be minimised to accelerate L2 acquisition. Lastly, Burton and Rajandram (2019) report that 4 of the 5 English instructors reflect that translanguaging slows learners in learning English and it cannot be considered a resource for learning.

Despite the positive and negative views of the translanguaging pedagogy cited in the previous sections, most of the scholars hold a positive outlook on the utilisation of L1 in the teaching and learning of L2. Scholars such as Garcia and Kano (2014) and Makalela (2015) assert that students' linguistic repertoire is a resource for learning English in L2 classrooms and does not hinder acquisition of the L2 as advocated and widespread by those who believe in language separation in education (Cook 2001; Cummins 2001; 2007). The paragraph below discusses perceptions of translanguaging from the students' point of view.

2.7.2 Students' perceptions of the translanguaging pedagogy

The previous section discusses teachers' towards translanguaging as strategy for teaching L2 among bi/multilingual learners. The two differentiated strands of their

perceptions were outlined, that is, positive and negative views were expressed by these teachers. It is imperative to discuss students' or learners' perceptions towards the translanguaging pedagogy in the learning of L2 or content subjects by other scholars for comparative purposes with the findings of this study.

Cartens (2016) conducted a study of the undergraduate students in the construction engineering programme to determine their perceptions of the translanguaging approach. The students who participated in the study formed groups of 3 to 10 members according to their L1, that is, isiXhosa, isiZulu, Xitsonga, Tshivenḓa, English and Afrikaans. The findings of the study report that the majority of students had a positive outlook on translanguaging in their learning because it assists them with the following cognitive benefits: scaffolding understanding of the concepts under discussion, ability to distinguish between related concepts, simplifying complex concepts, and to convey conceptual information. Inversely, the isiXhosa group refuted the benefits of the HL and voiced that L1 complicated their understanding instead of enhancing it.

A study by Nursanti (2016) among 50 grade 7 students in the English classroom about the use of English and Indonesian languages, reports that students portrayed positive perceptions towards the implementation of dual instruction by their teachers. Students reported the following benefits of the instruction: ability to understand the lesson content and unfamiliar English words as explained by the teacher, creating a positive atmosphere that makes them feel relaxed, the ability to ask and respond to questions, assistance with completing class activities and reading English texts appropriately.

Mbirimi-Hungwe and Hungwe (2018) in their study among second year multilingual students, enrolled for a computer science module, found that the translanguaging pedagogy is perceived as a useful educational technique that could help students to comprehend challenging concepts in their field of study more deeply.

A study conducted by Santoso (2019) among 89 high school students to determine their perceptions of their L1 use by teachers in English classrooms reports that most of them are positive about this approach when it is used to manage the classroom, to build rapport and reduce anxiety, and learn language content. However, the incorporation of students' L1 in the English classroom is less desired by teachers who were in support of the monolingual approach.

Furthermore, in Aoyama's (2020) study of Japanese high school students, it was found that students use their L1 for communication and learning strategies in the communicative EFL classroom. In the context of academic reading activity among students in a South African university, Hungwe (2019), Mothlaka (2021), and Yafele (2021) report that translanguaging pedagogy is viewed positively because it empowers students to gain an understanding of unfamiliar words or phrases and make meaning from the texts. Lastly, Lou and Wu's (2024) study on students' perceptions of the use of translanguaging to understand business concepts also affirms a positive outlook of this approach. These 60 third-year students who enrolled for a business English course at a university in China report that translanguaging is an appropriate strategy in their classrooms because it assists with scaffolding the learning of business concepts, facilitates communication, and relieves emotional pressures.

Although the translanguaging strategy is perceived positively by many students for its cognitive and affective factors, some students still support the monolingual approach. For instance, a study by Alzabidi and Al-Ahdal (2022) about secondary learner perceptions of translanguaging revealed that most of the Arab EFL students were not in favour of this approach, because their belief is that L2 is easily learnt when English only is allowed in the classroom for teaching and learning. However, some students hold a positive view and support the incorporation of their L1 in ESL classrooms to enhance understanding of the content in the target language. Similarly, negative views towards translanguaging are also expressed by some students citing that the strategy promotes high reliance on L1 and maximum exposure to the target language is minimised and such factors hinder the acquisition of L2 (Agustin & Wahyudi 2024; Aoyoma 2020; Lou & Wou 2024; Santoso 2019). In summary, this section presented the students' varied perspectives on the translanguaging pedagogy when learning either English L2 or a content subject. The majority of students have a positive perspective of the translanguaging pedagogy because it assists them with the acceleration of L2 learning; others prefer the separatist model, that is, the monolingual approach. Their emphasis is on English only as LoLT to maximise the exposure to the L2 and that the HL and L2 cannot be mixed because of their distinct linguistic features.

2.8 Traditional teaching methods versus a translanguaging approach in English second language learning (L2)

The teaching of second or foreign languages to non-native speakers has been a practice that started in 1840 during the classical periods when classical languages such as Latin and Greek were taught. As more research emanated from educational institutions, a shift from teaching methods to language learning became evident. Researchers and practitioners had to explore means by which to teach language effectively. All methods assume that a single set of principles if followed faithfully by teachers and learners will determine whether or not learning takes place (Nunan 1991). This led to the assumption that there is a right way to teach an additional language. However, this idea was refuted by Kumaravadivelu (2006) who believes that a single right way does not exist simply because there is a vast difference in cultural and linguistic contexts. In his assertion, Kumaravadivelu (2006) mentions that teaching methods are restrictive and that teachers cannot be compelled to follow a single universal method to meet the needs and preferences of learners. Therefore, he proposes a provision of comprehensive guidelines that indicate general strategies applied to diverse contexts. This proposition has led some teachers and linguists in recent times to begin considering teaching methods as limiting and not providing for their teaching needs.

Although methodology in language teaching has methods and approaches within it, a clear distinction between the two concepts is made by Walia (2012). A method is also considered a rigid procedure introduced by the supporters of a specific view of language learning and teaching, in contrast to an approach that constitutes a more open-minded attitude underpinned by a theory of language learning and teaching (van der Walt, Kilfoil & Evans 2009). Moreover, Walia (2012:16) describes “methods as fixed teaching systems with prescribed techniques and practices, whereas approaches are language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom”.

Among the four traditional methods (Richards & Rodgers 2014:15), namely, “the Grammar translation method, the Direct method, the Oral approach and Situational language learning, as well as Audio Lingual methods”, limitations associated with these methods were identified. These methods focus and emphasise particularly the

acquisition of grammatical rules and vocabulary and disregard the significance of the four skills of language learning namely, listening, speaking, reading, and writing (Richards & Rodgers 2014). Richards and Rogers (2014:37) further assert that "techniques utilised in traditional methods included memorization of dialogues, question and answer practices, substitution drills and various guided speaking and writing practices". Noting these limitations, the communicative language teaching (CLT) approach was introduced to use language effectively to develop communicative competency, that is, the ability to use language learning appropriately, in a given social encounter (van der Walt, Kilfoil & Evans 2009; Richards 2006). Noteworthy, however, is a study conducted by Walia (2012) which cites the limitations elicited by language teachers associated with the CLT approach. The approach was found to be associated with factors such as being time consuming, cost effective in terms of purchasing certain activities, suitable for a small sized classroom, and being learner centred, resulting in minimal participation by teachers.

Consequently, these factors present dissatisfaction with the communicative approach, which has similar aims to audio-lingual methods as it does not bring new insights into language teaching. Although communication has been the desired product of many methods, it has never been part of the process of language teaching and learning. As the emphasis was on communicating in English, learners have to repeat structures and dialogues perfectly; they revert to their mistakes when they are required to use the language in a conversational manner (van der Walt, Kilfoil & Evans 2009). Notable in these language classrooms is that monolingual bias is reinforced through traditional monolingual ideology (Hu & McKay 2012) and domination by the CLT approach. As a result, the learners' HL is not perceived as a valuable resource for teaching and learning of English, hence it is ignored and rejected in these classrooms. The ultimate aim of the teachers is to produce a target language context in which students learn to communicate effectively (Marcaro 2009).

Although, the CLT approach has gained popularity as the preferred method for language teaching, issues of bi/multilingual learners' diversity were ignored. This is in contrast with the translanguaging approach. On the whole, both traditional methods and the CLT approach, which is currently preferred by language teachers, failed to accentuate the importance of bi/multilingual contexts in which learners are situated and they do not foreground the complete utilisation of the four language learning skills

(listening, speaking, reading and writing) unlike the translanguaging approach. Instead, the focus is mainly attributed to one skill at a time. Therefore, the translanguaging pedagogy can be seen as a better approach for the effective teaching and learning of English FAL and also appropriate for Grade 7 teachers and learners considering their linguistic background and the benefits linked to it. Since the translanguaging concept originated, numerous definitions have been provided by different scholars. Among others, the following two definitions of translanguaging were adopted for this study:

Translanguaging is defined as “the flexible use of linguistic resources by bilinguals to make meaning of the world around them” (Creese & Blackledge 2015:27). Moreover, Baker (2011) avers that translanguaging is the process whereby bilinguals make meaning, shape their experiences, gain understanding and knowledge through the utilisation of two languages. It is interesting to ascertain that the translanguaging approach foregrounds the alternation of two or more languages in a classroom context to enhance learners’ comprehension during the learning process.

Contrary to the traditional methods for language teaching, including the CLT approach, a translanguaging pedagogy offers the potential educational advantages appropriate for bi/multingual learners in the twenty-first century. According to Baker (2011; 2006), the following uses and advantages of translanguaging were examined:

- It deepens understanding of the subject content because it allows learners to discuss, explain, or probe information in their HL.
- It promotes interaction of school and home contexts because parents are able to assist their children with school activities in their HL which they understand better.
- Translanguaging improves children’s L2 development and their academic success.
- Finally, through the translanguaging approach the weaker language (L2) is supported by a stronger language, that is, the HL.

Moreover, there are four purposes associated with the translanguaging pedagogy identified by Garcia, Johnson, and Seltzer (2017). The following first two purposes also apply to a plurilingual pedagogy:

- support students with comprehension when engaging with complex content and texts, and
- provide students with opportunities for language practice in an academic environment.
- create an opportunity for the alternation of languages in a classroom, and
- support students' bilingual identities and socio-emotional development.

However, Otheguy, Garcia, and Reid (2015; 2018) argue that a translanguaging pedagogy provides the two additional purposes mentioned by Garcia, Johnson, and Seltzer (2017:592) namely: "students' bilingualism and ways of knowing, and students' bilingual identities". Indeed, teachers who uphold the views of translanguaging pedagogy perceive and understand that bilinguals possess a single linguistic repertoire and work towards supporting the development of the students' L2. That is, bilinguals gain support from the translanguaging pedagogy when they engage with complex content and texts within the school context.

Although both plurilingual and translanguaging pedagogies are meant to enhance learners' resources, a translanguaging pedagogy's objective is to provide firm support for the learners' viewpoints and ways of knowing as active bilinguals. Through leveraging the learners' full linguistic repertoire, "a translanguaging pedagogy gives speakers of the marginalised languages the power to make meaning during communication" (Otheguy, Garcia & Reid 2018:3).

Most important to the adoption of the translanguaging ideology and designing translanguaging instruction is the intention to discard the concept of standardised named languages for teaching and learning. The introduction of translanguaging by Williams was to blur languages' borders and discourage the isolation of two languages, namely, Welsh and English. His study further purported to illustrate that Welsh and English can be systematically alternated in one lesson without causing any disruptions during the learning process (Williams, 1994). According to Williams (2002, cited in Cenoz 2013), children utilise all their languages to increase their comprehension and they translanguage naturally daily. The paragraph below, therefore, discusses the challenges of learning English as a second language using a monolingual approach in the L2 classroom context.

2.9 Challenges of learning English as a second language (L2)

Learning the English language is essential because it is an international language that is used in many sectors such as education, business, medicine, banking, tourism, diplomacy, and so forth. Furthermore, the process of learning a second language has become an international phenomenon due to an increase in mobility and migration across the world. Language learning is defined as a conscious and deliberate process of studying a second or an additional language other than the HL (Krashen, 1987 cited in Steyn 2017). This process usually takes place in a formal setting such as a school where formal teaching is offered to learners in the pronunciation, vocabulary, grammar, and structures of the target language. This means that learners acquire the L2 when they are provided with directed instructions from the teacher (Steyn 2017). It is in this instance that learners who learn English as an additional or foreign language all over the world start to face many challenges in their pursuit to be educated through the medium of English only.

Many scholars investigating difficulties regarding the learning of English as a second language have identified the following challenges among others:

The language of teaching and learning (LoLT) - the preference to teach and learn the L2 in English only among bi/multilingual learners is associated with a number of setbacks such as delaying academic development and a high academic failure rate when their L1 is not considered as a learning resource (Cummins 1989; Durairajan 2017; Garcia & Hesson 2015; Mbirimi-Hungwe 2016; Mbirimi-Hungwe & Hungwe 2018).

Cultural differences - studies conducted by Abdullah (2015) and Rhalmi (2014) revealed that learners are able to master a sufficient amount of vocabulary and adequate comprehension; however, they find it difficult to understand various expressions and sentences because of cultural differences.

The four English language skills, that is, listening, speaking, reading, and writing - English comprises four language skills that are important for effective English language learning. However, it depends on English L2 learners to fully master those skills effectively (Mohammed 2018).

Personal orientations - self-confidence and positive thinking are factors that help in facilitating the learning process. This implies that if English learners have confidence and fearlessly make mistakes, they undoubtedly can learn from their mistakes (Yee & Zainoalabidin 2014).

Environment – classroom atmosphere, geographical space, culture and systems of thought are regarded by scholars to play an influential role in the process of learning English. The environment depends on a teacher's management of the classroom by creating open discussions to instil confidence in the students to speak the target language freely. In this regard, learners' language skills are improved (Bingol 2014).

Teacher's role - the teacher's task should not only be to speak inside the classroom but also include guiding students and providing a friendly atmosphere for the learners. This means the teacher is expected to be approachable and cooperative in facilitating the process of learning English (Kannan 2009).

Negative transfer - this refers to the use of the same structure as that of the source language when expressed in the target language. This implies that there is a tendency among English second language learners to transfer their native language structure to the second language in spite of their linguistic differences (Rhalmi 2014).

Grammar and vocabulary - English grammar consists of rules used in a specific time and situation which learners must adhere to during their conversation. Due to the complexity of English grammar rules, learners are faced with the challenge of speaking and writing sentences without grammatical errors. Moreover, the large size of lexis and vocabulary in English make it difficult to master sufficient vocabulary, especially for learners in their early stages of language learning (Hayat 2009).

South African schools began to experience the change in the language of learning and teaching (LoLT) since the democratisation of the country's political dispensation. South African learners started learning English FAL in the Foundation Phase with the focus on communication. It is then in Grade 3 that they are exposed to the formal conventions of the language (DBE 2011). This has become a challenge for both teachers and learners. Many schools that offer mother tongue instruction in the Foundation Phase are expected to change their LoLT to English from Grade 4. According to Garcia, Lin and May (2017), this kind of practice is referred to as additive

bilingualism. This has led to many South African learners attending schools where English is the LoLT and not their first or mother tongue language. The implication is that these learners are compelled to learn their subjects in English which might be their first additional language (FAL)/L2 or third (L3) additional language. In this instance, teachers and learners are faced with difficulties in the teaching and learning of English FAL during the transition period (Nthulana 2016; Steyn 2017). This furthermore poses many challenges to teachers when they are expected to teach while using English as LoLT as stipulated by the school's language policy, but which might not be the HL of these learners. A surprising aspect is that the fundamental right to mother tongue education enshrined in Section 29(2) of the South African Constitution is violated by this policy. Most of the learners with an African language as HL have to switch to English as LoLT from Grade 4 as prescribed by the DBE policy (2011). Although the LiEP (1997) advocates mother tongue education for all learners, a study conducted by Cekiso, Meyiwa and Mashige (2019) concluded that participants in the study mentioned that it is not practicable to continue with African language mother tongue education after Grade 3. A plausible reason to discontinue with mother tongue education in Grade 4 is that teachers were not trained to teach in the learners' HL. In addition, participants also revealed that it becomes difficult to teach Mathematics and Life skills concepts in the HL (Cekiso, Meyiwa & Mashige 2019).

Of utmost importance about the switch African learners have to make to English in Grade 4 is that English is spoken by 8,7% while Afrikaans is spoken by 10,6% of South Africans as their mother tongue. English and Afrikaans have become the dominant languages in education, as HL or L1 (Statistics South Africa 2012). This means that the majority of South African learners are affected by the Grade 4 switch to English as LOLT. In trying to learn and be taught through English as the LoLT, barriers to learning this language have become evident. Firstly, the curriculum expects learners to learn the forms of construction of an additional language and also understand the unfamiliar language. Secondly, learners often have to learn difficult, unfamiliar concepts and content at school, in a language (LoLT) that is not their mother tongue and with which they are unfamiliar. In this regard, learners are expected to learn all the subjects offered by the school in this unfamiliar language (Jonker 2016). The use of English as LoLT for learners whose HL is an African language has also negatively impacted their performance at higher institutions of learning. For instance, studies conducted by

Mbirimi-Hungwe and Hungwe (2018) and Jonker (2016) found that most of the students who enter university come from educationally disadvantaged backgrounds; English is not their HL or L1 and they may often have a low reading proficiency, such that they are unable to cope with tertiary academic linguistic demands. In addition, Madiba (2010) also cites that South African universities are faced with the enormous challenge of improving throughputs, especially among the English as Additional Language (EAL) students. The Council on Higher Education (CHE) (2007) reports that one of the contributing factors to the poor performance among these students is the use of English as LoLT. On the other hand, Ngcobo (2014) notes that a significant factor responsible for the high failure rate in South African universities is the perceived poor basic education. Similarly, McCabe (2014) points out that the first-entering students at the University of Limpopo (UL) are frequently underprepared for the cognitive demands of tertiary studies and for the level of formal/academic English proficiency required to fully comprehend lecturers, textbooks, and assessments to respond appropriately in writing. This culminates in low literacy levels in the language of learning, which is predominantly English for most students. Consequently, this has resulted in 70% of undergraduate students dropping out or being excluded at the end of the first year. In addition to the dropouts, many students fail one or more courses or pass marginally (DHET 2019).

A study conducted by Webb (2002) reports on the complexity of learning a L2 and summarises some challenges of English L2 students at the University of Pretoria:

- Many students and staff members are faced with inadequate language proficiency in the LoLT.
- Students with inadequate proficiency in English tend to experience some degree of linguistic alienation which can result in a lack of participation during lectures, and this can have an impact on their educational development.
- The learning materials designed are not suitable to address the language challenges of L2 students.
- Students are not provided with adequate guidance on the selection of the appropriate LoLT for their academic work.

It is evident from the discussions above that learning English as an additional language or learning in a language that is not one's own HL is characterised by a variety of challenges and is a complex process. Interestingly, challenges posed by learning in a second language (L2) are not exclusive to South African learners; it is a global issue too that has affected many countries in the world. For instance, the Ministry of Education in India does not perceive the L1 as a significant learning resource for learners to draw on but sees it as an interference (Selinker 1972) in the acquisition of the L2. Monolingual bias is thus a preferred method for teaching and learning English as a L2 and other subjects for these multilingual learners (Durairajan 2017). Durairajan's study (2017) concluded that the learning process was conducted through a transmissive approach rather than being a co-constructive process where the teacher accepts learners to tap into their linguistic repertoires. In this regard, Durairajan reported that learners in India struggle with the application of what was read to new contexts, evaluating perspectives or creating an argument because English is not their HL.

Lastly, a study conducted by Mohammed (2018) among Soran University students in Iraq also reported on different challenges that English as foreign language (EFL) learners face in learning English. Based on the discussions above, it can be concluded that second or foreign language learning, and the learning of an additional language depend on various factors such as LoLT, the teacher's role, the learner's attitude, environment, negative transfer, cultural differences, learning material, grammar and vocabulary, as well as mastering the four skills of the English language. All of these factors play an influential role during the learning of English L2. It is also imperative that teachers acknowledge the needs and/or demands of teaching in the 21st century and learners' difficulties and thus devise means to overcome these barriers to second language learning and attempt to curb this continued poor performance by ESL learners. As indicated by Durairajan's (2017:10) study, "the learning process should move away from being a transmissive method to co-construction of knowledge where learning resources available in a particular setting are utilised by both teachers and learners".

Since translanguaging is a preferred approach for interaction among bi/multilinguals or emergent bilinguals who developed a dynamic and flexible language system, it is imperative to discuss concepts such as bilingualism and multilingualism in this study.

2.10 Bilingualism

Bilingualism is often seen as a norm in countries such as Africa, India, Scandinavia and parts of Asia (Baker 2011). Ojima, Matsuba-Kurita, Nakamura, Hoshino, and Hagiwara (2011) add that bilingualism is nowadays not an exception but has become the norm in several countries. Moreover, research on bilingualism is constantly increasing due to the growing number of researchers in this field, rather than on monolingualism as was the case before (Portoles & Marti 2017; Skutnabb-Kangas 2000). It is also estimated that "between a half and two-thirds of the world's population is bilingual to some certain extent" (Baker 2011:47). In a country like South Africa with 12 official languages, namely English, Afrikaans, Tshivenḓa, Xitsonga, isiZulu, siSwati, isiNdebele, isiXhosa, Sepedi, Setswana, Sesotho, and Sign language, bilingualism or multilingualism is, in one way or the other, prevalent and cannot be avoided.

Research on bilingualism was initially conducted in Canada, North America (Garcia 2009b). The Canadian bilingualism model started in the 1960s in response to the use of French and English. When French was declared the language of work, business and education, conflict arose (Ricento & Burnaby, 1998 cited in Garcia 2009a). The first two models of bilingualism, namely: additive and subtractive bilingualism were proposed by Lambert (1975) as a response to this tension.

There are numerous definitions that are associated with the concept bilingualism. Garcia (2009:158) explains that bilingualism refers to "all language practices that include features beyond those described by linguists and educators as forming a single autonomous linguistic system". As a result, Garcia (2009a) proposed dynamic bilingualism which implies that language practices by bilinguals are complex and interconnected, and do not follow a linear or independent approach in their occurrence because there is only one linguistic system. To add to Garcia's (2009) definition, Sipra (2009) indicates that bilingualism is an important teaching approach for language learning and emphasises that L1 enhances understanding of the subject content during the teaching and learning process of an L2 at the intermediate phase or certificate level.

Grosjean (2010) defines bilingualism as a process that emphasises the regular use of languages rather than fluency, and that bilinguals are individuals who use two or more languages or varieties in their daily communications. Additionally, Channa, Memon, and Bughio (2016), Fielding (2015), Shakkir et al (2024) refer to bilingualism as the ability to use two or more languages during a conversation. Due to varied perspectives attached to bilingualism, traditional theorists have considered bilinguals as two monolinguals in one person (Grosjean 1982), and this led to the implementation of a strict separation of languages approach by many bilingual education programmes. These programmes reiterate the view of languages as separate systems that should be distinctly kept apart (Jacobson & Faltis 1990; Labo 1957; Selinker 1972).

Contrary to this view Garcia (2009) and Makoni and Pennycook (2007) argue that bilingualism is not two monolinguals in one person (Vogel & Garcia 2017), “not like a bicycle with two balanced wheels,” but “more like an all-terrain vehicle,” whose wheels “extend and contract, flex and stretch, making possible, over highly uneven ground, movement forward that is bumpy and irregular but also sustained and effective” (Garcia 2009:45). Fitts (2006) and Heller (1999) were criticised for referring to bilingualism as two-fold monolingualism or parallel monolingualism, claiming that the two principles concentrate on preserving strict language separation based on two distinct assumptions (Cummins 2008), with the unacceptable aim of creating students who function similarly to monolingual speakers of two different languages (Cook 2008).

The CBM framework adopted in this study (Hornberger 2007; 2003; Hornberger & Skilton-Sylvester 2000), explains bilingualism not only as mastery of two different languages, but also as a process that includes the interplay of practices with identities for bilingual speakers. This interplay of practices has been variously identified as transidiomatic (Jacquement 2005), polylanguaging (Jorgensen, Karrebaek, Madsen & Moller 2011), codemeshing (Canagarajah 2011), and translanguaging (Garcia & Kliefgen 2010). The concept translanguaging includes all the discursive practices learners and teachers engage in, including CS, to make sense of, and communicate in multilingual classrooms (Garcia & Kliefgen 2010).

To address the complexities of utilising multiple languages in the education system, it is essential to explain the terms bilingual and multilingual. Rivera and Mazak (2017) define bilingual and multilingual people as those who are fluent in two or more languages. Although this definition seems to propel the idea that languages are separate entities with finite boundaries, current research has sought to blur these borders through the use of the prefix *trans*- before the adjective -*lingual* to be termed translingual. According to Canagarajah (2013:41), translingual refers to "synergy, treating languages as mutually influencing each other". Therefore, bilinguals, multilinguals, and all users of language, select and use particular features from a unified linguistic repertoire (Vogel & Garcia 2017). Palmer, Mateus, Martinez and Henderson (2014) posit that if languages are not compartmentalised entities, then bilingualism must be considered as more than a mere mastery or combination of two distinct language systems. In contrast, MacSwain (2017) contends that a bilingual person's repertoire must also include what he refers to as language-specific internal differentiation, that is, two lexico-grammatical systems. According to Otheguy, Garcia, and Reid (2018), the evidence for two linguistic systems is considered weak, and that bilinguals do not only develop a unitary repertoire, but also a unitary linguistic system, a single lexicon, and a single grammar.

Garcia (2011, 2014), van der Walt and Dornbrack (2011) also argue that bilingualism is not a mere addition of another language in a linear manner, but is a dynamic process. Therefore, these scholars describe dynamic bilingualism as the development of various language practices to various levels for interaction in increasingly multilingual communities (Garcia & Kleifgen 2010, cited in Garcia 2014:109).

This suggests that the languaging of all bilinguals is complex and interrelated and does, therefore, not develop in a linear way. Garcia (2014) predicts that if language education programmes are designed to represent the superdiverse multilingual communities in which they live, the monolingual approach would be abandoned in L2 classrooms, and a focus on the combination of language and literacy activities will be emphasised to achieve this superdiversity. As a result, different language education programmes would make use of learners' entire linguistic repertoires as well as their dynamic language practices. Therefore, Garcia and Kleifgen (2010) propose the

concept of dynamic bilingualism, which defines bilingualism as a repertoire of similar language practices or ways of using language in specific sociocultural contexts.

2.10.1 Models of bilingualism

Channa, Memon and Bughio (2016), Lambert (1975), and Bhatia and Ritchie (2012) identify two models of bilingualism namely, additive and subtractive. These two models are discussed in the paragraphs below.

*Additive bilingualism

Additive bilingualism is defined as the addition of a second language (L2) which does not only have positive linguistic consequences but also social and cognitive abilities (Channa, Memon & Bughio 2016). According to Garcia (2014), additive bilingualism refers to one language being linearly added to another. The Language of Teaching and Learning (LoLT) is added to the learners' HL (Lambert 1975). The South African Department of Education (DBE 2011) indicates that additive bi/multilingualism includes the gradual acquisition of the L2 while maintaining the HL at the same time. In practice, however, the South African Ministry of Education has followed the transitional (subtractive) model for children born into an African language family since the 1980s. For example, in their first years of schooling South African learners are taught in their HLs (Murray 2002) and English is introduced in Grade four as their language of learning and teaching (LoLT) throughout their schooling system (LiEP 1997). This model was also applied to the Grade 7 learners in this study. It is interesting to note that once additive bilingualism is implemented, subtractive bilingualism is immediately introduced when the learners' HL is no longer valued as a resource for learning. Although these learners have been exposed to English for only four years, they are expected to have attained an adequately high level of competence in English for reading and writing well in English. On the contrary, the South African LiEP (1997) does not benefit the majority of these children whose HL is either, Tshivenḓa, Xitsonga, isiZulu, siSwati, isiNdebele, isiXhosa, Sepedi, Setswana, or Sesotho. This is because these children are expected to make an early transition to learning in another language that is unfamiliar to them. In this connection, MacDonald (1997) reported that Black learners and their teachers struggled to cope with the transition to English as their LoLT in Grade 5. His research still holds true. Hence, it

should be borne in mind that the additional language must not replace the home language; both languages continue to be useful and valued. For instance, in the past, the Franco-Russian bilingualism in the period of Tsars was introduced for a better understanding of the subject matter content during the teaching and learning process. Likewise, bilingualism among the aristocracy and social elites was considered natural and proper and every educated person knew more than one variety (Bhatia & Ritchie 2012). In this regard, Lambert (1975) asserts that additive bilingualism is meant to benefit students in terms of social and cognitive aspects. On the other hand, in South Africa, the use of the HL as LoLT has only benefitted the minority group of English and Afrikaans-speaking children because they are taught in their L1.

*Subtractive bilingualism

Subtractive bilingualism signifies the acquisition of the L2 while disregarding the skills already acquired in the L1 (Channa, Memon & Bughio 2016; Lambert 1975). It furthermore implies a situation in a community where one language is valued more than the other, where one dominates the other, where one is on the ascendant and the other is diminishing (Bhatia & Ritchie 2012). For instance, subtractive bilingualism occurs when a learner's HL is taught for a few years and completely replaced by another language as medium of instruction. This happens at the expense of a learner's HL and its accompanying competencies (Cummins 1984; Garcia 2014). Subtractive bilingualism emphasises monolingualism and reduces the speakers' repertoire (Mbirimi-Hungwe & Hungwe 2018). In addition, Garcia (2009a) points out the disadvantages of subtractive bilingualism by stating that it silences learners' HL which leads to the death of the L1 of the children and the death of minority languages. This monolingualism as propelled by the subtractive model further results in inferior academic achievements.

In some instances, subtractive bilingualism was caused by the linguistic minorities who felt the necessity to learn the socio-economically prominent language for better social mobility. For example, speakers of a vernacular in the former English or French colonies can be cited in this instance (Hoffman 1991). Pakistanis prefer English as LoLT from the early education of their children. The private school education system focuses on subtractive bilingualism in Pakistan where the HL is ignored and the second language (L2), that is, Urdu or English, is taught from the beginning as a

medium of instruction. Needless to say, Pakistan may need to switch to dynamic bilingualism which does not cost the sacrifice of HL for learning other languages. Instead, it rather collaborates for a firm stability for better academic results in L2 (Channa et al 2016).

While taking into account the linguistic complexities of the 21st century which is a product of globalisation and people's rapid migration around the globe, Garcia (2009a) declares that subtractive and additive bilingualism are inadequate models to acquire an additional language. In her argument to explain their inadequacies, she explains the two models as follows: The two models are compared to cycles. Subtractive bilingualism is compared to a unicycle because of its emphasis on monolingualism whereas additive bilingualism is compared to a two-wheel bicycle; the two wheels of which are wheeled independently of each other most probably at the same speed. In this regard, Garcia (2009a) argues that the two balanced wheels are not suitable for the rough terrain caused by the linguistic complexities of individuals around the world. Therefore, Garcia (2009b:23) proposes dynamic bilingualism which is "likened to an all-terrain vehicle with wheels that turn in all directions, contract and extend". Garcia (2009a) asserts that dynamic bilingualism is an adequate model that can be applied to resolve challenges for the linguistic complexities of the 21st century because it goes beyond the idea of separation of languages, that is, L1 and L2, and of additive or subtractive bilingualism. Dynamic bilingualism views the language practices of all bilinguals as a multifaceted and interconnected process and does not follow a linear approach when it occurs because bilingual speakers possess a single unified repertoire (Garcia, Flores & Woodley 2012; Garcia & Li 2014).

Garcia (2011) notes that translanguaging which is related to dynamic bilingualism, allows bilingual individuals to select when and which language features they should use to meet their communicative needs, allowing them to fully participate in a globalised, multilingual, and flexible society (Garcia 2011). As a result, bilingualism allows individuals to fully benefit from the permeability of learning and function in two languages at the same time (Park 2013).

2.10.2 Benefits of bilingualism

The recognition of the prevalence of bilingualism sparked criticisms because the separatist ideology believed it could result in psychological and social harm. In light of these criticisms, Dewaele, Housen, and Li (2003) argue that there is increasing evidence that bilingualism, given the right conditions, can engender a variety of beneficial factors such as intellectual, psychological, social, cultural, and economic improvements in the individual. Likewise, studies by Baker (2001), Cummins (2000), and Skutnabb-Kangas (2000) signify the importance of bilingual children's mother tongue for their personal and educational development by presenting the following positive issues:

*Positive effects on children's linguistic and educational development

Bilingualism is associated mostly with positive effects on children's linguistic and educational development if implemented appropriately. Baker (2001), Cummins (2000), and Skutnabb-Kangas (2000) suggest that there is more development of flexible thinking among bilingual children due to the processing of information through two different languages. Additionally, King and Mackey (2007) explain that bilingual learners develop higher cognitive flexibility and metalinguistic awareness than monolingual learners when engaged in bilingual programmes. The South African Department of Education concurs with this view in its LiEP (1997), which stipulates that the desired way to introduce an additional language is to sustain the HL, that is, additive bilingualism. However, it is imperative to mention that bilinguals should not be seen as two monolinguals in one person, but an individual with a single unitary repertoire (Garcia 2009). For this reason, to achieve academic success for their learners, Grade 7 teachers in this study, should consider Tshivenḓa HL and English as a single repertoire for learners to draw on as they learn English FAL. Ochoa and Cadiero-Kaplan (2004) mention that the provision of quality education in their primary language to students means that schools should give them two things, namely: knowledge and literacy. This implies that the knowledge acquired by the students through their HL assists them to understand the English they hear and read with more comprehension while literacy developed in the L1 transfers the understanding to the L2 (Krashen 1994). Finally, positive transfer of information results in an enhanced understanding of the L2 texts during the learning process.

*Children's HL as a predictor of their L2 development and success

The level of development of children's mother tongue serves as a strong predictor of their L2 development and academic success in school. A solid foundation of the children's HL prior to school enrolment provides stronger literacy abilities in the L2 to be learnt at school. Thus, students with well-developed HL skills, especially those related to literacy, are expected to have a head start (Channa et al 2016). Brooks and Karathanos (2009:49) assert that "children whose academic instruction is in both L1 and L2 perform better linguistically, cognitively, and academically in their second language when compared to students who only receive instruction in English". Data collected by Lucas and Katz (1994) during classroom observations indicate that the integration of learners' HL into instruction is an effective practice. Drawing from the discussion above, it can be concluded that for better L2 development and academic success among the seventh graders in this study, the use of Tshivenḓa HL should have been continued from Grade 4 and not ignored because it is a valuable resource for their learning of English FAL.

*Development of children's abilities in the majority school language

When children's HLs are promoted, they tend to develop their abilities in the majority school language. Bilingual children perform better in school when their HL is effectively taught whilst developing literacy in that language. According to Cole (2019), learners who are encouraged to use their HL outperform those taught through the monolingual bias or English-only approach. In a similar vein, Boakye and Mbirimi-Hungwe (2015), Garcia and Kleyn (2016), Makalela (2015), Mbirimi-Hungwe and Hungwe (2018) report that there are cognitive and academic benefits to students using their full linguistic repertoire. The outcome of the research conducted by scholars above implies that if Tshivenḓa HL is allowed among the seventh graders in their classrooms, there is the possibility that these learners may show an improvement in language development and academic success. The assertion by Rolstad, Mahoney, and Glass (2005) is that when students' L1 is used for a prolonged period, acquisition of English and attainment of grade level parity by emergent bilinguals is faster than with non-English Language Learners (ELL) in academic areas. Garcia (2009), Gort (2012), Hornberger and Link (2012), Martinez-Ronald and Sayer (2006), and Palmer and Martinez (2013) add that the ability to use a student's L1 other than English should be a skill to be intensified in

schools because it provides an academic advantage for students and can lead to bilingualism, biculturalism, and biliteracy. The implication of this view is that accessing prior knowledge in the L1 serves as an important resource for students who write in the additional language (Tullock & Fernandez-Villanueza 2013). For example, a study conducted among secondary students in Sweden with different cultural backgrounds, reports that these students tend to trigger Swedish (students' HL or school language) as the language of thought while engaging with an essay task in English (Gunnarsson, Housen, van der Weijer & Kallkvist 2015). In other words, Swedish students used their L1 as a learning resource to draw on while they were engaged in an academic activity. This suggests that students' L1s could never become a liability to their learning but are a valuable learning resource to draw on. The aforesaid statement is supported by scholars such as Ambele (2020; 2022), Chukwuemeka and Ambele (2022) when they assert that bilingualism is a resource for learning among bi/multilinguals because languages complement one another to create understanding. Yafele (2021) posits that the borders between African literacies and languages are porous and leaky, with all languages serving as a means of mutual understanding. Similarly, if Tshivenḓa HL is allowed and utilised appropriately in Grade 7 English FAL lessons, both teachers and learners would consider it as a valuable asset that accelerates second language development. Furthermore, Cook (2010), Druce (2012), and Leonard (2010) have shown that the L1 and L2 are inevitably intertwined in the minds of English as a foreign language (EFL) writer. This translingual action should be harnessed. The stance taken here by these scholars is that languages are characterised by interdependence. This means that the stronger language provides support to the weaker one for development (Baker 2006; Cummins 2007).

Research on language development and academic success for English Language Learners (ELLs) indicates that recognising and using learners' L1s as a learning tool is vital for their enhanced performance at school. Moreover, it shows that using learners' L1s provides them with greater access to academic content, advanced cognitive growth, and greater development of their English language skills (Karathanos 2009). Freeman and Freeman (1993) elucidate that while the idea that maximising the input of English into ELLs' educational experience to enhance their English skills is logical, it is unfortunately, not supported by research. They state, "the most effective way for bilingual students to develop both academic concepts and

English language proficiency is through their first language" (Freeman & Freeman 1993: 553). This phenomenon is clarified by Cummins (2007) when he mentions that instruction for ELLs needs to stimulate and build upon students' prior knowledge explicitly. In instances where educators tend to overlook the use of learners' L1s, they are not allowing learners to utilise their current knowledge and prior experiences as a resource for learning; much of this overlooked information is encoded in their L1s.

*L1 is not a hindrance to children's academic development

Researchers who believed in the monolingual approach in the teaching and learning of L2 cited that L1 is a hindrance to language development and academic success (Brown 1994; Lado 1957; Krashen 1981). However, this view was refuted by Baker (2001), Cummins (2000), Gort (2012), Hornberger and Link (2012). In their studies, these scholars find that children who receive academic instruction in both L1 and L2 perform better linguistically, cognitively, and academically in their second language than students who were taught in English only. Palmer and Martinez (2013) and Romanowski (2020) therefore posit that utilising learners' L1s as the LoLT does not harm their academic development but enhances the process of learning. Educational research findings conducted in many countries around the world report that the use of minority languages in bilingual programmes can promote literacy and subject matter knowledge without any negative effects hindering the development of children's development in the majority language (Baker 2001; Cummins 2000; Skutnabb-Kangas 2000). To add to this view, researchers (Garda-Choros 2009; Larsen-Freeman & Cameron 2008) state that many researchers concur that bilingualism would be better termed as the dynamic learning and teaching approach among bilinguals or multilinguals. Consequently, Herdina and Jessner (2002) propose a dynamic model of multilingualism centred on dynamic systems theory, which foregrounds the interplay between language systems and maintains that the acquisition of the L2 is not merely an addition of different languages. They argue that there are no separate language systems, and bi/multilinguals produce a change both in the systems involved, as well as in the degree of metalinguistic and metacognitive awareness of the speaker (Jessner 2006).

To optimise learning and academic success, Alsherhi (2017), Hornberger (2005), McMillan and Rivers (2011) and Romanowski (2020) aver that bi/multilinguals should

be allowed and enabled to draw from across all their existing language skills (in two or more languages), rather than being controlled and inhibited from doing so by monolingual instructional assumptions and practices. Nation (1990, cited in Alsherhi 2017) reports that refusal of children's L1 in the classroom impacts their learning process negatively and they start to perceive their languages as inferior when compared to the L2.

To gain effective results in the mastery of content, it is significant that a teacher possesses the ability to employ skills that children have already acquired in their HL and apply them appropriately to the L2 (Grenfell & Harris 2015; Jessner 2008). It is clear from this current research that using children's L1 does not hinder their academic progress or English language skills development (Reyes & Asuaea 2008). Instead, the use of children's L1 allows them to use what they already know as a building block for new learning. This implies that there is a correlation between HL literacy and English literacy, that is, children with L1 literacy typically acquire English literacy faster and, can transfer their L1 knowledge to their knowledge of the L2 (Cummins 2007; Romanowski 2019). Therefore, the use of both L1 and English by ELLs during their learning process assists with the scaffolding of their learning environment and makes English more comprehensible to them (Martin-Beltran 2009).

It can be concluded in this section that learners' HL provides beneficial factors in the learning and development of their L2 because of the interplay and interconnectedness that exist between the two languages. This implies that the use of Tshivenḓa HL by Grade 7 teachers and learners to teach and learn English FAL cannot delay the acquisition and development of their L2 because the HL would be used as a building block for L2 acquisition. It can be asserted in this study, that if Tshivenḓa HL and English are employed appropriately in Grade 7 classrooms, the idea of language separation can be discarded and the two languages can be considered as entities that are not bounded, but flexible and interconnected.

2.10.3 Bilingual education

Bilingual education was introduced during the Greek and Roman times and currently, many countries throughout the world have started to introduce some form of bilingual education either in public or private schools (Cummins & Hornberger 2008). McCarty (2010b) categorises bilingualism into four levels, namely: individual, family, societal,

and school levels. For this study, when bilingualism is discussed at the school level it is referred to as bilingual education. The term bilingual education is described by Cummins (2008; 2009) as an organised and planned programme that uses two (or more) languages of instruction and further points out that bilingual education has positive outcomes in most cases, for example, the improvement of students' L2 skills. McCarty (2012) adds that bilingual education should involve teaching in two or more languages in a school as LoLT for students to learn regular school subjects. A variety of studies support the two-way programmes which in most instances take place in bilingual education (Dixon, Wu & Duraghmeh 2012). Contrary to this view, Fishman (1997) indicates that when elite monolinguals were developed as bilinguals, the L2 that they were taught was meant to be used completely separately from their first language (L1). This elite bilingualism (Fishman 1977) is always understood as being composed of two different languages, namely an L1 and L2 or L3, where at least one of which is a dominant European one. These developmental bilingual education programmes had a strict language allocation policy which stated that students are never allowed to speak a different language from the one determined by the policy followed in school. A definition of bilingual education by Fishman (1977) is not suitable for the present study because the researcher advocates for the use of two or more languages that are interdependent on one another and form a bi/multilingual's single repertoire. To clarify this point, the researcher does not perceive bi/multilinguals as two or three monolinguals in one person, but as individuals who possess an integrated single language system.

According to Eastman (1983), the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) in 1951 made a worldwide recommendation that every effort should be made to provide education in the mother tongue irrespective of functions or status of the language in question. The primary reason is that there is a preference among children to receive their education in their mother tongue in those countries where there are two or three languages of equal status. However, learners in many countries of the world are not given the fundamental right to education in their mother tongue. They do not receive their education in the mother tongue or only receive it partially in the mother tongue. For instance, in spite of the transformation of the South African language policy to recognise all 11 languages as official, English is more powerful and entrenched (van der Walt & Dornbrack 2011). South African learners

who are not mother tongue speakers of English or Afrikaans continue to receive their education in English from Grade 4 onwards despite the stipulated cognitive benefits of the mother tongue or L1 instruction and bilingual education. It is also the goal of multilingualism in the national Language in Education Policy of 1997. In fact, it could be stated that the basic rights of South African children to learn in the language they understand better are violated by the Ministry of Education.

In support of the importance of bilingual education, a study conducted by Senesac (2002) reports that L2 learners of English who enrolled for bilingual programmes for at least five years performed above the grade level of learners in monolingual programmes on standardised tests of second language reading. This finding indicates that if bilingual education and its related programmes are correctly implemented there would be potential educational benefits in terms of academic development among bilingual learners.

2.11 Multilingualism

According to Romaine (2008), multilingualism is not regarded as a minority phenomenon, but a necessary and normal practice for the majority of the world's population. It is estimated that half of the world's population is multilingual (Romaine, 2008). This is a result of factors such as increased mobility and the spread of communication technologies that have blurred linguistic landscapes. Furthermore, more linguistic integration among individuals is possible across the globe, regardless of demographic and social features such as age, gender, and nationality (Apfelbaum & Meyer 2012). The importance of multilingualism and language learning among Europeans led the Council of Europe to conceptualise the term plurilingualism (Vallejo & Dooly 2019). Several other new concepts were furthermore coined as a result of the greater understanding of multilingual practices among speakers. The new conceptualisations have been advanced with terms like polylanguaging (Jorgensen, 2008), metrolingualism (Pennycook & Otsuji 2015), translingual practices (Canagarajah, 2013) and translanguaging (Blackledge & Creese 2010; Garcia 2009; Garcia & Li 2014; Otheguy, Garcia & Reid 2015; 2018; Li 2018).

For the purpose of this study, which is on teaching and language learning of English L2, the terms that are often used to describe new understandings of multilingual practices in language education programmes are bilingualism, multilingualism,

plurilingualism and translanguaging. The concept multilingualism is defined in numerous ways by researchers. Garcia, Peltz and Schiffman (2006:22) define "multilingualism as proficiency of varying degrees in several languages and experiences of several cultures". Additionally, Jessner (2008) defines multilingualism as an acquisition of more than two languages and encompasses a broad range of meanings, including the mastery of two languages. According to UNESCO (2012), multilingualism is a concept that also embraces the term bilingualism which refers to knowing and using at least two languages (Channa et al 2016; Fielding 2015). In this regard, it can be summed up that the term multilingualism applies to the process of using three or more languages (Aronin 2018; Richards & Schmidt 2010). The conceptualisation of multilingualism regards multilinguals as individuals who are rarely equally fluent in all the languages they know, because different languages are used for different purposes (Romaine 2008). For instance, a Tshivenḓa student tends to speak his/her HL with family members or friends and uses Setswana or isiZulu for social communications with fellow students. English is then utilised in the classroom for presenting, discussing academic activities and communicating with teachers or lecturers. However, within the translanguaging context, Tshivenḓa, Setswana, isiZulu, and English can all be used interchangeably by students in an educational context to deepen students' understanding of the subject content. Mbirimi-Hungwe (2016), and Mbirimi-Hungwe and Hungwe (2018) report that a translanguaging strategy can be an appropriate approach to reduce the high academic failure rate caused by the monolingual strategy used among university multilingual students. In the same vein, Madiba (2014) reports in his study conducted at the University of Cape Town that multilingual glossaries can be used as a means to provide academic improvement among English Additional Language students (EALs). According to Makalela and McCabe (2013), multilingualism is a valuable resource that university students can tap into because their languages contain several competencies. Similarly, Ambele (2020; 2022), Chukwuemeka and Ambele (2022) aver that bilingualism is a resource since languages may complement one another.

The South African government has enshrined multilingualism in the constitution after attaining its democracy in 1994 due to the country's linguistic diversity. According to Wurm (1999), multilingualism is regarded as a norm in South Africa. To this end, the Constitution of South Africa (1996) recognises twelve official languages as amended

on 02 May 2023. The official languages are English, Afrikaans, Tshivenḓa, Xitsonga, isiZulu, siSwati, isiNdebele, isiXhosa, Sepedi, Setswana, Sesotho, and South African Sign Language. Therefore, the South African Department of Education policies such as the Revised National Curriculum Statement (DBE 2002), and the Curriculum and Assessment Policy (DBE 2011) have encouraged learners to learn at least two languages, where one is regarded as a HL, and the other an additional language. Moreover, the LiEP (DBE 1997) also makes provisions for learners to learn through the medium of any official language of their choice. It further promotes the learning of a HL and at least one additional language. According to Heugh (2002), the main objective of language is to encourage and promote the use of the HL alongside other languages of wider communication such as English. To promote additive multilingualism, the LiEP (DBE 1997) stipulates that learners must at least pass two languages in Grade 12 and one of these should be a HL. Jorgensen, Karrebaek, Madsen, and Moller (2011) point out that multilingualism has refrained from promoting the separation ideology, but instead perceives learners' languages as a single linguistic repertoire and valuable resources to draw on to accomplish the goal of communication. According to Moll et al (1992:133), learners bring with them "funds of knowledge – the prior acquired and developed bodies of knowledge, experiences and skills necessary for their everyday functioning and well-being". These knowledge funds contain cultural and cognitive resources that can be used in the classroom to respond to cultural needs while also providing meaningful and effective teaching. It is the responsibility of the teacher to be able to use effectively the previously learned languages and a target language in the process of being developed (Grenfell & Harris 2015; Jessner 2008). The use of these funds of knowledge by teachers and learners provides benefits such as engaging in the real-world of meaning-making and identity discovery, which are significant, but are often overlooked facets of learning (Moll et.al 1992).

In conclusion, multilingualism is commonly recognised as a major source of 'funds of knowledge,' not only because of the complex linguistic systems but also because of the socio-cultural knowledge embedded in the languages, as well as the social-cultural histories and experiences of language users, including migration histories and experiences (Boyd, Brock & Rozendal 2004; Saxena & Martin-Jones 2003). This implies that disregarding learners' HL in the classroom can be perceived as a means

of taking away their identity and depriving them of an opportunity to acquire L2 by using previously learned languages.

2.12 Conclusion

In conclusion, the aim of this chapter was to provide a review of the empirical research included in the literature referred to in the study and underpinned by the two theoretical frameworks to validate the discussion provided. The theoretical frameworks outlined and discussed explicitly in this chapter are Hornberger's continua of biliteracy model (1989) (CBM) and Vygotsky's socio-cultural theory (SCT) (1978). This chapter also reviewed the translanguaging concept, its origins and other related topics such as code-switching (CS), bilingualism and bilingual education, multilingualism and plurilingualism. In addition to this, the advantages and goals of translanguaging were outlined to highlight its effectiveness in the teaching and learning of bi/multilinguals. Noteworthy, is that the overall findings of all the relevant empirical research concur with the view that bi/multilingualism practices in the classrooms enhance academic success and that the alternation of languages does not cause any delay in or hindrances to the learner's language development. In other words, the translanguaging approach serves to scaffold the learning process in emergent bilinguals; contrary to the purist's view that languages should be separated to avoid cross-contamination as there are certain features regarded as impure, improper or incorrect. Equally important, this chapter further discussed the perceptions and language attitudes of speakers towards the choice of the language(s) to be used for communication and academic purposes.

Although most of the research reviewed in this chapter has been conducted in developed countries, there is much less information on this issue in developing countries such as South Africa. Such being the case, it is necessary to be committed to the collective creation and co-construction of knowledge, to engage in verbally explicit forms of reasoning. The next chapter discusses the qualitative methodology as the research approach employed in this study. It also outlines the research design and describes the population and sampling process; data collection methods and the data analysis procedures adopted in this study and shows how the research objectives are integrated into the study.

CHAPTER 3 : RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology employed to conduct this study. The mixed research methodology is discussed in detail to indicate the extent to which it is regarded as the appropriate and relevant research methodology for this study. Furthermore, this chapter provides an overview of the research design, that is, convergent parallel mixed-method design, the population and sampling, and the instruments used to collect data. The thematic and descriptive analyses are discussed in detail to explain explicitly the steps followed to analyse the qualitative and quantitative data collected for the study. Lastly, the quality criteria of the study are presented whilst ethical considerations followed before and during the data collection processes are also discussed.

3.2 Research method

A research methodology is described as the steps followed by the researchers to describe, explain, and predict the phenomena of their work (Rajasekar, Philominaathan & Chinnathambi 2013). Creswell (2014: 45) describes research approaches as “plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation”. The three distinct approaches connected to research are qualitative, quantitative, and mixed methods (Creswell & Creswell 2023; Tashakkori, Johnson & Teddlie 2021). This study followed the mixed method approach which refers to the utilisation of both qualitative and quantitative approaches (Creswell & Poth 2017; Tashakkori, Johnson & Teddlie 2021). The mixed method approach refers to a process of collecting or analysing qualitative and quantitative data either sequentially or concurrently in a single study and the integration of data is done during the research process (Creswell & Poth 2017; Tashakkori & Teddie 2010). The study employed the mixed method approach because it intended to provide “a complete understanding of a research problem than either approach alone” (Creswell 2013:189) and to corroborate the data collected (Johnson, Onwuegbuzie & Turner 2007). The fundamental principle of the mixed method research is the combination of data sets to provide accurate and understandable findings to answer the research questions rather than with a single

approach (Guest & Fleming 2015). Additionally, this approach fits this study because it strengthens the study's findings presented in each approach while minimising the weakness of the other (Creswell 2014; Dawadi, Shrestha & Giri 2021; Tashakkori & Teddlie 2010). This means that mixing the quantitative and qualitative approaches in a single study intends to present insightful and well-balanced results about the phenomenon under investigation (Flick 2020).

The qualitative and quantitative data in this study were concurrently gathered to avoid continuous disruption of teaching and learning and other planned programmes for the year at the sampled schools (Creswell & Creswell 2023). This concurrent process resulted in the integration of data during the implementation and discussion stages. The researcher was prompted to utilise the mixed method approach guided by the research aim and research questions presented in chapter one of this study. Since the study aimed to explore the teachers' and learners' perceptions of the use of a translanguaging approach in the teaching and learning of English FAL among Grade 7 Tshivenḓa learners, the mixed method approach was considered an appropriate research method for the following reasons:

- First, the researcher intended to provide the breadth and depth of the study's findings. For instance, qualitative data collected through semi-structured and focus group interviews provided a more descriptive and narrative form (depth) so that the researcher could convey the experiences and opinions of teachers and learners. On the other hand, the quantitative approach presented the breadth of the study by providing data collected using questionnaires (Dawadi, Shrestha & Giri 2021; Flick 2020).
- Second, the combination of the qualitative and quantitative methods is considered complimentary to one another which adds strength and value to the study's findings. In other words, using both qualitative and quantitative sets produce greater certainty and wider implication in the conclusion of the study (Maxwell 2016; Morgan 2014).
- Third, the application of the mixed approach in a study overcomes the weakness of each method. This implies that the qualitative method becomes stronger in the aspects where a quantitative method is weak and vice versa (Dawadi, Shrestha & Giri 2021).

- Finally, the researcher opted for the mixed method approach because of its significant value in terms of data triangulation. In a mixed method, data triangulation is preferred because it validates the results of the study gathered using a single method (Dawadi, Shrestha & Giri 2021; Flick 2020). This implies that data collected during semi-structured and focus groups interviews were utilised to validate questionnaire findings.

3.3 Research design

According to Creswell and Creswell (2023), and Creswell (2014), the research design serves as a guide for conducting investigation research of the study. This encompasses the intended methodology, the information to be gathered, context, mode of collection, source of information, and conditions surrounding the information gathering. Moreover, Kumar (2011) defines a research design as the framework and strategy for the inquiry that is utilised to gather data to address the research issue. Thus, a research design comprises plans, tactics, and procedures for conducting research that involve choices ranging from fundamental worldviews to specific techniques for gathering and analyzing data. Treagust, Won, and Duit (2014) also affirm that a research design encompasses a variety of elements, such as knowledge of the methodology, instruments for collecting data, improving quality, ethical issues, and data analysis.

Overall, the purpose of the research design is to address the research questions, which leads to the selection of an appropriate research methodology for data collection (Tashakkori, Johnson, Teddlie 2021). According to Creswell and Plano Clark (2011), mixed method incorporates six major elements of the mixed method designs, namely, the explanatory, exploratory, convergent parallel design, transformative design, embedded mixed method designs, and the multiphase design.

The convergent also known as concurrent or parallel mixed methods design aims to gather quantitative and qualitative data concurrently, combine the data, and interpret the findings to understand the research problem (Creswell & Creswell 2023; Johnson & Christensen 2017). Figure: 3.1 below presents a diagram of the convergent parallel mixed-methods design.

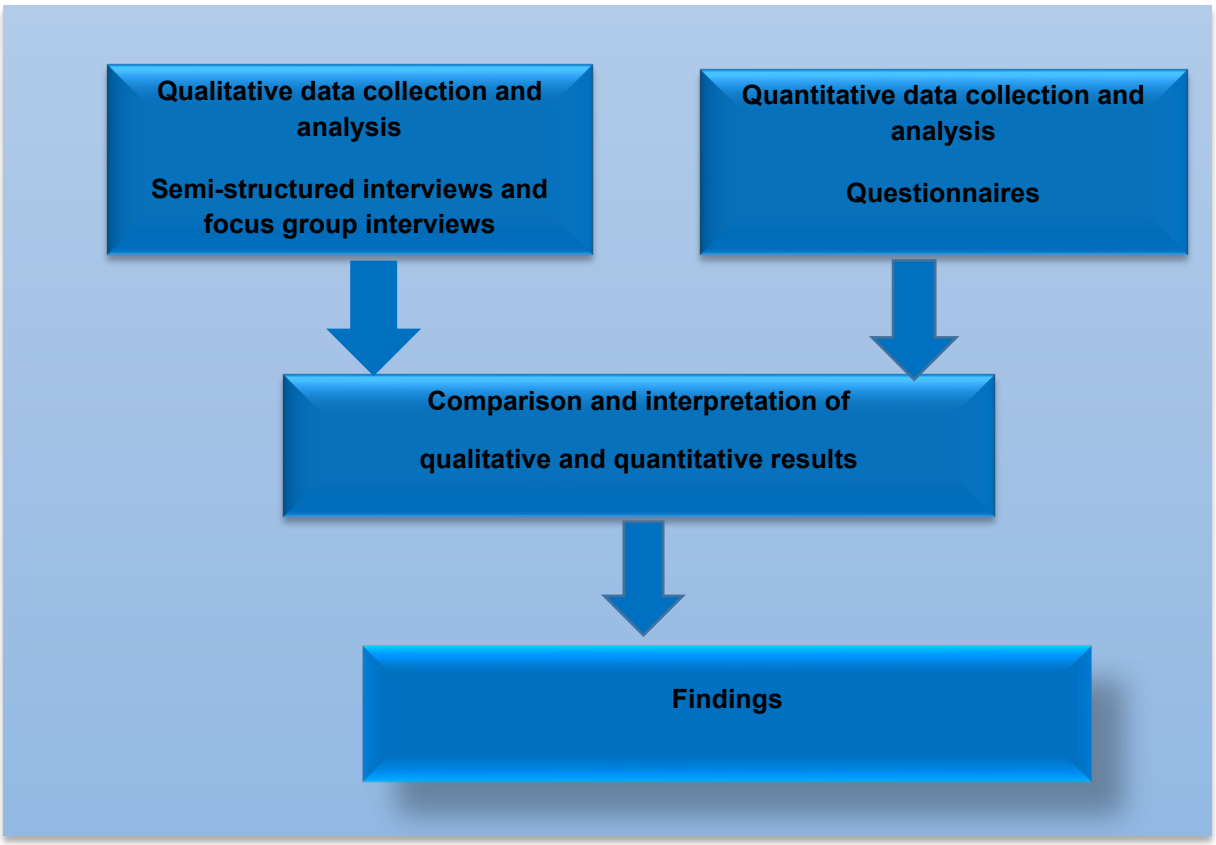

Figure 3.1: Convergent parallel mixed methods design

Adapted from: Creswell and Plano (2011)

The convergent parallel mixed-methods design supports the implementation of both quantitative and qualitative data sets to provide well-detailed study findings (Creswell & Creswell 2023; De Vos, Strydom, Fouche & Delport 2018). The rationale for employing this design was that the researcher intended to gather two types of data sets (qualitative and quantitative) concurrently to understand the perceptions of Grade 7 teachers and learners towards translanguaging in the teaching and learning of English FAL. Although data analysis for each data set was analysed separately, there was no data set prioritised as compared to exploratory, explanatory, and embedded mixed designs (Creswell & Plano Clark 2011). The intended purpose of this process was to compare the findings and determine the extent to which they converged or diverged. In so doing, the researcher could present conclusions about teachers' and learners' perceptions towards translanguaging that are complete and well-substantiated.

The nature of this study design prompted the researcher to utilise various instruments, such as classroom observations checklist, focus group interviews, semi-structured interviews, and questionnaires to collect data from teachers and learners in a classroom setting. This study was conducted at three primary schools visited by the researcher to gather data from Grade 7 English FAL teachers and learners. The focus was on their perceptions of the translanguaging pedagogy in the teaching and learning of English FAL. The researcher ensured that all three cases under investigation at the three primary schools pertained to a single study which was to explore the perceptions of teachers and learners towards translanguaging as a strategy to teach and learn English FAL. The convergent parallel mixed-methods design provided the researcher with an opportunity to gather unique information about participants' perceptions because it enabled very close scrutiny of the concurrent collection of quantitative and qualitative data.

3.3.1 Population and sampling

** Population*

The population of a study is defined as the entire set of elements, data or group of people that are of interest to a researcher and from which a sample is selected (Creswell & Creswell 2023; Kellehear 2020). Additionally, Torres and Nyaga (2021) indicate that population is a collection of objects or persons that possess similar features. The context of this study is Luvuvhu Circuit in Vhembe District which has 55 primary schools situated south-east of Ṱhohoyandou town, Vhembe District, Limpopo Province. These schools are ranked as quintile one, meaning no fee-paying schools and they receive funding per learner from the government, as opposed to schools in quintiles 4 and 5. In other words, these learners are also provided with a daily nutritious meal as per the South African National School Nutrition Programme (DPME 2014). The 55 primary schools comprised Black learners only, who are Tshivenḓa mother-tongue speakers, the most prevalent language spoken in the area. The rationale for the selection of Grade 7 learners was based on that they were registered for both English FAL and Tshivenḓa HL. On the other hand, teachers were selected because they taught English FAL in Grade 7 and are Tshivenḓa mother-tongue speakers. In

these schools, teachers are expected to teach using Tshivenḓa as LoLT from Grades R-3 and English as LoLT from Grades 4-7 as per the South African departmental policy (DBE 2012).

** Sampling*

Within a research context, sampling is an aspect associated with research design. The researcher opted to utilise the sample that could provide important information relevant to the present study**.** Creswell and Creswell (2023), Guest et al (2013) and Trochim (2020) define sampling as the process of selecting a subset of items from a defined population for inclusion into a study. This study employed two different types of sampling to obtain data from qualitative and quantitative methods. In the qualitative phase, non-probability sampling was employed while the quantitative phase followed the probability sampling procedure (Bryman & Bell 2015). According to Bell et al (2015) and Tashakkori, Johnson, Teddlie (2021) nonprobability sampling also referred as convenience sampling is the process of selecting participants based on their availability and convenience. With convenience sampling, participants are selected from the population that is accessible or convenient to the researcher (Bell et al 2015; Tashakkori, Johnson, Teddlie (2021). On the other hand, probability sampling means that every individual of the population has a predefined opportunity of being selected for inclusion in the sample (Makwana, Engineer, Dabhi & Chudasama 2023). To determine the appropriate number and the characteristics of the sample required, the researcher relied on the aim and research objectives of the study.

The researcher utilised purposive sampling, a non-probability form of sampling and simple random sampling, a probability form of sampling (Bell et al 2015) to sample the participants of this study. Bell et al (2015) aver that purposive sampling selects participants for inclusion in a sample according to certain characteristics, knowledge, experiences or their relevance to the research objectives. Furthermore, simple random sampling is sampling that provides every individual has an equal chance or probability to be selected in the sample from the population (Thomas 2020; Bell et al 2015). As explained in section 3.3.1 above the two procedures were selected to find an appropriate sample for the two data sets. The main purpose of purposive sampling is to sample participants in a strategic way to ensure that the participants sampled are

appropriate for the research (Bell et al 2015). The researcher applied purposive sampling to the population, that is, a non-random sampling technique with the intention to solicit persons with specific characteristics to participate in the research study (Flick 2020; Gray 2014; Guest et al 2013; Schreiber & Asner-Self 2011; Tashakkori, Johnson & Teddlie 2021). Furthermore, the study did not adopt a simple random sampling because in this procedure there is an equal chance of selection for the sample (De Vos et al 2018; Bell et al 2015). Out of the 55 primary schools that had an equal opportunity for selection, only 3 primary schools were conveniently sampled to participate in the study. That is, the 3 primary schools were selected because they were easily accessible and were within an 8 km radius of where the researcher resides. Each of the 3 sampled primary schools had 3 Grade 7 English FAL classes that were purposively sampled and formed part of the study. The enrolment in these 9 Grade 7 classes was 198 learners.

The Grade 7 English FAL teachers were purposively sampled from the 3 primary schools. From each sampled primary school, 3 teachers were allocated to teach English FAL in Grade 7. In this regard, 9 teachers at the 3 schools participated in the study because they shared similar characteristics, that is, they all teach English FAL in Grade 7 and are Tshivenḓa mother speakers. Overall, out of the population of 20 teachers, only 9 Grade 7 English FAL teachers participated in the study.

Grade 7 Tshivenḓa learners were selected as participants in the study for the following reasons. Firstly, it was their final primary grade before entering high school (FET phase). In other words, the group served as an ideal population to determine and provide learners' perceptions of the use of the bilingual teaching and learning strategy. This was done to fill in the knowledge gap on biliteracy development in primary school. Secondly, it was their fourth year of exposure to English as LoLT after the transition stage. In terms of the Language-in-Education Policy (LiEP 1997), it is the only primary grade that requires learners to demonstrate adequate proficiency in LoLT for them to flourish at the next education level. Finally, a sample of seventh graders was preferred because there is a dearth of research in this grade when compared to other grades in the Senior Phase.

Sampling of learners followed this process: 90 Grade 7 English FAL learners were purposively selected from the 3 sampled primary schools with a population of 198 learners. In other words, 30 learners were purposively selected from each of the 3 sampled Grade 7 English FAL classrooms. Furthermore, random sampling was conducted among the sampled 90 Grade 7 English FAL learners to obtain 30 learners to participate in the focus group interviews. This implies that 10 learners were randomly sampled from 30 learners from each of the 3 sampled schools.

Table 3.1 below provides a summary of the participants' details who participated in this study.

Table 3.1: A summary of the sampled participants for the study

Participants	School A	School B	School C
Number of purposively sampled teachers	3	3	3
Number of learners enrolled in each Grade 7 English FAL class	65	70	63
Number of purposively sampled learners	30	30	30
Number of randomly sampled learners	10	10	10

The section below outlines data collection methods and instruments used during the process.

3.3.2 Data collection

Data gathering is defined as a methodical way of gathering information relevant to the research objectives using methods such as interviews, participant observations, focus-group discussions, narratives and case histories (Burns & Grove 2007; Creswell & Creswell 2023). In this study, the researcher collected data using the following instruments: a checklist for classroom observations, questionnaires, focus group interviews, and semi-structured interviews. The use of different data collection instruments contributed towards convergence, corroboration, and correspondence of results (Creswell & Piano 2007; Johnson & Christensen 2020). Additionally, this approach helped the researcher to collect accurate and dependable data. Data triangulation is endorsed by Johnson and Christensen (2020) and Leedy and Ormorod (2015). They mention that the mixing of different methods of data collection is an excellent way of conducting high-quality research. In this study, qualitative and

quantitative data were gathered, analysed and compared to obtain a well-substantiated conclusion of the study. Table 3.2 below summarises the different types of data collection instruments and activities performed.

Table 3.2: A summary of data collection instruments and activities

Data collection Instrument	Activities performed
Classroom observations	• The researcher took a non-participant observer role to observe lesson presentations. • Notes were taken to record how language(s) were used for the following aspects: introducing the new lesson, teaching the lesson content, explaining new or difficult concepts, summarising the lesson, giving tasks or homework, asking and answering the teacher's questions, discussion in groups and interactions among learners as well as classroom management. Information was recorded on the classroom observation checklist. • A cellphone was used to record all the communication occurrences of language(s) used during the lessons.
Questionnaire	• The sampled participants, that is, 9 Grade 7 English FAL teachers and 90 Grade 7 English FAL learners from the three primary schools received questionnaires to complete on their own at a convenient time.
Semi-structured interviews	• 9 Grade 7 English FAL teachers participated in semi-structured interviews that probed their perceptions of the translanguaging pedagogy in the teaching and learning of English FAL. • Interviews were recorded by a cellphone for transcription purposes. • The interview sessions lasted between 25-30 minutes.

Focus group interviews	• Focus group interviews were conducted with 30 purposively sampled learners from the three sampled schools. One interview session was conducted with each group comprising of 10 learners from each school. • The interview sessions lasted between 25-30 minutes.

The paragraphs below present detailed information about the processes followed when data was collected with each instrument.

**Classroom observation*

Gray (2014) and Johnson and Christensen (2020) explain that observation as a data collection tool involves planned observation of people's activities while recording, analysing, and interpreting their behaviour. Classroom observation is regarded as a matter of researching the problem statement from participants in a natural setting other than from books. During the observation period, the researcher's main source of information was observation and exploring areas that had a direct bearing on the topic being studied.

Qualitative research involves the use of two types of observations: namely, participant and non-participant observation (Creswell & Creswell 2023; Gray 2014; McBurney & White 2009). In this study, the researcher took the role of a non-participant observer, meaning that the researcher remained uninvolved during the lesson. The reason for non-participation observation was intended to observe the language(s) used when teachers and learners interact with one another as well as among learners themselves in their group/pair discussions during English FAL lessons without interference with the lessons. The researcher sat at the back of the classroom and collected data by observing the lesson, while taking notes of the instances of translanguaging guided by the observation checklist prepared in advance (Creswell & Creswell 2023). A classroom observation checklist was designed taking into consideration the aim and objectives of the study. Since all the conversations during the lesson cannot be recorded in the observation checklist, a cellphone was used to record all the occurrences of language used during the lessons. The cellphone served to

complement any information that might have not been captured on the observation checklist.

The researcher took the initiative to begin gathering data by observing English FAL lessons from the three sampled schools before commencing with conducting interviews and administering questionnaires because he intended to familiarise himself with the teaching approach(es) and language(s) used to teach English FAL lessons. Furthermore, he also intended to determine the language(s) mostly used for communication purposes among learners and teachers in the school premises. Classroom observations are an essential instrument in the in their initial stages of data collection because they could help the researcher to identify other issues that may need to be further explored.

The rationale for employing classroom observations was based on two factors. First, classroom observations allowed the researcher an opportunity to obtain first-hand information on how teachers and learners use both English and Tshivenḓa HL during English FAL lessons and to record the information as it occurred in a natural classroom setting. Second, the researcher was able to draw on personal knowledge from teachers and learners during English FAL lessons. Classroom observations provided the researcher with an opportunity to learn things that participants would otherwise not have been willing to convey in a questionnaire or during an interview because of their sensitivity or limited time.

As a non-participant observer, the researcher took field notes and recorded conversations between the teacher and learners as they unfolded. Field notes refer to "written records developed within an observational period and that are continually expanded and revised after the observation period" (Hays & Singh 2012:44). Furthermore, Creswell (2013) defines field notes as any additional information noted as relevant in obtaining enriched data that is deemed relevant and appropriate to the topic being researched. Some of the aspects that were observed concerning language usage include among others the following: introducing the new lesson, teaching the lesson content, explaining new or difficult concepts, summarising the lesson, giving tasks or homework, asking and answering the teacher's questions, discussion in groups and interactions among learners as well as classroom management. More importantly, the researcher ensured that the taking of the notes was done in a non-

threatening manner. The cellphone was used in a non-threatening manner by placing it on the desk where the researcher sat. The video camera was not preferred for this study because it could distract learners' and teachers' attention.

Data collection was easily conducted because the schools' premises were accessed without any difficulties. The researcher was granted permission to conduct the research by the local circuit manager and the provincial department of education. The researcher presented all the necessary documents to the headmasters of the sampled primary schools prior to his first visits to introduce himself and draft a plan on how to conduct the research. In addition, the researcher was familiar with some of the staff members because they were residents of the same village and therefore engaging them in the investigations was without challenges. With the permission of the school headmasters and the subject teachers, the researcher observed Grade 7 English FAL lessons taught by the sampled teachers. The lessons lasted 30 minutes each and were based on different topics; however, the same work programme for the term was followed.

** Questionnaire*

This study also used questionnaires as one of the instruments for data collection and corroboration purposes. Questionnaires were given a second preference because it was easy to distribute them among participants, unlike interviews which required appointments to be set up. According to Gray (2014), questionnaires are regarded as data collection instruments to ask people questions in a predetermined order. The advantages of using a questionnaire are the following:

- It is a method that provides a sample that represents a particular population under study. The sample sizes can be used to generate findings of the study and draw conclusions from the entire population (Creswell & Creswell 2023; Flick 2020).
- Data are obtained anonymously from participants (Tashakkori, Johnson & Teddlie 2021). In so doing, the participant's identity is preserved, and he/she feels free to elicit responses that are accurate and honest (Babbie 1990).

The rationale for utilising a questionnaire is that they are relatively cost effective, have standardised questions, responses are received within a prescribed time, and participants' information is dealt with anonymously (McMillan & Schumacher 2014; Gray 2014; Tashakkori, Johnson & Teddlie 2021). To be specific, dichotomous questions were formulated so that they yield descriptive statistics when analysed. Furthermore, follow-up responses from these dichotomous questions were intended to complement qualitative data obtained through semi-structured and the focus group interviews (De Vos et al 2018).

In this study, a sample of 9 Grade 7 English FAL teachers and 90 Grade 7 learners who were doing English FAL from the three sampled primary schools received questionnaires to complete on their own at a convenient time. A total of 99 open-ended questionnaires were administered to the study's participants. The questionnaires for both teachers and learners comprised Section A for the biographical information while Section B consisted of questions about the respondents' perceptions regarding the translanguaging pedagogy in the teaching and learning of English FAL. The questionnaires administered to learners and the interview guide used for focus groups with Grade 7 learners were translated into Tshivenḓa HL by a language practitioner. The purpose of the translation was to assist learners to understand clearly what was required of them and that they would be able to provide well-detailed information in the language they were familiar with and understood better than English. However, teachers responded to the questionnaires formulated in English. It was not necessary for the teachers' questionnaires to be translated because they could read and understand as well as write in English. Respondents were given the questionnaires a day before and they were requested to return them to the researcher the following day. This was intended to provide them with ample time to complete the questionnaires in the comfort of their homes. Questionnaires allowed the respondents to reflect on the questions, as they are regarded as a non-threatening way of obtaining information.

** Interviews*

Interviews are considered the predominant method of collecting data directly from participants in qualitative research (Creswell & Creswell 2023; Greeff 2011). Rowley (2012); Tashakkori, Johnson and Teddlie (2021), and Tisdell and Merriam (2016)

define interviews as a form of verbal exchange where the interviewer, attempts to acquire information from the interviewee to understand his/her views about a particular topic being discussed. Silverman (2013) also concurs that interviews are the main method of data collection in qualitative research; he further added that they are inter-subject, meaning that the participants' responses are neither regarded as objective nor subjective.

Qualitative research identifies two types of interviews: unstructured or semi-structured and structured interviews (Leedy & Ormrod 2015; Nieuwenhuis 2007). The researcher used semi-structured interviews to collect data for the study. Preference was given to the semi-structured interviews because they allowed the researcher to probe the interviewees (Flick 2020; Tashakkori, Johnson & Teddlie 2021; Wishkoski 2020) to seek clarity pertaining to their perceptions of the translanguaging pedagogy in the teaching and learning of English FAL among Grade 7 Tshivenḓa learners. Additionally, interviews are a valuable instrument to elicit crucial information that could not be attained through questionnaires and observations. The flexibility of semi-structured interviews resulted in producing the information that the researcher did not plan to ask (Galetta 2013; Leedy & Ormrod 2015). It was through this approach that the researcher was able to record well-detailed and meaningful conversations from the teachers as the conversation unfolded.

Before the interviews were conducted, the participants were informed about the purpose of the interview and that their identities and that of their school as well as the recorded information would be handled with the utmost confidentiality and would be released only with their permission. With permission from the participants, the interviews were recorded by a cellphone and the data were stored for comparison and discussion as well as for transcription. In this study, 9 English FAL teachers sampled from the 3 schools responded to 15 questions during the interviews. This set of 15 semi-structured questions provided participants with every chance to describe and explain viewpoints which were regarded as essential regarding translanguaging. During the interviews, the participants were permitted and encouraged to use their own words as far as possible when responding to questions so that they could express their ideas, opinions, and perceptions of the translanguaging approach used to teach and learn English FAL. Each session of the interview lasted between 25-30 minutes

during which in-depth information from the teachers about their use of English and Tshivenḓa HL during English FAL lessons was recorded. Suitable places were chosen in which to conduct the interviews, either in the school offices or classrooms during breaks or after school to avoid disrupting the lessons.

Taking into consideration the advantages and disadvantages of collecting data through interviews, the researcher ensured that thorough preparations were done before the interviews were conducted. For instance, the researcher conducted research on interviewing skills and how to establish good rapport with the interviewees. Interviews were used in the last phase of the data collection process because an appropriate time was needed to be set aside by the teacher and the researcher.

As data collection for this study was done in the first term of the year, the researcher experienced some of the following challenges: teachers were not available for interviews despite appointments set because they had to attend workshops at the district offices to meet with their curriculum advisors to plan tasks or activities for the year. During the discussions with some of the teachers, the researcher found that teachers were informed about these workshops in the morning on their arrival at school. After having a discussion with the headmaster of one of the sampled schools about the cancellation of interview appointments, he later ensured that the information regarding the meetings and workshops was well communicated with the teachers at least a day or two days before so that the researcher could set an appointment with the teachers. After such arrangements were made, the researcher had the opportunity to meet with the teachers for interviews at specified times.

** Focus group interviews*

Apart from the semi-structured interviews conducted with the 9 teachers, focus group interviews were conducted with sampled learners. A focus group is defined as a well-planned discussion about a particular topic by a small group of people (Creswell & Creswell 2023; Guest et al 2013; Hays & Singh 2012). According to Cresswell (2013) and Flick (2020), the primary purpose of a focus group is to create a platform for interactions and discussions within the group. In this study, three groups were formed

each comprised of 10 Grade 7 learners from the three primary schools. Thus, a total of 30 Grade 7 learners participated in the focus group interviews.

The focus groups were formed by learners purposively sampled from the 90 learners who initially participated in the answering of a set of questionnaires. The researcher opted for focus group interviews for data collection in this study for the following reasons: they provided opportunities to seek clarity about some of the responses, additional probing of questions was permitted, and the researcher was able to observe non-verbal responses such as gestures, smiles and frowns as well as allowing the researcher to explore participants' feelings, attitudes, beliefs, prejudices, reactions and experiences (Gray 2014; Tashakkori, Johnson & Teddlie 2021). These benefits of the focus group interviews helped the researcher to solicit learners' perceptions of the use of the translanguaging pedagogy during English FAL lessons. During the focus group interviews, the researcher used an interview guide which comprised 10 (ten) semi-structured questions to direct the discussions. For the discussions to be effective and participatory, the interviews were conducted in Tshivenḓa HL. The interview guide was translated beforehand as advised by the study promoter taking into consideration the learners' competency, or lack thereof, in using English. Therefore, assistance was sought from the language practitioner to translate the interview guide. By so doing, the learners' confidence was increased, and there was maximum participation during the discussions. To avoid the influence of subject teachers on the outcomes of the discussions, interviews were conducted in their absence.

Although Guest et al (2013) and Hays and Singh (2012) mention that the focus group interview is comprised of one session expected to last up to one and a half hours, the sessions in this study lasted for 30 minutes. The researcher conducted the focus group interviews either during break times or English periods as per the agreement with the educators. The reasons that compelled the researcher to hold one interview session per group was to avoid a lengthy process that could cause disruptions in the normal teaching day of the school. Additionally, these learners needed to use the remaining 30 minutes to eat their meals during break times. Prolonged sessions were avoided so that learners did not get tired or bored, and eventually be tempted to leave the interviews before they were completed. All the interviews were recorded, and the researcher was able to obtain in-depth knowledge of the participants' perceptions of

translanguaging as a pedagogy applied during English FAL lessons. The recorded data were transcribed after the interviews were conducted for data analysis purposes.

3.3.3 The pilot study

The pilot study for this research followed the mixed method approach intended to test the reliability and validity of the data collection methods and instruments. This procedure was used to determine the appropriateness and practicability of the instruments, time required to complete questionnaires and resolve any issues prior to the main study. In this study, a small number of participants was targeted with similar characteristics of the target group respondents. The sample comprised 3 Grade 7 teachers teaching English FAL and 10 Grade 7 learners who registered for Tshivenḓa HL and English FAL and. The pilot study revealed that data collection instruments, that is, semi-structured and focus group interviews guide and questionnaires, lacked any ambiguity, and as such, they did not confuse the participants. In this regard, it was easy for Grade 7 teachers and learners to respond to the questionnaires and interview guides. Noteworthy was that a good rapport should be established with participants to obtain honest responses during interviews.

** Ethical considerations related to data collection*

Educational research is concerned with ethical considerations because it involves people (Creswell & Creswell 2023). This study involved teacher and learner participants, therefore the researcher needed to conduct this research while considering international ethical guidelines that emphasise aspects such as respect for persons, beneficence, and justice (Creswell & Creswell 2023; Fouche, Strydom, & Roestenburg 2021). For this study, the following ethical issues were considered to protect the participants: the informed consent of the participants, the confidentiality of data, and the right to privacy as well as the protection of individuals from harm. The sections below provide detailed information implemented under each ethical aspect before and during the data collection process.

** Informed consent*

Ethical requirements in this study were followed by obtaining informed consent to participate from all participants. As this study was to be conducted with minor learners, the researcher sent informed consent letters to parents/guardians requesting their permission to allow their children to participate in the study. Flick (2020) and Silverman (2000) indicates that informed consent involves giving information about the research study that is relevant to the participant's decision to participate in the study. In this study, the researcher met with the sampled learners during break time to explain to them the nature and purpose of the research to be conducted. They were also allowed to either ask questions or wish a matter to be clarified. The researcher informed learners that they could choose to either participate or not as well as having the right to withdraw from the study at any point during the research (Locke, Alcorn & O'Neill 2013; Tashakkori, Johnson & Teddlie 2021). This was emphasised so that learners knew that their participation was voluntary. Those learners who were willing to participate in the research were given consent forms to be signed by their parents or guardians. The consent forms sent to parents were written in both English and Tshivenḓa to help those who might not be able to understand one of these two languages. The content of the consent form provided information such as the purpose of the study, voluntary participation, confidentiality, and anonymity as well as participants' protection (Flick 2020; Tashakkori, Johnson & Teddlie 2021). The form's intention was to convey clear and well-detailed information to the parents because the researcher would not be able to meet them in person. In addition, the contact details of the researcher and the study promoter were included in the informed consent form in case parents needed clarity on their children's participation in the study.

** Avoidance of harm to participants*

Throughout the process of data collection, the researcher ensured that participants were treated with respect to prevent unnecessary stress, embarrassment, or loss of self-esteem (Creswell & Creswell 2023; Flick 2020). However, in this study, there were no known or foreseeable risks and discomfort because of the methods used to collect data. For instance, during the classroom observation phase, there was no interaction with the participants because the researcher took the role of being a non-participant observer. The researcher sat at the back of the classroom during the lesson and posed no threat to the teacher and learners. During the distribution of the questionnaires,

there was minimal interaction with the participants as they were expected to complete the questionnaire in the comfort of their homes. Lastly, when interviews were conducted, there were interactions between the researcher and participants to establish good rapport between them and ensure that participants were always treated with respect. The researcher created a positive environment that allowed discussions to take place and he refrained from showing bias. Participants' opinions or beliefs were accepted as they were, that is, the researcher did not try and determine whether participants' responses were correct or incorrect; only clarity seeking questions were asked to gain a greater understanding of the discussion.

As the aim of the study was meant to explore teachers' and learners' perceptions of the translanguaging approach in the teaching and learning of English FAL, there were no psychological discomforts created during the discussions. However, it was imperative for this study to adhere to all ethical issues before and during the data collection process.

** Confidentiality and anonymity*

Confidentiality is defined as a form of protecting participants' information (known to the researcher) from being disclosed so that anonymity is maintained (Creswell & Creswell 2023; Hays & Singh 2012). To preserve the confidentiality and anonymity of the participants the following points were taken into consideration during the data collection process:

- The researcher kept the nature and quality of the participants' responses strictly confidential during the process of data collection. This means that no information regarding any participant was divulged to the public or any other unauthorised personnel.
- The researcher made use of the participants' data whilst ensuring that neither the participant's nor the school's name was written on his/her responses (Flick 2020; Tashakkori, Johnson & Teddlie 2021). Pseudonyms were used to refer to specific participants and schools. For instance, the schools were labelled as school A, B and C whereas teachers were given fictitious names such as Phosa, Londolani, Blandina, Elisabeth, Dumisile, Wiseman, Bheki, King and

Pitso. Furthermore, learners were referred to as learner 1, 2, 3, and so forth (see chapter 4, section 4.2)

- A participant's information was also protected and safely kept in a folder that was encrypted so that no one could access it without the participant's permission.

For the researcher to gain entry to the sampled schools, permission was sought from the Turfloop Research and Ethics Committee for ethical clearance purposes. Furthermore, ethical clearance was also sought from the Limpopo Provincial Department of Education to allow the researcher to conduct the research. Upon receiving letters for ethical clearance from the two institutions, the researcher wrote a letter to the former circuit manager of Luvuvhu to allow him to visit the selected schools so that the research could be conducted. All the documents received were presented to the school managers of the selected schools before the planned visits. After the data collection process was completed, the researcher commenced with data analysis for the interpretation of the study findings.

3.3.4 Data analysis

Data analysis is preceded by data collection process in both qualitative and quantitative research approaches. According to Gray, Grove and Sutherland (2017), data analysis is a process intended to reduce and organise data to produce findings that require interpretation by the researcher. Cooper and Schindler (2008) add that with data analysis, the researcher's responsibility is to reduce the data collected into controllable and manageable units so that themes and patterns are identified, and data are summarised. These scholars furthermore state that data analysis and interpretation processes are simultaneously conducted because the researcher is also responsible for the selection of significant data and discarding the irrelevant data. Overall, data analysis intends to assist the researcher to understand the study's findings for the purpose of decision-making (Calzon 2021). Qualitative and quantitative data analysis in this study adopted the following process outlined in the diagram below.

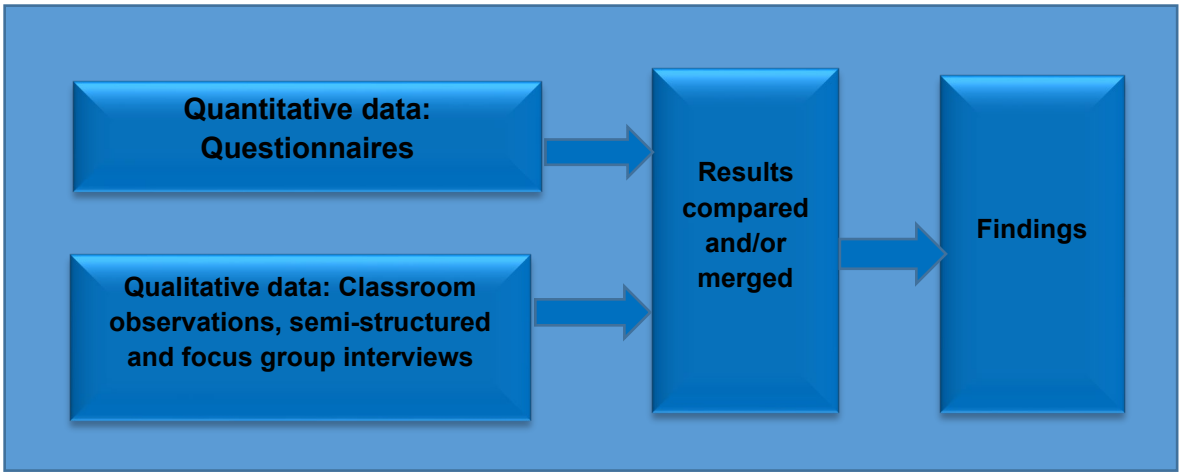

Figure 3.2: Data triangulation

Adapted from: Creswell and Plano (2011)

The qualitative approach applied in this study guided the researcher to select the appropriate type of data analysis. The qualitative research approach offers five different types of data analysis, namely, content analysis, narrative analysis, discourse analysis, semiotic analysis, and thematic analysis (Liamputtong 2009). Thematic data analysis uses the following steps in the coding process: transcription of data, familiarisation with data collected, focused reading on data collected, the coding process, a review of codes and generating theory (Gray 2014). Concerning this study, all the data collected through classroom observations, semi-structured and focus group interviews were analysed using thematic analysis (Braun & Clarke 2006).

Thematic analysis is defined as a method for identifying and analysing patterns (themes) within qualitative data (Braun & Clarke 2006; Liamputtong 2009) and is a form of pattern recognition within the data (Fereday & Muir-Cochrane 2006). Braun and Clarke (2006) indicate that thematic analysis should be seen as a foundational method for qualitative analysis. Furthermore, these scholars describe thematic analysis as a method for identifying, analysing and reporting patterns (themes) within data (Braun & Clarke 2006). The main purpose of the themes in the study was to capture important aspects of data which pertain to the research objectives and represent a level of patterned response or meaning within the data.

The rationale for selecting thematic analysis in this study was based on two reasons. First, it is accessible and flexible. This means that thematic analysis provided access

to the way the data analysis could be done with data that initially seemed challenging and excessively complicated. Second, it taught the researcher the systematic coding and analysis of qualitative data procedures, which could then be linked to the broader theoretical or conceptual issues (Braun & Clarke 2012). Thematic analysis as developed by Braun and Clarke (2006) was used to analyse the data of this study. The following six phases served as a guide during data analysis.

Phase 1: Familiarising yourself with your data

In this phase, the researcher studied the collected data until he was familiar with the depth and breadth of the content. During the immersion stage, the researcher read through the classroom observation notes several times and repeatedly listened to the recorded interviews for each session before he started with the data coding process (Braun & Clarke 2006). The recorded interviews were transcribed for ease of reference. The researcher took notes during the reading process to identify crucial patterns and themes. In this phase, the researcher was able to identify data content that was relevant to the research aim and objectives of the study.

Phase 2: Generating initial codes

According to Braun and Clarke (2006), generating the initial codes implies coding significant patterns of the data systematically across the entire data set. The researcher grouped data to the relevant code. This phase is meant to reduce data and create initial codes for the purpose of data analysis.

As a result, the researcher took the responsibility for creating initial codes from the data collected. To achieve the aim of the research study, data collected were coded following themes that are theory-driven (Braun & Clarke 2012). Since coding was done manually, the researcher wrote notes in the texts analysed to indicate potential patterns. Lastly, the researcher ensured that all the data collected were assigned to a code.

Phase 3: Searching for themes

This phase was preceded by phase 2, during which the researcher had compiled a list of different codes identified across the data. The first step in this third phase required the researcher to identify emerging patterns and themes that were relevant to this

study. Thereafter, the researcher had to analyse the themes in detail. The different codes were sorted into potential themes, and all relevant coded extracts were collated within the identified themes. The identified themes were used to capture vital information about the data concerning the research questions and represented some level of patterned response or meaning within the data set (Braun & Clarke 2012). Finally, the identified themes were coded and analysed (De Vos et al 2018).

Phase 4: Reviewing themes

This phase involved the process of reviewing themes while comparing them to the coded data in phase 3 and the entire collected data. This was an instance where the researcher realised that some candidate themes were not real themes because there were insufficient data to support them (Braun & Clarke 2006). Whenever there was a mismatch between themes and codes, the researcher resolved the challenge by discarding some codes or relocating them under another theme that was relevant. As a result, the researcher reviewed themes for the second time to ensure that the real themes were identified for coding purposes (Braun & Clarke 2012).

Phase 5: Defining and naming themes

In this phase, the researcher defined and refined themes for analysis purposes. The concepts of refining and defining refer to identifying the details of each theme and determining the aspects captured by each theme (Braun & Clarke 2012). For each theme, the researcher conducted and wrote up a detailed analysis. Furthermore, themes were refined to determine if no sub-themes still existed. Finally, by the end of the phase, the researcher was able to identify themes that achieved the research objectives.

Phase 6*:* Producing the report

This was the final phase which was concerned with the final analysis and write-up of the report for a thesis. The researcher provided well-detailed information about the data collected in a way that persuaded the reader of the value and validity of the data analysis. The report aimed at providing a well-detailed analysis derived from the data collected to achieve the research objectives.

On the contrary, close-ended questionnaires were analysed according to descriptive analysis tools to obtain the percentages and frequencies of the identified variables (Creswell & Creswell 2023; Creswell et al 2015; Sarka 2021). The researcher utilised pie charts and graphs to showcase the percentages obtained for each variable.

3.4 Quality criteria

The quality criteria in a research study are meant to determine the legitimacy of the researcher's findings. It was thus imperative for this study to follow the quality criteria discussed below, namely, validity and reliability.

3.4.1 Validity and reliability

The majority of mixed methods researchers aim for validity and dependability in their work (Gelo, Braakmann & Benetka 2008). On the other hand, the concepts of credibility, dependability, transferability, and trustworthiness are also applied when researchers are working with qualitative data (De Vos, et al 2018; Korstjens & Moser 2018). The significance of the study is determined by its validity and reliability, which are the essential aspects of mixed method research (Royse 2011).

Reliability refers to the extent to which "measurements are repeatable, when different persons perform the measurements, on different occasions, under different conditions, with supposedly alternative instruments which measure the same thing" (Drost 2011:106). Likewise, McMillan and Schumacher (2014) define reliability as the degree to which results are consistent across various iterations of the same instrument or data collection occasions. To summarise, reliability refers to measurement stabilisation throughout a range of conditions under which similar findings should be achieved (Nunnally 1978). Simply put, an instrument is deemed dependable if the study's findings can be repeated using a comparable approach. To ensure that reliability and validity are applied in this study, the researcher allowed the study promoter to review instruments such as the classroom observations checklist, questionnaires, and the interview guide. Yarnold (2014) avers that the consistency, dependability, and replicability of the findings from a study are all aspects of reliability.

According to Gibbs (2007), there are several ways to ensure the reliability of research findings. These include ensuring that transcribed data are free of obvious transcription

errors, cross-checking codes created by various researchers to ensure that their meanings have not changed, coordinating communication among coders, and sharing analysis if the research is being conducted as a team.

Mixed-methods validity is viewed by Leech, Onwuegbuzie, and Combs (2011) as data legitimation. Creswell and Piano (2007:216) define “validity of an instrument to the extent to which an instrument measures what it supposed to measure”. Similarly, Drost (2011:106) defines validity as “the extent to which an instrument adequately represents the underlying construct that it is supposed to measure”. The concept construct means knowledge, skill, trait, or attitude under investigation. Multiple validities legitimation was used to establish the study’s validity (Elo et al 2014). First, data triangulation was used to accomplish the validity of the study. Second, the minimisation of the weakness of one research approach was accomplished by mixing research instruments. For instance, semi-structured and focus group interviews were utilised to offset the weakness of the questionnaires that participants would have responded without fully understanding the meaning of the question. To guarantee dependability, a small sample of participants with characteristics akin to those of the study respondents were used to pilot the study instruments. Cross-referencing codes and transcriptions as well as piloting assures dependability (McMillan & Schumacher 2014).

This study included various tactics to assure validity, including member checking to verify information accuracy, providing a thorough and detailed description of the findings, and having an external auditor examine the entire research process. The researcher emphasised member checking by sending the analysed and interpreted data to the teachers to evaluate the interpretation made in the research and the changes suggested where necessary. The primary purpose of member checking was to prevent the researcher from providing biased results. Moreover, the Grade 7 learners’ analysed and interpreted data were reviewed by the study promoter because the learners did not have the capability to do such a task. This implies that the study promoter reviewed the correctness of the data transcribed and the correlation between the study objectives and the collected data, as well as the process followed to analyse data until the final phase of interpretation (Creswell 2014).

3.5 Conclusion

This chapter discussed the research methodology utilised to collect data. Hence, the following aspects were explained in detail: the research method, the research design, data collection instruments, ethical considerations for data collection, data analysis, and quality criteria. The next chapter provides the discussion, presentation and interpretation of the findings.

CHAPTER 4 : DATA PRESENTATION AND INTERPRETATION OF THE FINDINGS

4.1 Introduction

This chapter presents and interprets the data provided by Grade 7 teachers and learners and reports on the key findings of this study. The data were collected through various instruments, namely, semi-structured interviews, focus group interviews, questionnaires, and a classroom observation checklist. First, it describes the biographical data of the participants. Second, field notes taken during the classroom observations are discussed to present the language used by Grade 7 teachers and their learners during the English FAL lessons. Third, the various themes and sub-themes identified are discussed in detail while providing examples from the data collected. Finally, quantitative analysis of the questionnaires is presented.

4.2 Participants' biographical information

The biographical data of participants were presented in two sets of tables (below) because two sampled groups, namely, teachers and learners participated in the study. Table 4.1 below illustrates the Grade 7 teachers' profile. The names used for the teachers during the interview process are pseudonyms. The questionnaires administered did not require them to reveal their names and the schools' names; this was done to protect their identity.

Table 4.1: Biographical data of the teachers

Participants' pseudonyms	Gender	Coding of school	Highest qualification	Teaching experience	Home language	Province
Mr Phosa	M	School A	Honours degree	20 yrs	Tshivenḓa	Limpopo
Ms Blandina	F	School A	Honours degree	25 yrs	Tshivenḓa	Limpopo
Ms Londolani	F	School A	Honours degree	25 yrs	Tshivenḓa	Limpopo

Ms Dumisile	F	School B	Honours Degree	20 yrs	Tshivenḓa	Limpopo
Ms Elisabeth	F	School B	Diploma	10 yrs	Tshivenḓa	Limpopo
Mr Wiseman	M	School B	Master's degree	25 yrs	Tshivenḓa	Limpopo
Mr Pitso	M	School C	Degree	16 yrs	Tshivenḓa	Limpopo
Mr Bheki	M	School C	Degree	18 yrs	Tshivenḓa	Limpopo
Mr King	M	School C	Honours degree	21 yrs	Tshivenḓa	Limpopo

The 9 participants participated in semi-structured interviews and responded to the dichotomous questions so that the researcher could gather data for this study. In addition, six lessons presented by Mr Phosa in school A, Ms Londolani in school A, Ms Blandina in school A, Ms Elisabeth in school B, Mr Bheki in school C, and Mr Pitso in school C were observed. However, due to the commencement of the first term examination, the three classrooms for Ms Dumisile in school B, Mr Wiseman in school B and Mr King in school C, could not be observed.

Ninety Grade 7 learners sampled from the three primary schools were provided with dichotomous questions to complete on their own without the assistance of their teachers to avoid bias in the study. In this regard, the translated version of the questionnaires was administered to these learners so that they could respond appropriately and provide in-depth information in the language they understood well.

To collect data for the focus group interviews, 30 learners were purposefully sampled from the Grade 7 learners. Each focus group consisted of 10 Grade 7 learners purposefully sampled from the 90 learners who initially responded to a set of dichotomous questions (see chapter 3 section 3.3.1). Furthermore, these learners were selected because Tshivenḓa is their HL and had registered for English FAL. This implies that only 30 Grade 7 learners participated in the focus group interviews and the discussions were conducted in Tshivenḓa HL to prompt active participation**.** Since this study followed a mixed method approach for data collection, two sets of data analysis, namely, qualitative, and quantitative were presented. Section 4.3 below discusses qualitative data analysis while section 4.4 presents quantitative data analysis.

4.3 Presentation and discussion of the qualitative data analysis

The sections below present in-depth information gathered during the class visits. Data analysis was based on the following sub-topics: classroom observations, teachers', and learners' use of English and Tshivenḓa during English FAL lessons.

4.3.1 Classroom observations

The classroom observation checklist (Annexure D.1) was used during the class visits to the selected Grade 7 classrooms to ascertain the language used by the teachers and learners during the English FAL lessons. To prepare for data analysis the classroom observation checklists were thoroughly read to determine the language used by both the teachers and learners and how interaction took place between these two groups of participants and among learners themselves during the lessons. Data analysis was done by following the process of organising, reducing, and describing data collected from the six classrooms visited for observations. Below is a summary of the lessons observed per school:

Table 4.2: Summary of lessons observed in three schools

School of schools	Grade	Teacher pseudonym	Subject and topic	Lesson duration
A	7	Mr Phosa	English: Comprehension test	30 minutes
A	7	Ms Blandina	English: Nouns	30 minutes
A	7	Ms Londolani	English: Comprehension test	30 minutes
B	7	Ms Elisabeth	English: Comprehension test	30 minutes
C	7	Mr Bheki	English: Nouns	30 minutes
C	7	Mr Pitso	English: Articles	30 minutes

During the lesson observations, the researcher ensured that the classroom observation checklist would provide relevant responses to achieve research

objectives. As mentioned in chapter 3 section 3.3.2 of this study, lessons were observed for 30 minutes from the beginning until the end of the lesson. To determine how and when the teachers used Tshivenḓa HL and English during the English FAL lessons, the following aspects were taken into consideration during the observation process: introducing the new topic, introducing the lesson outcomes, teaching lesson content, the teaching approach, explaining concepts/difficult words, and subject matter, and summarising the lesson. On the other hand, for the researcher to determine the language used by learners, he focused on the incidences when learners ask the teachers questions, when learners answer teachers' questions, the language used during learners' group/pair discussions, and interactions with other learners in the class. The most important aspect of the observation process was to record all the instances of translanguaging pedagogy as they transpired during each lesson. Additionally, a cellphone was used to record all communication occurrences between teachers and learners and learners among themselves. The findings of the observation checklist per teacher in a school were placed in Annexures D.1.1-D.1.6.

In the section below, the researcher sums up the key observations recorded in each of the six lessons observed from the three sampled primary schools:

4.3.2 Teachers' use of English and Tshivenḓa during English FAL lessons

Mr Phosa from school A: Annexure D.1.1 introduced the new topic by reading a comprehension passage from the prescribed textbook. The title of the story was: *Weighing the elephant*. Although reading was done interchangeably by the teacher and the learners, there was much silence in the classroom as most of the explanation was done in English. When noticing that the learners seemed not to grasp the subject matter, Mr Phosa had to alternate between English and Tshivenḓa HL to explain what was happening in the story. For instance, he explained the meaning of the title of the story in the HL:

Excerpt: School A - Lesson 1: Annexure D.1.1

Mr Phosa: *[vhoiwe, heyi ṱhoho ya tshiṱori tshe ra tshi vhala i amba nga ha u kala vhuleme ha nḓou. Hone ni vhona u nga zwi a konadzea u kala nḓou naa?].*

English translation: *You, this title of the story we read is about weighing an elephant. Do you think it is possible to weigh an elephant?*

Mr Phosa: *[Ni vhona u nga zwi a konadzea u kala nḓou naa?].*
English translation: *Do you think it is possible to weigh an elephant?*
Learner response 1: *[Ee, zwi a konadzea arali huna mutshini muhulwane wa u kala].*
English translation: *Yes, I think it is possible to weigh it if you have a big machine].*
Learner 2 response: *[Sir, haai…nṋe ndi vhona uri zwi nga si konadzee, hafhu nḓou yo hulesa, yoo!]*
English translation: *Sir, no… I think it is not possible to weigh an elephant because it is very big, hey!*

It was so interesting to observe the active participation of learners as they debated in their Tshivenḓa HL about the possible ways to weigh an elephant. The learners' discussions are summed up as follows:

Mr Phosa: *[Vhagudiswa, u kala vhuleme ha nḓou zwi a konadzea musi ho shumiswa tshikalo tsho itelwaho nḓou. Hone kha ri you vhala hetshi tshiṱori u pfa zwo bvelelaho].*

English translation: *Learners, weighing an elephant is possible if you use an appropriate scale designed for an elephant, but let's read to find out what happened in this story.*

As the lesson continued, Mr Phosa explained the meanings of words such as *scale*, *weigh*, and *elephant* in their Tshivenda HL so that learners obtain a better understanding of the story.

Mr Phosa: *[The word scale, ḽi amba tshikalo tshi no shumiswa u kala vhuleme ha tshithu, weigh… zwi amba u kala vhuleme ha tshithu. Ipfi ḽa u fhedzisela ndi elephant, ḽine ḽa amba phukha ya ḓaka i ḽaho maṱari na mahatsi nahone yo hula u fhira vhunzhi ha zwipuka zwa ḓaka].*

English translation: *The word 'scale' means an instrument used to determine the weight of something, 'weigh' means putting something on a scale to determine its weight. The last word is an 'elephant', which means a wild animal, herbivore and the biggest of all other wild animals.*

Furthermore, Mr Phosa alternated between English and Tshivenḓa HL to teach the content of the story. In the extract below, learners were taught about the three main points of the plot that assist with the coherence of the story.

Mr Phosa: *[Musi ri khou vhala tshiṱori hetshi… ni tea u tevhelela ndunzhe-ndunzhe ya mafhungo. Ndi khou amba nga ha mathomo, mutumbu na magumo a mafhungo. Imani ndi ni ṋee tsumbo, kha mathomo hafha ri sedza uri mafhungo o itea ngafhi na hone lini? Kha mutumbu, ri sedza mafhungo nga vhuḓalo, for example, phambano ye ya vha hone uri zwi sa konadzee u kala nḓou na zwińwe vho]. Tsha u fhedzisela, ndi tsha uri magumo a tshitori a ḓisa thasululo ya phambano ye ya vha hone. So, zwińwe zwa ndeme zwine na tea u zwi ḓivha ndi vhavumbezwa kana characters in the story. Vhavumbedzwa vha ita uri tshiṱori tshi vhe na zwine tsha amba zwone na uri tshi pfesesee…].*

English translation: *As we read this story… you should follow the plot. I am speaking about the introduction, the body, and the conclusion. Let me give you an example, in the introduction, you look for setting. In the body, you look for the detailed information, for example the conflict that caused the elephant not to be weighed. Finally, the conclusion will provide a resolution of the conflict in the story. So, other important things to consider are characters in the story. Characters provide meaning and a better understanding of the story…*

During the lesson, Mr Phosa used both English and Tshivenḓa HL to introduce the lesson, teach and summarise lesson content, clarify and explain new words to prevent any possible misunderstanding by the learners as they attempted to respond to the teacher's questions.

Excerpt: School A - Lesson 2: Annexure D.1.2

Before the lesson, Ms Blandina introduced the researcher to her learners in English. The use of English in this classroom was considered pivotal although it pertains to conveying an informal message to the learners: She uttered the following:

Ms Blandina*: Today we have a visitor from our village…, okay! He came to do some research for his university's studies. I expect good behaviour from all of you during the lesson. Please, let us welcome our visitor and clap hands for him!*

The announcement was intended to request good behaviour among learners and create a positive environment for learners to feel free to participate during the lesson. Unlike in the case of Mr Phosa, the learners were introduced to the researcher in English to emphasis good behaviour during the lesson.

As she began her lesson, Ms Blandina introduced the topic on *nouns* and used English only to briefly explain the content. Below is her explanation:

Ms Blandina: *Today's lesson is about nouns. I hope you know what nouns are! They can be in the form of concrete or abstract. For example, a concrete object is an object that can be touched or seen, such as a door, book, ball, house… okay! Abstract objects cannot be seen or touched, in other words, they are untouchable, you know! You can't touch love, hunger, and many more. Here, you should think about feelings and/emotions. You'll provide more examples as we continue with our lesson.*

As she continued with her lesson, she used English to interact with her learners and to explain, narrate and clarify the detailed information about nouns.

Ms Blandina*: Like I mentioned before, there are two main types of nouns. They can be concrete or abstract. Remember, I gave a few examples before. Now, let's give examples of nouns, look at objects or things around in this classroom.*

Learner response 1*: Window.*

Learner response 2: *Chair.*

Learner response 3*: Table.*

Learner response 4*: Pen and books.*

Ms Blandina*: All these examples can be seen and touched, okay! Now, give examples of abstract nouns. Read the meaning of the term 'abstract' first, then you'll be able to give correct examples.*

Learner response 1: Sky.

Ms Blandina*: Your answer is incorrect. Anyone to give the correct answer? Hmm…, it seems like you are struggling to find correct examples for abstract nouns. Let me explain this again… I can see that the 'abstract' noun term is difficult for you. With 'abstract' nouns think about things that are untouchable and cannot be seen by your naked eyes and are related to your emotions or feelings. Here's a question, what do you feel when someone loves you, or makes you happy or angry. If someone loves you, you feel love, if you are happy, you feel happiness, if you are angry, then… you feel anger inside you, right. So…, love, happiness, anger, are examples of abstract nouns. For further reading about this concept, refer to your glossary in the textbook and dictionary.*

In this instance, Ms Blandina spoke on the topic of abstract nouns; they were a challenge for learners to understand, thus they were unable to provide appropriate examples. Ms Blandina was compelled to provide further explanation of the topic, however, the points emphasised were done in English and students were expected to seek further clarity from the glossary section of the textbook and dictionary. As Ms Blandina was about to conclude her lesson, she summarised the subject matter in English to reiterate and enhance understanding of the topic as follows:

Ms Blandina*: As we come to the end of this class, I want to give you a summary of the important information of the lesson. The first thing, you should know is that we have two main types of nouns, I hope you still remember them well. By the way…hmm, they are concrete and abstract nouns. The first one, I mean… the concrete one, this term simply refers to anything you can touch and see like your textbook, bag, table and many more. With your abstract nouns, remember that they can't be touched, or they are untouchable. To know them better, think about feelings as I taught you, okay. Because examples of abstract nouns are difficult for you, please refer to your glossary or dictionary.*

Throughout the lesson, Ms Blandina did not incorporate Tshivenḓa HL for the teaching of the lesson content. A similar approach was used to provide an explanation of the instructional words on how to complete an activity or to convey an informal message to the class. As she explained the instructional words, she indicated the following:

Ms Blandina*: In the activity I want you to complete, you are expected to write examples of nouns under the appropriate category. For instance, the word 'courage' should be classified under abstract nouns while the word 'dog' is classified under concrete nouns. Remember…mmh…courage is untouchable, and dog is tangible, you can touch and hold the dog. The word… courage, is an abstract because no eyes can see it! Is that clear?*

Learners: Yes, ma'am!

As noted from the extracts above, it is evident that Ms Blandina preferred the use of English as LoLT as prescribed by the South African departmental policy. In contrast with the practice within the classroom, learners preferred to interact with one another using Tshivenḓa HL to clarify issues related to an activity given. Below is an extract from their conversation:

Learner 1: [Afha kha heyi activity ri khou tea u ita mini?].
English translation: What are we expected to do in this activity?
Learner response 2: [Ni khou fhindula activity kha bugu ya classwork…mbudziso dza hone dzi kha heyi page].
English translation: You must write the answers for this activity in your classwork book…questions are on this page.
Learner response 3: Ok, ndi khou zwi pfesesa zwino. Kha ri thome u ṅwala.
English translation: Ok, now I understand. Let's start writing.

This extract shows the necessity of HL for learners to understand the lesson content and/or instructions during the teaching and learning process. In this instance, learners opted for the utilisation of their HL to communicate without any difficulties.

Excerpt: School A-Lesson 3: Annexure D.1.3

Lesson 3 was observed in Ms Londolani's classroom at school A. She was teaching a comprehension passage from a prescribed textbook. The story was entitled '*Why Mapule did not go to school'*. The reading of the passage was done by the teacher to model a reading style to the learners. The teacher provided a thorough explanation of the entire story from the title, introduction, body, and conclusion as well as the summary in both Tshivenḓa HL and English to enhance learners' understanding of what the story is about. She explained the meaning of the title in Tshivenḓa HL as follows:

Ms Londolani*: [Ṱhoho ya tholokanyo-nḓivho i amba nga ha uri, ndi ngani Mapule o balelwa u swika tshikoloni? Afha kha ri lavhelela u yo u vhala nga ha zwivhangi zwo kundisaho Mapule u ya tshikoloni].*

English translation*: The title of the comprehension passage is about why Mapule did not come to school. Here, we expect to read about factors that caused Mapule not to go to school.*
Ms Londolani explained the plot of the story as follows:

In her introduction she said:

Ms Londolani: *[He tshi tshitori tshi khou amba nga ha Mapule we a balelwa u ya tshikoloni].*

English translation: *This story is about Mapule who did not go to school.*

She explained the body of the story as follows:

Ms Londolani*: [Mapule o fhisa nnḓu ya hawe ngauri o vha a khou vhasa mulilo. O vha a tshi khou ṱoḓa u dudedza maḓi a u ṱamba a sa athu u ya tshikoloni. I ḽo ḓuvha mutsho wo vha u wa u rothola. Mapula ndi muthu wa u sa pfa naho mme awe vho ri a songo vhasa mulilo vha siho].*

English translation: *Mapule burnt her house because she started a fire. She wanted to warm water to take a bath before going to school. That day the weather was cold. Mapule is a stubborn girl (person) although her mother forbade her from making a fire when she is not at home.*

She explained the conclusion as follows:

Ms Londolani: *[Vhahura vhawe vho thusa u dzima mulilo muhulu we wa vha u hone. Hone nnḓu yo swa yoṱhe na zwiamabaro zwa tshikolo. Ndi nga zwo a songo ya tshikoloni].*

English translation: *Her neighbours helped her to extinguish the big fire that was there. The whole house was burnt down. That's why she could not go to school.*

In the above extracts, it is noted that the teacher presented the plot of the story in Tshivenḓa HL, although the content was written in English. The intention to switch to the HL was to enhance learners' understanding of the lesson content. Tshivenḓa HL was also used to provide a summary to emphasise and illustrate the coherence of the story for narration purposes. It is evident here that the learners' HL is not considered a hindrance to learning the lesson content. In her presentation, she summarised the story as follows:

Ms Londolani*: [He tshi tshitori tshi khou amba nga ha Mapule we a balelwa u ya tshikoloni. Mapule o fhisa nnḓu ya hawe ngauri o vha a khou vhasa mulilo. O vha a tshi khou ṱoḓa u dudedza maḓi a u ṱamba a sa athu u ya tshikoloni. I ḽo ḓuvha mutsho wo vha u wa u rothola. Mapula ndi muthu wa u sa pfa naho mme awe vho ri a songo vhasa mulilo vha siho. Vhahura vhawe vho thusa u dzima mulilo muhulu we wa vha u hone. Hone nnḓu yo swa yoṱhe na zwiamabaro zwa tshikolo. Ndi nga zwo a songo ya tshikoloni].*

English translation: *This story is about Mapule who did not go to school. Mapule burnt her house because she started a fire. She wanted to warm water to bath before going to school. That day the weather was cold. Mapule is a stubborn girl although her mother forbids her from making fire when she is not at home. Her neighbours helped her to extinguish the big fire that was there. The whole house was burnt down. That's why she could not go to school.*

During the lesson, the researcher also noted the good interaction between Ms Londolani and learners when they could freely ask questions in their Tshivenḓa HL to have the questions clarified about any misunderstood information. This supports the idea that the use of learners' L1 reduces feelings of anxiety and creates a positive environment for participation (Bruen & Kelly 2017; Lou & Wu 2024). The extract below reflects the interaction between Ms Londolani and learners regarding lesson content:

Learner question 1: *[Ndi nga mini Mapule a songo farwa ngauri o fhisa nnḓu hawe?].*
English translation: Why was Mapule not arrested for burning her hut?
Ms Londolani: *[Nṋe ndi sa athu fhindulo, ndi tama u pfa muhumbulo kana phindulo dza vhoiwe].*
Learner's response 1*: [Nṋe ndi vhona uri Mapule a nga si farwe ngauri ndi muṱuku. Vhana vhaṱuku a vho ngo tendelwa u ya dzhele].*
English translation: *I think Mapule cannot be arrested because she is still young. Young children are not allowed to go to jail.*
Learner's response 2*: [Mapule ha ngo farwa ngauri ha ngo tou ita nga khole uri nnḓu i swe].*
English translation*: Mapule was not arrested because she did not intentionally burn the house.*
Ms Londolani: *[Ee, ndi zwone zwine na khou amba zwone ngauri a ro ngo tou vhudzwa uri ho bvelela mini khae kha tshiṱori].*
English translation: *Yes, you are right because we weren't informed about what happened to her in the story.*
Learner question 2*: Khotsi a Mapule vha ngafhi?*
English translation*: Where's Mapule's father?*

Ms Londolani*: [Sa vhu nga ri songo zwi vhala uri Khotsi awe vha ngafhi, sa vhavhali vha tshitori ri do tea u humbulela. U ya nga ha nn̓e, ndi vhona vha nga vha vho no lovha].*
English translation: *Because we didn't read anything the whereabouts of her father, as readers we can make assumptions. In my opinion, I think he has passed away.*

The excerpt above portrays the good interaction between Ms Londolani and the learners. Learners can freely engage with the teacher's questions in the language they understand better. It is evident that no anxiety is created when learners are compelled to ask and/or respond to questions in English.

Although the switch from English to Tshivenḓa HL was intended to enhance the understanding of the subject matter, Ms Londolani used the HL to convey informal messages in two different instances. The first message was an announcement directed to the girls so that they clean the classroom after school. The second one was intended to reprimand the learner so that he pays attention during the lesson. For instance:
Ms Londolani*: [Ri sa a thu ṱuwa, vhoiwe vhasidzana vha tshigwada tsha vhuvhili, ni songo hangwa u ṱuwa no swiela].*
English translation: Before you leave, girls who belong to group two must not forget to clean the classroom.
Ms Londolani*: [Hee ḽa muṱhannga, sedzani ngeno ni litshe u ita phosho!].*
Translation: Hey young man, look here and do not make noise!

The inclusion of Tshivenḓa HL during the English FAL lesson was meant for emphasis and for attracting the learners' attention. The researcher noted that when such expressions are uttered in the learners' HL, the information is well understood, and the task is completed as requested.

In Ms Londolani's classroom, the alternation of Tshivenḓa HL and English FAL enhanced the understanding of the subject matter and prompted the active participation of learners, and they could respond to the teacher's questions without any language barriers. English was also used during the lesson to afford learners an opportunity to utilise the language. This was done in instances such as explaining

content that is easy to understand or checking if learners have understood what was taught. However, the HL played a significant role in conveying informal messages that learners could understand well.

Extract: School B-Lesson 4: Annexure D.1.4

The section below presents a lesson observation at Ms Elisabeth's classroom from school B (Annexure D.1.4).

Ms Elisabeth began her lesson using English as LoLT to teach a reading comprehension passage. The lesson was a story entitled *Thabang's mother, Mama Duduzile*. As she facilitated her lesson, she alternated between the Tshivenḓa HL and English to introduce the title, explain some concepts, and clarify information from the passage. The purpose of switching between languages was to improve learners' understanding of the story. Ms Elisabeth explained the title as follows:

Ms Elisabeth: *[vhagudiswa, tholokanyo-nḓivho ya ṋamusi i khou amba nga ha mme a Thabang, vha ne vha vhidzwa nga u pfi mama Duduzile].*

English translation: Learners, today's comprehension passage is about *Thabang's mother, Mama Duduzile.*

In her second step, she explained some difficult or new words to learners so that they could understand the content of the story.

Ms Elisabeth: *[hafha ri na maipfi ane ra tea u a ḓivha uri amba mini nga Tshivenḓa uri ri do kona u pfesesa heyi tholokanyo-nḓivho. Tsumbo, ipfi 'illness', ḽi amba vhulwadze, 'daughter', ndi ńwana wa musidzana kana ńwananyana, 'relatives', ndi mashaka, 'eldest', ndi muhulwane kha vhoṱhe, 'village', ndi kusi].*

English translation: Here we have words that we must know their meanings in Tshivenḓa to understand the reading comprehension test. For example, the word 'illness' means 'vhulwadze', 'daughter' is ńwana wa musidzana or ńwananyana, 'relatives', is 'mashaka', 'eldest', ndi 'muhulwane kha vhoṱhe', and 'village', is 'kusi'.

As the lesson continued, Ms Elisabeth noted that there were some misunderstandings about the story when learners gave incorrect answers to the questions asked. Therefore, she clarified such misunderstandings and explained the following:

Ms Elisabeth*: [Ṱhoho ya passage kana tshiṱori hetshi i khou amba nga ha mme a Thabang, vha ne vha pfi vho mama Duduzile. Thabang na mme awe vho vha vha tshi dzula kha la Ha-Mothapo, kana ndi nga ri Mothapo Village. Vhagudiswa vha nga, village ndi kusi kune kwa wanala kha shango… u fana na henefha hu ne na bva kana ra dzula hone hu pfi ndi kusi. Hoyu Thabang, mme awe…vho Duduzile vho vha vha tshi mu funa nga maanḓa ngauri ndi ńwana muhulwane kha vhana vha vho. I mean, He was the eldest child in the family…. ndi kholwa uri ni khou pfesesa].*

English translation: *The title of the comprehension passage or the story is about Thabang's mother, mama Duduzile. Thabang and his mother lived at Ha-Mothapo or I can say Mothapo village. My learners, village is a small section situated within a rural settlement…like this area where you live. This Thabang, his mother, mama Duduzile loved him so much because he was the eldest of her children, I mean he was the eldest child in the family… I hope you understand me.*

Learners: *[Ee! Zwi khou pfala!]*

English translation: *Yes! We understand.*

After a thorough explanation of the content of the story in the learners' HL, learners could follow the plot. Finally, Ms Elisabeth concluded her lesson by requesting learners to share their views about the advantages and disadvantages of an orphan being taken care of by a relative or neighbour. The excerpt below sums up the discussion:

Ms Elisabeth*: What do you think are the advantages and disadvantages of being taken care of by a relative or neighbour when a child is an orphan?*

Learner 1 response: *[Ee! Nṋe ndi vhona uri zwi a ṱodea ngauri ndi muṱuku, vhathu vha mashaka vha tea u nṱhogomela. A zwi simple uri nṋe ndo tou rali, ndi sale ndi ndoṱhe hayani ha hashu].*

English translation: *Yes! It's necessary because I'm still young, my relatives should take care of me. It's not easy for me to be left alone in the house.*

Learner 2 response: *[Musi wo sala na vhańwe vhathu vha si vha haṋu, vha ruma iwe u woṱhe, …vhańwe vha nga si u ṋee na zwithu zwine wa zwi ṱoḓa].*

English translation: If you are taken care of by other people (neighbours or relatives), you'll be the one to be sent for errands…some (people) will not give you things you want.

Learner 3 response: *U ya nga nn̓e, ndi funa u sa dzula na mashaka, mara arali nda iswa kha orphanage, ndi nga t̓hogomelwa khwine.*
English translation: *In my opinion, I like to be with my relatives, but if I am taken to the orphanage, I'll be taken care of much better.*
Learner 4 response: *Ma'am, nn̓e ndi ima na fhungo l̓a u londotiwa nga masocial worker. Ndi shavha u tambudziwa.*
English translation: *Ma'am, I agree with the suggestion of being taken care of by social workers. I do not want to be ill-treated.*
Ms Elisabeth*: [Ri khou livhuwa mihumbulo yan̓u not̓he. A huna muhumbulo wo khekheaho].*
English translation: We thank you for your ideas all of you. There are no right or wrong ideas.

During the discussion, the researcher noted a robust engagement among learners that was made easier through the use of the HL. In addition, it also indicated that learners understood the content of the story well since there was a switch from English to Tshivend̓a HL.

Excerpt: School C-Lesson 5: Annexure D.1.5

Another lesson observed by the researcher was at school C taught by Mr Bheki (Annexure D.1.5). Mr Bheki introduced his grammar lesson about *nouns.* He emphasised the strict usage of English but had to switch to Tshivend̓a HL when realising the silence indicated a lack of understanding. Noting the lack of learners' understanding, Mr Bheki explained as follows:

Mr Bheki introduced his grammar lesson about *Nouns.* He switched to Tshivend̓a HL realising the kind of silence indicated a lack of understanding of the subject matter. Mr Bheki said the following: *[ndi khou zwi vhona uri vhaṅwe a ni khou pfa].*
English translation*: I can see that some of you do not understand what I am teaching.*
As a result, Mr Bheki opted to introduce his lesson in the Tshivend̓a HL to enhance learners' understanding of the topic as follows:

Mr Bheki*: [In today's lesson, ri d̓o guda nga ha madzina, ndi amba 'nouns'… nga Luisimane. Ri d̓o amba nga ha tshaka mbili khulwane dza madzina, tsumbo, 'concrete*

nouns' na 'abstract nouns'. 'Concrete', ndi tshithu tshi ne tsha farea, ngeno 'abstract' hu tshithu tshi ne wa nga si tshi fare nga tshaṋḓa].

English translation: *In today's lesson, we'll learn about nouns as they are called in English. We'll talk about two main types of nouns, such as concrete and abstract nouns].*

Although Mr Bheki opted to switch from English to Tshivenḓa HL to teach the subject matter, he insisted that learners' responses to his questions should be in English only. Such practice intended to give the learners an opportunity to speak English to improve and develop their L2. As the lesson continued, Tshivenḓa HL was used to explain and clarify nouns. Below is an extract of the lesson presentation:

Mr Bheki*: [Madzina ana tshaka mbili khulwane…a thi ri! Tsumbo, huna dzina line ḽa pfi 'abstract noun'- heḽi ndi dzina ḽine la vha tshithu tshi sa farei nga zwaṋḓa, zwi ambaho… untouchable, u fana na lufuno, dakalo, vivho, mulalo na dzinwe-vho tsumbo. Luńwe lushaska lwa dzina ndi, 'concrete noun'. Heḽi ndi dzina ḽine ḽa nga amba tshithu tshine tsha farea. Ri nga ṋea tsumbo dzitevhelaho, mmh…nnḓu, bugu, muthu, bola, tombo- hedzi tsumbo u nga dzi fara wa dovha wa dzi vhona. Ri roṱhe shu?].*
Learner*: [Ee! Fhedzi hezwo zwino pfi abstract noun, hai…a zwi pfesesei]*
English translation: *There are two types of nouns…okay! For example, there is abstract noun - this noun refers to something that is untouchable by hands, like love, happiness, jealousy, peace, and so forth. Another type of noun is a concrete noun. This noun is about a thing you can touch and see! Let's give the following examples: Mmh…house, book, ball, stone-these are examples you touch and see. Are we together?*
Learner: *Yes! But that one called abstract noun, no…it's not clear.*

When Mr Bheki realised that his learners were struggling to understand the content on abstract nouns, he continued to explain in their HL. This is what he said:

Mr Bheki: *[Lushaka lwa vhuvhili lwa madzina ndi…abstract noun. Zwino hafha ni khou tea u humbula nga ha tshithu kana zwithu zwine ni nga si zwi fare nga tshaṋḓa kana u zwi vhona nga maṱo, okay! Kha ri ṋee tsumbo, vengo kana dakalo, ni nga si kone u zwi vhona nga maṱo kana u zwi fara nga tshaṋḓa. Ndi kholwa uri zwino ri khou pfesesa].*

English translation*: The second type of nouns is abstract nouns. Here, you should think about a thing or things that cannot be touched by or seen by eyes, okay. For example, jealousy or happiness can't be seen by eyes or touched by hands.*
Learners*: Yes, sir!*

The use of Tshivenḓa HL for scaffolding purposes has been advocated for the improvement of learners' performance. Although Mr Bheki did not allow his learners to respond to his oral questions in their HL, he used their HL to introduce the topic, teach lesson content, and explain new concepts. This approach assisted with improving learners' understanding of the subject matter. SCT posits that learning is regarded as an interaction whereby MKO such as the teacher, Mr Bheki, supports his learners to move towards the ZPD. That is, learners get to understand the lesson content through the assistance of their teachers who used a language that they are well acquitted with. This becomes evident when the learners respond to Mr Bheki's questions orally in the extract below:

Mr Bheki*: I would like you to list any nouns you know and thereafter will classify them according to their category. Please raise your hands!*
Learner response *1: Cup, shoes, and ruler.*
Learner response 2*: Cow and peace.*
Learner response 3*: Hatred and bag.*
Mr Bheki*: Now let me give you two more examples: jealousy and death. Now classify all these nouns mentioned above under concrete and abstract.*
Learner response 4: *Hatred, death, peace are examples of abstract nouns.*
Mr Bheki: *Why are they abstract nouns?*
Learner response *5: Because we can't see them!*
Mr Bheki: *Alright! What about the other words?*
Learner response 6*: Cup, shoes, ruler, cow, bag, ruler are concrete nouns. Hmm…jealousy is an abstract noun.*
Mr Bheki*: Yes! You are correct!*

From the extract above, the researcher realised that learners understood the topic about *nouns* when they could provide correct answers to the questions. This implies that the alternation of Tshivenḓa HL and English during an L2 lesson enhances

comprehension of the lesson and that the translanguaging approach cannot be considered a hindrance for learning.

Finally, Mr Bheki conveyed an informal message using the Tshivenḓa HL to the learners regarding the submission of the questionnaires administered to them by the researcher. The message was conveyed as follows:

Mr Bheki*: [Hedzo fomo dze na fhiwa nga mueni (researcher) washu, ni songo hangwa u vhuya na dzo matshelo. Zwi khou pfala, musi?]*

Learners*: Yes, sir!*

English translation: *Those forms you received from our visitor (researcher) should be brought back tomorrow. Do you understand, okay?*

In this instance, the use of Tshivenḓa HL was intended for learners to understand the urgency in submitting the questionnaires to the researcher. It was interesting to realise that all completed questionnaires were handed to Mr Bheki the following day. That was an indication that the message was well conveyed and without any hindrances to the learners.

Excerpt: School C-Lesson 6: (Annexure D.1.6)

The lesson observed in Mr Pitso's classroom from school C-lesson 6 (Annexure D.1.6) followed a monolingual approach. The lesson about parts of speech was presented in English only. The focus of the lesson was mainly on *articles*. In his introduction, he briefly explained the meaning of the concept article and its different types. Below is an extract of the presentation:

Mr Pitso*: Alright, today's lesson is about articles. What are articles or what do we refer to when we say articles? These are words that function like adjectives, and they tell more information about a noun…like what adjectives do. So, the most commonly words used articles in English are, 'the', 'a', and 'an'. We'll learn more information about them as we continue with the lesson.*

During the lesson, there was no alternation between Tshivenḓa HL and English like in Mr Phosa, Ms Londolani, Ms Elisabeth and Mr Bheki's classrooms. In Mr Pitso's classroom, English was the only language used to teach content and explain difficult

or unfamiliar words. A monolingual approach was preferred as an appropriate method for teaching and learning because English was considered the LoLT. Mr Pitso used English to explain, narrate and explain about articles as well as how to use them in a sentence.

The extract below demonstrates how the content was presented:

Mr Pitso: *Now that you know the meaning of an article or articles, you should know the main types of articles and their examples. An article can either be a definite or indefinite article. Let's read the meaning of each term from the textbook. A definite article (the) is placed before a noun that is already known by the speaker. For example, the white car belongs to my English teacher. By using the article 'the', it means that the car is known by the speaker. Okay, indefinite articles…hmm, 'a' and 'an' are used before a noun that is general or unknown. An indefinite article can be used as follows: a white car has parked on the driveway. Now, the use of the indefinite article 'a' means that this white car is identified as a general thing or unknown to the speaker.*

The extract below shows how Mr Pitso used English to explain and clarify subject matter not understood.

Mr Pitso*: When using the articles, 'a' or 'an' you should take note of the this… first thing to know is that these articles are indefinite. You'll remember that indefinite article is used for things that are unknown or general to the speaker. Now, how then do you choose the correct article? The article 'a' is used before a noun which begins with alphabets, for example, 'b, d, f, g, h, j', and so forth. This means nouns such as 'donkey', 'farmer', 'giant', 'hill'…should be used with the article 'a'. Then, we'll have, 'a donkey', a farmer'', 'a giant', and 'a hill'. Now, let's see how to use the 'an' article. This one is used before a noun which begins with a vowel. Think about nouns like 'owl', 'oyster', 'umbrella', 'army', 'image'…and many others. This means that you'll have this, okay… 'an owl', 'an oyster', 'an umbrella', 'an army', 'an image'… I hope this is clear!*

Learners: Yes! We understand now!

It is noted from the above extract that Tshivenḓa HL was not considered a learning resource to be used to clarify and explain content when learners do not understand. Furthermore, Mr Pitso presented a summary of the entire lesson in English only while emphasising the important points of the topic as follows:

Mr Pitso*: In this lesson, …. what is important is to know are the definitions or meanings of define and indefinite articles. Also think about whether your noun begins with a vowel or an alphabet. Right! But one thing I have to emphasise is, this…hmm, nouns that begin the alphabet 'h' as in 'hour', 'honour', 'heir'... are used with the article… 'an'. Why is this done so? Because the alphabet is not pronounced, or we can say it's silent as you speak the word.*

During the lesson Mr Pitso expected learners to interact with him in English only. This could be either during the conversation or when responding to questions orally. The purpose of the monolingual approach in this classroom was meant to create a space for learners to use English for communication. This is evident in the extract below:

Mr Pitso: *Are you finished writing the activity?*
Learner response 1*: We are still writing, sir!*
Mr Pitso*: Okay! Is the activity difficult?*
Learner response 2: It is not, teacher…but it's difficult to find the right answer.
Learner response 3: That question for number 'd' is confusing us.
Mr Pitso: *What confuses you?*
Learner response 4: To choose between 'the' or 'a'…eish!
Mr Pitso*: Write any answer of your choice and we'll do corrections in the class.*

In contrast with what Mr Pitso expected in his classroom, learners interact among themselves in their Tshivenḓa HL. In other words, learners resorted to smuggling their HL into the classroom to ease their communication. Their conversation is shown in the extract below:

Learner 1: [Inwi, ndi khou humbela red pheni ya u koreka! Ni mphe ni tshi fhedza, thii!]
English translation: Hey, please lend me your red pen for marking! Please lend me when you are done.
Learner 2: [Yaa, ndi khou fhedza zwino-zwino…a thi nga lengi].
English translation: Yes, I am finishing now…I won't delay.
Learner 1: Ṱavhanyedzani, please!
English translation: Please be fast!

Learner 2: Hu si kale ndi a fhedza, neh!
English translation: I will be done not so long, neh!
Learner 1: Zwo luga!
English translation: It's okay.

This extract of discourse affirms learners' preference to use their HL which they feel comfortable to communicate with when interacting with their teachers and among themselves. The section below discusses the findings of all the 6 lessons observed according to the observation check list points.

4.4 Findings of the classroom observations

The checklist points are the following: iintroducing the new topic, introducing the lesson outcomes, teaching the subject matter, the teaching approach used during the lesson content, explaining concepts or difficult words, explaining the subject matter when learners do not understand, summarising the lesson content, giving tasks or homework to learners, and conveying informal messages for classroom management. On the other hand, for the researcher to determine the language(s) used by learners, the following guidelines were adhered to; asking and responding to the teachers' questions, discussing subject matter in groups, and interacting with other learners in the class.

4.4.1 Introducing the new topic/lesson

Mr Phosa, Ms Londolani, Ms Elisabeth, Mr Bheki introduced the new topics/lessons using an alternation of English and Tshivenḓa HL. The meaning of each title for the reading comprehension test such as *Weighing the elephant, Why Mapule did not go to school*, and *Thabang's mother, Mama Duduzile* was explained in Tshivenḓa HL. Furthermore, Mr Bheki alternated between English and Tshivenḓa HL to explain the meaning of the grammar topic *nouns*. The inclusion of the HL was intended to enhance the understanding of the lesson content. Noteworthy is that Ms Blandina and Mr Pitso introduced their grammar topics, that is, *nouns* and *articles* respectively, in English only. The use of the monolingual approach was meant to follow the departmental policy which prescribes that the LoLT in Grade 4 onwards should be in English (DBE

2012). These two teachers relied on the glossary sections of the prescribed textbook to find explanations of the grammar topics.

4.4.2 Introducing the lesson outcomes

There were no lesson outcomes mentioned during the six lessons observed.

4.4.3 Teaching lesson content

In Mr Phosa's, Ms Londolani's, Ms Elisabeth's, and Mr Bheki's classrooms the lesson content was taught using both English and Tshivenḓa HL to explain, narrate, and clarify the subject matter of the stories read in each classroom. The incorporation of Tshivenḓa HL in an English FAL lesson is meant for scaffolding purposes, which leverages the comprehension of the lesson content and ultimately brings improvement to learners' performances.

For instance, Mr Bheki explains about the different types of nouns as follows:

Mr Bheki*: [Madzina ana tshaka mbili khulwane. Tsumbo, huna dzina ḽine ḽa pfi 'abstract noun'- heḽi ndi dzina ḽine ḽa vha tshithu tshi sa farei nga zwanḓa kana u tshi vhona, u fana na lufuno, dakalo, vivho na dzinwe tsumbo. Luṅwe lushaska lwa dzina ndi, 'concrete' noun. Heḽi ndi dzina ḽine ḽa nga amba tshithu tshi ne tsha farea kana u vhonala. Ri nga ṋea tsumbo dzitevhelaho, nnḓu, bugu, muthu, bola, tombo- hezwi ndi zwithu zwine wa nga zwi fara wa dovha wa zwi vhona].*

English translation: *There are two main types of nouns. For example, there is an abstract noun - this noun refers to something you cannot touch or see, for example, love, happiness, jealousy and so forth. Another type of nouns is the concrete noun. This noun refers to something that is tangible. For example, house, book, person, ball, stone - these are things you can touch and see.*

In contrast, Ms Blandina and Mr Pitso taught the lesson content in English only. These are teachers in favour of the monolingual approach, and their belief is that the L2 is more easily learnt when English is the sole language allowed in the classroom for teaching and learning. In other words, the translingual approaches are not accepted as helpful methods for teaching and learning, despite the cognitive and affective benefits associated with them. Below is an extract from Mr Pitso's lesson

Mr Pitso*: In this lesson, …. what is important is to know are the definitions or meanings of define and indefinite articles. Also think about whether your noun begins with a vowel or an alphabet. Right! But one thing I have to emphasise is, this…hmm, nouns that begin the alphabet 'h' as in 'hour', 'honour', 'heir'... are used with the article… 'an'. Why is this done so? Because the alphabet is not pronounced, or we can say it's silent as you speak the word.*

4.4.4 The teaching approach used during the lesson

A translanguaging approach was applied in the classrooms of Mr Phosa, Ms Londolani, Ms Elisabeth, and Mr Bheki. Alternation between English and Tshivenḓa HL was allowed by both the aforementioned teachers and their learners for various purposes, such as introducing the new lesson topic, teaching the subject matter, explaining the new or difficult words, and asking and responding to questions. As indicated in the previous section, by comparison, a monolingual approach was utilised in Ms Blandina's and Mr Pitso's classrooms.

4.4.5 Explaining concepts or difficult words

Teaching grammar or reading a text implies that new or challenging terms will be discovered, and they should be taught to students to help them expand their vocabulary as part of their L2 growth and enhance their understanding of the L2 texts. Mr Phosa, Ms Elisabeth, Ms Londolani, and Mr Bheki explained new or challenging words in Tshivenḓa HL to improve their learners' understanding of the subject matter. Furthermore, other examples connected to students' daily lives were also provided to extend the explanation of these unfamiliar terms in the learners' HL.

Mr Phosa's lesson that was based on a story about '*Weighing the elephant*' presented new or difficult words such as '*weight'*, '*scale'*, '*tons', 'weigh'* and so forth to the learners. After realising that the learners were experiencing difficulties with the explanation of new/difficult words, he intervened by providing the meanings in Tshivenḓa of the new or difficult words to assist them with a better understanding while also developing their vocabulary in both English and Tshivenḓa HL. For instance, Mr Phosa explained the words in Tshivenḓa HL as follows: the word 'scale' *[ndi tshikalo tshi no shumiswa u kala vhuleme ha tshithu],* meaning, an instrument used to determine the weight of something; 'weigh' [*ndi u kala vhuleme ha tshithu*], to put

something on a scale to determine its weight, ‘elephant’ *[ndi phukha ya ḓaka i ḽaho maṱari na mahatsi nahone yo hula u fhira vhunzhi ha zwipuka zwa ḓaka], it* is a wild animal, a herbivore and the biggest of all other wild animals.

In these four classrooms, teachers allowed learners to tap into their full linguistic repertoire to understand the meaning of new or difficult words (Hungwe 2019; Madiba 2014; Mothlaka 2021; Yafele 2021) which subsequently improved the meaning of the entire L2 text. Lou and Wu (2024) affirm that learning unfamiliar business terminologies in the home language facilitates better understanding of the subject content and the ability to recall the meanings well without rote learning.

Similarly, learners in Ms Blandina’s and Mr Pitso’s classrooms encountered new concepts or difficult words during their grammar lessons. However, to accelerate the understanding of the subject matter, these pro-English only Grade 7 teachers explained these unfamiliar words in English only. The meanings for the new concepts or difficult words were derived from the glossary section of the prescribed book. This implies that the inclusion of Tshivenḓa HL in these classrooms is not considered a learning resource but a hindrance that delays L2 acquisition.

4.4.6 Explaining the subject matter when learners do not understand

Mr Phosa’s, Ms Londolani’s, Ms Elisabeth’s, and Mr Bheki’s lessons prioritised enhancing learners’ understanding of English FAL texts; therefore, they allowed the alternation of both English and Tshivenḓa HL to teach the subject matter. These Grade 7 teachers used Tshivenḓa HL to explain the subject matter when learners did not understand. In so doing, these teachers allow their learners to draw on their previously acquired language skills rather than being forced to utilise only L2 and follow monolingual practices (Cenoz & Gorter 2022).

The extract below portrays how Ms Londolani taught some of the parts of the story in the learners’ HL.

Ms Londolani: *[Heyi passage ye ra vhala, i khou amba nga ha Mapule we a kundelwa u ya tshikoloni. Ipfi ‘absent’ ḽi amba uri sa vha hone tshikoloni. Zwe zwa itea ndi zwauri Mapula, o funga mulilo we wa fhedza wo fhisa nnḓu ya hawe. I zwi zwo itiswa nga uri she was stubborn- o vha a si pfi….].*

English translation: *This comprehension passage we read is about Mapule who could not come school. The word 'absent' means not present at school. What happened was that Mapule started the fire that burnt her house. This was caused by her stubbornness…*
This explanation in Tshivenḓa HL made learners either nod their heads or raise their hands wanting to respond to the questions that were previously asked to indicate that the subject content was well understood.

Despite the importance of using HL to enhance understanding of the subject matter, Ms Blandina and Mr Pitso emphasised the necessity of teaching their lessons exclusively in English. These pro-English only teachers believe in implementing the separation of languages approach because they believe as some researchers do that English and the HL possess distinct linguistic features that should be kept apart (Jacobson & Faltis 1990; Labo 1957; Selinker 1972).

4.4.7 Summarising the lesson content

During the observation process, the researcher noted that all six teachers summarised the subject matter before concluding with the lesson. However, the summaries were done differently. For instance, Mr Phosa, Ms Londolani, Ms Elisabeth, and Mr Bheki summarised the reading comprehension passages and the grammar lesson, respectively, in Tshivenḓa HL. This approach provided clarity on the plot of each story and different types of nouns while enhancing learners' understanding. In these classrooms, Tshivenḓa HL was used effectively in teaching English FAL to seventh graders without hindering their understanding of the lesson content.

Mr Phosa summarised the text as follows:

Mr Phosa: *[Kale-kaleni kha ḽiṅwe shango, vhadzulapo vha kusi kwa Thembalethu vho ḓo langana uri vhone tshileme tsha nḓou. Ha vha vhathu vho ḓo thoma u hanedzana nga ha uri vha nga kalisa hani tshileme tsha nḓou ngauri yo hulesa. Khanedzano i yo yo itisa uri hu si vhe na nyanḓano vha balelwa u swikelela kha u pfana. I zwo zwo ita uri vha fhedze vha sa ḓivhi uri tshileme tsha nḓou ndi tshi nga fhani].*

English translation: Once upon a time, in another country, Thembalethu villagers decided to weigh the elephant. A debate started on how they could weigh an elephant

because it was very big. This debate led to a disagreement among themselves, and they could not weigh the elephant to determine its weight.

Ms Elisabeth also summarised her lesson through the alternation of English and Tshivenḓa HL. The HL was also used to emphasise important points of the story.

Ms Elisabeth: *[Zwino, nga u pfufhifhadza… hetshi tshiṱori tshi ri vhudza nga ha mme a Thabang, vha ne vha vhidzwa nga dzina ḽa mama Duduzile. Thabang o vha e ṅwana we a funwa zwinzhi nga mme awe ngauri ndi ene muhulwane. Ṅwana wa vhuvhili wa vho mme Duduzile, ndi wa musidzana ane dzina ḽawe ndi Zandile. Mmh…. nga murahu…nyana so… ha miṅwaha mivhili musi Thabang o thoma u shuma, mama Duduzile vho mbo ḓi lwala… lwa tshifhinga tshiṱuku vhukuma. Mme a Thabang vha fhedza vho lovha…. eish! Mama Moloi ndi vhone vhe vha ṱhogomela Zandile na khaladzi awe musi Thabang a mushumoni. Vhana vha mama Duduzile vho livhuwa zwinzhi vho mama Moloi vhe vha vha tikedza na u vha ṱhogomela musi vha tshi khou aluwa… fhedzi tshiṱori hetshi tshi na mafhungo a vhaisaho mbilu. Eish!..ni zwi pfisa hani?].*

English translation: *Now, in summary…this story is about Thabang's mother and her name is mama Duduzile. Thabang was dearly loved by her mother as an eldest child. The second born to mama Duduzile, was her daughter called Zandile. Mmh…after a short while…two years later… when Thabang started working, mama Duduzile got ill…for a very short period. Thabang's mother passed away…eish! Mama Moloi took care of Zandile and her younger brother when Thabang was at work. Mama Duduzile's children were so thankful to mama Moloi for the support and care when they grew up…but this story has such sad news. Eish… how do you feel?*

The summaries above provided clarity on the plot of each story whilst enhancing learners' understanding. In these classrooms, Tshivenda HL plays a significant role in the learning and teaching of English FAL among the seventh graders without causing any hinderances to their understanding of the subject matter. This view concurs with a study conducted by Mwambula (2021) in Tanzania lower primary education when he reports that teachers accept the HL as a fundamental resource for teaching and learning of English. Simply put, students' linguistic repertoire is regarded as a resource for learning English in the L2 classrooms (Garcia & Kano 2014; Makalela 2015) and

does not hinder acquisition of the L2 as advocated and widespread by those who believe in language separation in education. Therefore, Ambele (2020; 2022); Chukwuemeka and Ambele (2022) affirm that bilingualism is a resource since languages may complement one another.

Nevertheless, Ms Blandina and Ms Pitso repeatedly summarised their grammar lessons in English only while emphasising the main points of the topic.

4.4.8 Giving tasks or homework to learners

At the end of each lesson, Mr Phosa, Ms Londolani and Mr Bheki gave their learners tasks to complete to assess if the subject matter was well understood. In these classrooms, these Grade 7 teachers read the instructional words in English and explained them in Tshivenda HL for better understanding. Additionally, learners were also given explanations in their HL about what is expected from each activity learners had been assigned to complete. After the detailed explanation and clarification of instructional words, learners understood what was expected and what to do in the activity provided. This implies that explaining the new vocabulary to learners in their HL accelerates comprehension and decreases the chances of misunderstandings (Lou & Wu 2024; Nambisani 2014).

For example, Mr Bheki used Tshivenḓa HL to explain what was expected of the tasks given. The following instructional words were explained to the learners in their HL: *identify, name, choose, classify* and so forth.

Mr Bheki said*: [Hezwi ni tshi ḓo ṅwala hoyu mushumo, ni khou tea u ita zwitevhelaho… 'identify' ndi u ṱalusa, 'name'…ndi uri ṋeani, 'choose', ndi u nanga, 'classify',' Ndi u vhea zwithu kana tshithu fhethu hugede …kana kha kilasi…kana kha tshigwada hune zwa wela hone'].*

English translation: *As you will write this activity, you should do the following… 'identify' means 'find information from a text', name 'means 'give information', 'choose' means 'select', 'classify' means 'to put a thing or things in a particular place…or in a class or in a group where it/they belong'.*

Such an explanation seemed to have provided clarity and understanding about what was expected in each activity. This approach concurs with Khojan's study (2022:25) which concludes that "when teachers are teaching new vocabularies, it is beneficial

for teachers to use the L1 to make it easier for students to comprehend". A study conducted by Motlhaka (2021) revealed that the use of students' L1 during discussions enhanced their understanding of new and difficult words as well as syntactic rules and it resulted in their ability to respond to texts which require high cognitive thinking. Luo and Wu (2024) also aver that translanguaging assisted students to understand and recall the meanings of business terminologies and thus improved understanding of the content. Overall, explanation of the instructional, new words and difficult words in the L1 provided a benefit to bi/multilinguals to understand the lesson content. This implies that the use of L1 to teach new vocabulary serves as a scaffold to provide students with an assistance to learn and understand certain activities that they could not have achieved on their own (Vygotsky 1978).

On the contrary, Ms Blandina and Mr Pitso implemented a different approach regarding instructional words and outlining expectations for the activities given. These Grade 7 teachers explained the instructional words and any other misunderstandings about the activity given in English only. To provide further clarification, several examples were provided on how to respond to the tasks. All in all, the alternation of English and the L1 is not permissible in these classrooms, thus a monolingual approach was preferred and utilised.

4.4.9 Conveying informal messages for classroom management

Mr Phosa, Ms Londolani, Ms Elisabeth and Mr Bheki conveyed informal messages to their learners in Tshivenḓa HL. These messages were not related to the subject content but to attract learners' attention, maintain discipline in the classroom, and praise the learners for their good performance. For instance, Mr Phosa's classroom switched to Tshivenḓa HL to emphasise good behaviour during the lesson in the presence of the researcher and requested learners to applaud a learner who responded correctly to the question.

In Ms Londolani's classroom, informal messages were conveyed for the purpose of reprimanding a learner who was not paying attention during the lesson and making an announcement that pertained to the cleaning of the classroom.

Ms Londolani: *[he ḽa muṱhannga, sedzani ngeno ni litshe u ita phosho!]*

Translation: Hey young man, look here and do not make noise!

In the excerpt above the learner was reprimanded because he was not paying attention to Ms Londolani during the lesson presentation. Such an utterance in the learner's HL instills discipline in the classroom and is "more authoritative than the target language" (Zhang 2023:150). An example of an announcement is explained below:

Ms Londolani: *[Ri sa a thu ṱuwa, vhoiwe vhasidzana vha tshigwada tsha vhuvhili, ni songo hangwa u ṱuwa no swiela].*

English translation: *Before you leave, girls who belong to group two must not forget to clean the classroom.*

The expression above was an announcement directed to girl learners so that they clean the class. The use of Tshivenḓa HL was intended to ensure that the message about cleaning the classroom is well conveyed. The researcher noted that when informal messages are expressed in the learners' HL it captures their attention and learners focus on what is expected of them.

Finally, Mr Bheki also emphasised the submission of the questionnaires to the researcher immediately after filling in the required information. The excerpt below provides the example.

Mr Bheki*: [Hedzo fomo dze na fhiwa nga mueni washu, ni songo hangwa u vhuya na dzo matshelo. Zwi khou pfala, musi?].*

English translation: These forms you received from our visitor (researcher) should be brought back tomorrow. Do you understand, okay?

Noteworthy is that all these informal messages were expressed in Tshivenḓa HL to ensure that information is well understood. The discussions above signify that learners adhere strictly to the teacher's message as requested - an indication of well conveyed information. A study conducted by Belle, Jannah, Mark, Princess, Michael, Mica, and Henelsie (2022) reports that the use of the student's L1 by teachers has an authoritative influence when compared to the target language and can attract the students' attention to focus on learning, complete a task, and pay attention as it is expected by the teacher.

4.4.10 Language used by learners to ask questions for clarification and respond to the teachers' questions

Mr Phosa, Ms Elisabeth and Ms Londolani whose teaching approach is translingual, allowed Grade 7 learners to interact with them in Tshivenḓa HL to ask questions and respond to the teachers' questions orally. These teachers reported that the inclusion of the HL in their lessons promotes participation and learners could freely ask questions in their Tshivenda HL to clarify any misunderstood information. In turn, this results in positive attempts to respond to teachers' questions without feelings of anxiety regarding the mandatory use of L2. In other words, implementing the translanguaging approach builds confidence, alleviates feelings of anxiety and fear, and creates a positive environment for participation (Lou & Wu 2024; Yusri, Huzaimi & Sulaiman 2022). Such a practice improves understanding of the subject matter and academic performance. Below are examples of lessons portraying the alternation Tshivenda HL and English FAL:

During Mr Phosa's lesson, learners interacted with their teacher to ask and respond to questions about the subject matter in Tshivenḓa HL.

Learner's question: *[Sir, kha nḓou na ḽi a ḽikovhe ḽihulu-hulu, mara ndi tshi fhio tshine tsha vha tshi hulwane?]*
English translation: *Sir, which one is bigger between an elephant and a whale?*
Mr Phosa: *Khovhe heyo khulu-khulu ipfi ndi khovhe-ya-vhimbi. U ya nga ha nḓivho yanga, Khovhe ya vhimbi, ndi amba… a whale… ndi khulwanesa u fhira nḓou, okay.*
English translation: That big fish is called a whale. According to my knowledge, a whale, I mean… a whale… is bigger than the elephant, okay.
When learners were expected to respond to the teacher's question, they alternated between English FAL and Tshivenda HL.
Mr Phosa: *[Ni vhona u nga zwi a konadzea u kala nḓou naa?].*
English translation: *Do you think it is possible to weigh an elephant?*
Learner response 1*: [Ee, zwi a konadzea arali huna mutshini muhulwane wa u kala]*
English translation: *Yes, I think it is possible to weigh it if you have a big machine]*
Learner response 2: *[Sir, no! Nṋe ndi vhona uri zwi nga si konadzee, hafhu nḓou yo hulesa, yoo!]*

English translation: *Sir, no! I think it is not possible to weigh an elephant because it is very big, hey!*
Learner response 3: *It is not easy. The elephant is a big animal!*

In Ms Londolani's classroom, learners were also granted an opportunity to switch to Tshivenḓa HL when responding to and asking questions.
Ms Londolani: *Do you think the police arrested Mapule?*
Learner's response 1: [Nṋe ndi vhona uri Mapule a nga si farwe ngauri ndi muṱuku. Vhana vhaṱuku a vho ngo tendelwa u ya dzhele]
English translation: *I think Mapule cannot be arrested because she is still young. Young children are not allowed to go to jail.*
Learner's response 2: *[Mapule ha ngo farwa ngauri ha ngo tou ita nga khole uri nnḓu i swe].*
English translation*: Mapule was not arrested because she did not intentionally burn down the house.*

The excerpts above presented a wide variety of translanguaging instances that were used to improve learners' active participation in the classrooms. This further prompted learners to actively interact with their teachers in Tshivenḓa HL without any fear of committing English grammar errors when responding or asking questions orally. According to Zhang (2023), a positive environment in the classroom is beneficial because it builds self-confidence and self-esteem in the learners, shapes character and improves academic performance (Wahyudi 2023). Additionally, translanguaging in a classroom can develop a good rapport between teachers and students and student and student (Fang & Liu 2020; Zhang 2022). The process of language alternations provides a better understanding of the subject matter and improved learners' academic performance. Noteworthy is that learners excelled in their tasks or activities when possible answers of the tasks assigned were provided by the teachers.

Despite the acceptance of the HL by other teachers during their lessons, the opposite happened with learners in Mr Bheki's, Ms Blandina's and Mr Pitso's classrooms in terms of HL usage. Learners in these three classrooms were expected to respond and ask questions in English only. For instance, in Ms Blandina's class, learners responded to the teacher's questions in English only as indicated below:

Ms Blandina: *Someone mentioned that the word 'sky' is an abstract noun. Is the answer correct?*
Learner response 1*: We can't touch the sky, that's why it is called an abstract noun.*
Ms Blandina: *Can you see the sky, class?*
Learner response 2: Ma'am, we can see it, but we can't touch with hands. It's very far away.
Ms Blandina: *Now classify the word!*
Learner response 3: Ok, I think sky can a concrete noun.
Ms Blandina: *Your answer is correct!*

Although Mr Bheki prefers the alternation of English and Tshivenḓa HL to teach his lessons, in this instance learners were not afforded such an opportunity. This means that learners used English only to ask questions and respond to teachers' questions. This monolingual approach was applicable in Ms Blandina's and Mr Pitso's lessons. These 2 Grade 7 teachers assert that a better understanding of English FAL texts is through maximum exposure to English only. Below is the conversation of Mr Pitso and his learners during the lesson.

Mr Pitso: *Okay! Is the activity difficult?*
Learner response 1*: Yes, sir…I don't know how to choose the correct answer…article.*
Learner response 2*: That question for number 'd' is confusing us.*
Mr Pitso*: What confuses you?*
Learner response 4*: To choose between 'the' or 'a'…eish!*
Mr Pitso*: Okay. Just write any answer, okay, we'll do corrections for this activity.*

Although, Mr Pitso imposed an English only approach in his classroom, learners interacted among themselves in Tshivenḓa HL in the absence of the teacher.

Learner 1*: [Kha heiḽa question number 'd' phindulo ndi article, 'the'].*
English translation*: The answer to question number 'd' is the article, 'the'.*
Learner 2*: Why ni khou ralo?*
English translation*: Why do you say so?*
Learner 1*: Hu pfi article 'the' ni i shumisa kha tshithu tshine na tshi ḓivha.*

English translation*: It said that the article 'the' is used with a thing that you are familiar with.*

The excerpt above signifies the necessity of the use of HL in this class to accelerate understanding of the subject content. In the absence of such intervention, learners tend to smuggle their HL to assist each other with the explanation of the new or difficult words and clarification of the subject matter or tasks to be undertaken when not well understood. It is obvious that during these classroom observations there is good interaction among learners in their HL, participation in the discussion is very active and learners enjoyed working together. Active participation by learners during the lessons was a result of the relaxed environment that learners created among themselves. This approach illustrates that the ZPD is extended beyond the teachers and learners, but also occurs among non-expert language learners (Vygotsky 1978). In other words, the use of HL for scaffolding purposes leads to L2 development of an individual learner.

4.4.11 Language used by learners to discuss subject content in groups and/or interact with others in the classroom

In the context of discussing subject content in groups, learners create a positive environment for interaction among themselves. In all 6 observed lessons, Tshivenḓa HL was utilised when learners engaged among themselves to discuss the subject matter in the absence of their teachers. The use of Tshivenḓa HL among themselves was instrumental in explaining new or difficult words, clarifying misunderstood subject matter, and explaining tasks to be undertaken. This finding suggests that Tshivenḓa HL remains a valuable learning resource and is an important factor that contributes positively to the teaching and learning of English FAL among the Grade 7 learners. The excerpts below portray how learners use Tshivenḓa HL to interact with one another during classroom activities:

In Mr Phosa's classroom learners used their HL to discuss about the story that was being read.

Learner asks: *[Mara vhoiwe, ni vhona nḓou i khulwane kha ḽikovhe li ya ḽihu-hulu ḽa lwanzheni naa?].*

English translation: *Hey, do you think an elephant is bigger than a whale?*

Learner response 1: *[Mmh… nn̓e a thi na vhuṱanzi, ngoho. Heḽo l̓ikovhe na u l̓i vhona a thi athu l̓i vhona].*
English translation: *Mmh… I am not sure. I haven't seen a whale.*
Learner response 2: *[Nḓou you hulesa. A huna na tshipuka na tshithihi tshi no lingana na tsho, ita nu hangwa!].*
English translation: *An elephant is very big. There's no wild animal that can be compared to it, forget about it!*
In Ms Londolani's class, her learners used Tshivenḓa HL to provide clarification about the task to be completed.
Learner question 1: *[Hu pfi ri khou tea u ṅwala heyi activity hayani naa? Ndi homework yashu?].*
English translation: *Are we expected to write this activity at home? Is it our homework?*
Learner response: *[Yaa, ndi homework yashu…mara kha ri tou vhudzisa vhaṅwe].*
English translation: *Yes, it's our homework…but we can also ask others.*

The two excerpts signify the importance of HL in their learning and completing of the task. Therefore, these learners' HL cannot be discarded away from their classrooms because it provides clarity and enhance understanding of the L2 subject matter without any hinderance. It could be concluded that for Grade 7 learners, alternation between English and the HL could be a significant factor that contributes positively to the learning of English FAL in these classrooms.

In conclusion, regarding the use of both Tshivenḓa HL and English to teach and learn English FAL, it was evident that learners in Mr Phosa, Ms Londolani, and Ms Elisabeth's classrooms participated actively during the lessons because they were allowed to respond to the teachers' questions in any of the two languages. This means that these learners did not experience any anxiety to express themselves in the language they are not well acquainted with (Wahyudi 2023). On the other hand, learners in Mr Bheki's class interacted well with their teacher, despite being compelled to speak in English only. The use of Tshivenḓa HL in Mr Bheki's classroom created a positive environment that allowed them to attempt speaking in English.

On the other hand, there was a contrast in the use of Tshivenḓa HL and English in Ms Blandina and Mr Pitso's classrooms. Ms Blandina from school A - lesson 2 (Annexure

D.1.2) and Mr Pitso from school C - lesson 6 (Annexure D.1.1) both introduced their new topics based on grammar and their teaching was strictly through English throughout the lesson. Learners were expected to respond to the teachers' questions in English only. The strict usage of English was meant to afford learners the opportunity to practise speaking the language and to increase their vocabulary and learn how to construct sentences in English. These teachers believed that better acquisition and development of English is through maximum exposure to L2 (Jacobson & Faltis 1990; Lado 1957) rather than allowing learners to tap into their HL. However, this approach contradicts the CBM theory which argues against a monolingual bias and discard the view of marginalisation of minority and indigenous languages.

Overall, from the 6 lessons observed, it was found that Grade 7 teachers possess positive and negative views about the alternation of Tshivenḓa HL and English during English FAL lessons. The preference for either the translanguaging approach or the English-only approach is further analysed from data collected through group and semi-structured interviews as well questionnaires.

4.5 Discussion of themes emanating from the data collected

This section presents an analysis of data collected from participants' semi-structured interviews, focus group interviews and questionnaires. As this study follows the mixed method approach, classroom observations, semi-structured and focus group interviews were qualitatively analysed to obtain themes while questionnaires were quantitively analysed to obtain a descriptive analysis. A summary of findings of the classroom observations (Chapter 4 section 4.3.1), semi-structured (Annexure F) and focus group interviews (Annexure G) is presented below followed by identification and discussion of themes.

4.5.1 A summary of findings from the teachers recorded during semi-structured interviews

1. On the question about the language in which teachers feel most comfortable in their teaching, the majority of the teachers felt comfortable teaching in Tshivenḓa HL because it is their HL. The comment below supports the reason provided:

Ms Elisabeth*: Tshivenḓa,… reason being that home language is my mother tongue language.*

However, some of these teachers felt comfortable teaching in English because it is the language used for assessment, and they wanted to help learners perform better in English since it is the LoLT in L2 classrooms. To support the aforementioned view, these teachers commented as follows:

Ms Blandina*: It's English. The reason is that it will help the learners to perform better, and it is the medium of instruction.*

Mr Bheki*: It's English. I think it is better for them to learn in English, because at the end of the day they are going to write in English only… they are not allowed to write in their mother tongue language.*

2. On the question of how teachers rated their learners' proficiency, the majority of the teachers indicated that their learners were good. Below are the teachers' comments:

Mr Bheki: *Hmm… I think I can say they are good. If you are teaching them in English, when you ask them questions, to show that they understand, they will answer you, maybe they'll raise their hands. Remember at home they don't use English, they use Tshivenḓa, so it takes time to understand this language.*

On the other hand, some of the teachers rated their learners' proficiency as fair. Below are the teachers' comments:

Mr Bheki: *Hmm… I think I can say they are good. If you are teaching them in English, when you ask them questions, to show that they understand, they will answer you, maybe they'll raise their hands.*

Mr Phosa: *It is fair. We as government schools start English in grade 4.*

3. On the question about how learners cope with English as LoLT, the majority of the teachers commented that their learners coped well. On the other hand, some teachers reported that some of their learners struggled to understand English. The comments below are given to support their responses:

Ms Blandina: *They cope well. I train them, each group I meet, I inform them English is only to be used as medium of instruction so that they participate. If they do not understand, I use gestures for them to understand.*

Mr Pitso*: …with brilliant learners it is easy for them to grasp some of the subject matter…so the average ones are there (cope fairly) with regard to below average they are less (cope less) in terms of comparison. But I can say that majority of my learners cope well in English.*

The comments below support the views about learners who coped fairly in English. Ms Dumisile made this statement:

Ms Dumisile: *majority of them (learners) are struggling because they do not understand the content, but there are few who are clever enough in such a way that they can cope.*

4. On the question about learners' perceptions of translanguaging pedagogy in English FAL, it was revealed that the majority of the learners were positive about the approach. The following reasons were mentioned for their preference:

Ms Elisabeth: *They are positive. And I sometimes codeswitch to help those who are struggling (to understand). I use Tshivenḓa to explain so that they have a better understanding of the subject matter.*
Mr Pitso*: As learners, they prefer to use both languages (Tshivenḓa and English), but myself as an English teacher, I prefer to teach them English FAL using English only so that I can build their vocabulary.*
In contrast to the above comments, some teachers reported that their learners were in favour of the monolingual approach. The statement below supports the response:
Blandina: *They enjoy speaking in English and I want them to make noise in English, they try to speak although they are not fluent and confident.*

5. On the question about the use of more than one language during English lessons, it was reported that the majority of the teachers use Tshivenḓa HL and English for the explanation of difficult subject matter so that learners' understanding is enhanced. The comments below were cited to support their views:
Mr Phosa*: These learners …their first language is Tshivenḓa of which they understand and grab the concepts easier when we teach them than in other language (English).*

Ms Elisabeth: *Yes, when I teach English FAL, I use English, but if I see that some of my learners cannot understand what I am saying, I can I codeswitch to their mother tongue. This improve their understanding of what is being taught.*

In contrast with the abovementioned preferred LoLT, some teachers reported that they used English only to teach English FAL because L2 acquisition is dependent on complete immersion in the target language and using English as LoLT. The following comments justify the preferred LoLT.

Ms Blandina: *No. As I am an English teacher, I teach in English so that learners are able to answer learners with a different language.*

Mr Pitso*: No. The reason is that for a learner to grasp or to learn a language he/she must be taught in that particular language they are using.*

6. On the question about the purpose for using more than one language during English FAL lessons the majority of the teachers mentioned that the approach was used to enhance learners' understanding of the subject matter since they were not competent in English. The following comments were cited:

Mr Bheki: *The purpose is to make them understand more, as they struggle to understand English.*

Ms Dumisile: *The purpose is to help those (learners) struggling to understand what is being taught, because learners' performance is not the same.*

7. On the question regarding the effectiveness of using more than one language during teaching and learning of English FAL, the majority of the teachers indicated that the approach was helpful, while some teachers disagreed about its effectiveness. Teachers in favour of the translanguaging pedagogy reported that the approach was used to explain the lesson content to improve their learners' understanding. In addition, the use of the HL assisted learners to recall the lesson content taught.

The following comments justify the effectiveness of the strategy:

Ms Elisabeth*: Yes. To some of the learners who are struggling (not coping well). I explain to them the subject matter in the home language for a better understanding.*

Mr Bheki: *It is effective, it is good. It makes them to understand more, like when reading a comprehension and explain with their home language, but when they answer, they have to use English, but they will recall some of the things I have explained.*

Conversely, teachers who refuted the effectiveness of using more than one language indicated that intermixing lowered learners' L2 vocabulary and English should be the LoLT. Below are the teacher's comments to justify the view:

Mr Pitso: *No, the thing of the matter is, if I can mix the two languages at the same time…I'll be lowering their vocabulary. So, if I am teaching them English, I prefer to use English…*

8. On the question about allowing learners to ask questions in their HL during the English FAL lesson, the majority of the teachers were positive about the approach. These teachers reported that the use of Tshivenḓa HL during EFAL lessons boosted learners' confidence to ask questions and so their understanding of the subject matter was enhanced. The comments below were cited:

Mr Phosa*: Tshivenḓa is used to boost their confidence.*
Ms Blandina: *During English period I allow them to use English to ask questions and those struggling, they mix the two languages, and I can help them say it in English.*

Some teachers indicated that they did not allow the use of HL during the English FAL lessons because intermixing HL and English could confuse learners making it difficult to understand the subject matter. The translanguaging approach is rejected because L1 and L2 possess diverse linguistic features. In other words, English should be the only medium of instruction so that learners are granted an opportunity to learn and use it. To support the aforementioned view, Mr Pitso and Mr Bheki said:

Mr Pitso: *No. Mixing two languages in one lesson confuses learners' understanding of English FAL. These two languages, Tshivenḓa and English are different from one another.*

Mr Bheki*: Most of the time I do not like them to ask question in their home language, because, eh… they won't learn, they have to make mistakes.*

9. On the question if the use of more than one language should be allowed during English FAL lessons, the majority of the teachers were positive towards this approach. These teachers indicated it benefitted learners because it was their HL which they acquired before starting school. The inclusion of the HL was fundamental for the

improved understanding of the subject matter when it was taught to learners. The comments below were cited to support their preference:

Ms Dumisile*: I think so. It should be allowed. Uhmm! … I think it will have a benefit to learners because when they come to school… they only have mother tongue.*
Mr Phosa: Yes, we need deeper understanding from the kids, they must know what they are doing because application (of knowledge) is important.

Although the majority of teachers advocated for the intermixing of languages, some teachers refuted the benefits of the practice in favour of the monolingual pedagogy. The monolingual approach was accepted because it foregrounded separation of languages for the better acquisition and development of English. The following comments were provided to justify the reasons:

Ms Blandina: *No. It should not be allowed. English is English. For me I'll be robbing the kids.*
Mr Phosa*: No. I do not mix two languages.*

10. On the question regarding the extent to which HL language should be used, the majority of the teachers reported that they used Tshivenḓa HL for purposes such as explaining the subject matter when the learners did not understand, when asking and responding to questions, and discussing activities in pairs or groups. The comments below support the reasons provided.

Mr Phosa: *To explain the subject matter. For example, learners must understand what a negative form is.*
Ms Dumisile*: I allow learners to use their home language when they want ask questions about what they don't understand from the content (subject matter). Sometimes they use it to answer questions and discuss activities like projects in their groups.*

11. On the question about teachers' opinions about teaching English FAL without the inclusion of HL, two varied views were revealed. The majority of the teachers cited that English FAL could not be taught without the incorporation of HL because it could demotivate learners to ask questions when they could not understand. Additionally, only a few learners would understand what was taught during the lesson. The following comments were mentioned by the teachers:

Mr Phosa: *If you stick to English some of them will understand, but very few will understand.*
Ms Dumisile: *I think it is bad because most of the learners will keep quiet whereas they are not understanding…*

Some teachers who preferred the monolingual approach mentioned that English was necessary to improve communication skills and fulfil other purposes in the classroom. The comments below were cited:

Ms Elisabeth*: In my opinion, it is good to use English only when they (learners) are young so that they (learners) learn to communicate.*
Blandina: *It helps them with expression when meeting people of other languages, they are able express themselves if they are trained well in English.*

12. On the question about the use of both HL and English in the English FAL classroom whether there are any academic improvements, the majority of the teachers indicated "yes", while some indicated "no". Teachers who accepted the academic improvements reported that HL improved learners' confidence and they could understand the subject matter, and new words when explained in Tshivenḓa HL. Moreover, some learners understood the lesson content when there was an alternation of both HL and English during the lesson. These views were supported by the following comments:

Mr Phosa: *You will find that they are struggling here and there, but when times goes on, they become confident and understand the subject matter and improve their academic performance.*
Ms Elisabeth*: Yes, there is an improvement when two languages are used. It depends on learners; some perform very well when both home language and English are used to teach a particular subject matter.*

On the contrary, some teachers who disapproved of the inclusion of HL during English FAL lessons reported that there was no academic improvement because this approach could lead to Tshivenḓa HL dominating English, only if learners prefer that the LoLT is in Tshivenda HL only.
This view was supported by the comment below:
Mr Pitso: *When you immediately try to mix the languages, there will be one language to dominate the other one…it's obvious that Tshivenḓa is going to dominate English*

because it (Tshivenḓa) is learners' mother tongue. In my opinion, I don't think there will be much academic improvement.

4.5.2 A summary of findings recorded during learner focus group interviews

1. On the question about language in which learners feel most comfortable being taught, it was revealed that the majority of the learners preferred Tshivenḓa HL. These learners indicated that they preferred HL because it helped them to deepen their understanding of the English lesson content. When Tshivenḓa HL was used, these learners could understand the subject matter well. The comments below support the views mentioned above:
Learner 24 from school C: *I want to be taught in Tshivenḓa because I understand what the teacher is saying.*

Learner 23 from school C: *It helps those (learners) who might be struggling to understand English.*

However, some learners who indicated that they were most comfortable being taught in English reported that English was preferred because they understood it well and wanted to improve their English proficiency.

Learner 21 from school C: *I can understand English well.*

Learner 11 from school B: *I want to learn the correct usage of English and gain a better understanding of the language.*

2. On the question about learners rating their English proficiency, the majority of them indicated that they were fairly competent. However, some learners rated themselves as good and very good. Students with a fair rating mentioned the following:

Learner 18 from school B: *For me it's fair. Sometimes I struggle to understand English.*

Learner 13 from school B: *I don't know many English words. I don't speak it (English) well…my proficiency is fair.*

Noteworthy, learners with a good to very good rating did not provide a reason for their responses.

3. On the question of how many languages are used during the English FAL classroom, the majority of the learners reported that HL and English were used for teaching and learning. The following comments were provided to support these views:

Learner 9 from school A: *They are only two. Tshivenda and English.*
Learner 1 from school A: *We are taught in two languages. Tshivenda and English.*

On the other hand, some learners indicated that English was the only language used for teaching and learning. These students commented as follows:

Learner 2 from school A: *Some teachers use only one language, such as English.*
Learner 4 from school A: *During English FAL lessons, our teacher always teaches in English only.*

4. On the question about how learners cope with English as LoLT, the majority of the learners indicated that they experienced challenges when the HL is excluded during English FAL lessons. These learners reported that Tshivenḓa HL should be used to explain the meaning of the subject matter to improve their understanding. In support of the view above, the following comments were provided:

Learner 6 from school A: *I think teachers should also explain the subject matter in Tshivenda to improve understanding of the lesson content.*

Learner 20 from school C: *I don't cope well. English is sometimes difficult for me.*

Inversely, some learners mentioned that they coped well when were taught in English only. Below are some of these learners' comments:

Learner 19 from school B: *I cope well when I am taught in English.*

Learner 4 from school A. *I understand the subject matter well when the teacher teaches in English only.*

5. On the question whether teachers are allowed to use more than one language (translanguaging) during English FAL lessons, all the learners indicated that they were allowed to teach and explain lesson content using both Tshivenḓa HL and English. Below are the learners' comments:

Learner 2 from school A: *Yes, I think they are allowed because some teachers teach in English and explain in our home language.*

Learner 11 from school B: *Yes, it's the home language and English.*

6. On the question of learners' opinions about using HL and English at the same time in a lesson, the majority of the learners were positive towards the approach. These learners indicated that HL assisted them to understand the subject matter and increased their vocabulary. The subject learnt with the explanation of HL is transferred to English. The following comments were provided:

Learner 27 from school C: *I like the strategy because Tshivenḓa improves my understanding of the subject matter.*

Learner 11 from school B: *This is a good strategy for learning English content, because it increases my vocabulary… I gain more words from the two languages.*

Conversely, some learners rejected the benefits cited above and were in favour of the monolingual approach to create an opportunity to improve their English proficiency through maximum exposure to the target language. Furthermore, the mixing of languages was believed to cause confusion, and it should be avoided for L2 acquisition and development.

Learner 7 from school A: *I understand Tshivenḓa well than English and I need to be given chance to always use English during the lesson.*
Learner 16 from school B: *It's not a good idea. Mixing languages can confuse some of us. We need an exposure to English so that we can learn it.*

7. On the question about learners' perceptions of teachers who use translanguaging in the teaching of English, the majority of the learners were positive towards the approach, while some disapproved of it. Learners who preferred the translanguaging pedagogy reported that the HL helped them understand the subject matter better, improved their vocabulary, enabled transferral of lesson content learnt in HL to English, and the ability to recall what was taught by the teacher.

Learner 14 from school B: *The information I am learning is transferred from Tshivenḓa to English. It helps the children (learners) to learn the two languages at the same time and to know many words of the two languages.*

Learner 13: *I am positive about it (translanguaging). When I understand what the teacher is teaching, I recall most of the lesson content I was taught, and I can respond to the question.*

In contrast to the benefits cited above, some learners negated them. It was reported that intermixing languages in one lesson should be avoided because HL and English possess diverse linguistic features, and it delayed the acquisition and development of English. A monolingual approach was preferred to provide an opportunity for a complete immersion in English. These views are supported by the comments below:

Learner 7 from school A: *No. It (translanguaging approach) confuses me. It disturbs me to learn English well.*

Learner 17 from school B: *I am not happy about mixing Tshivenda and English. I think these two languages are different. English must be taught in English.*

8. On the question of whether learners are allowed to use more than one language during their lessons, the majority of the learners indicated that their teachers permitted them to use Tshivenda HL and English to improve communication skills, enhance understanding of subject matter, and explain the lesson content to others when they could not understand.

Learner 4 from school A: *I think they want us to learn English and improve communication skill.*

Learner 13 from school B: *English is still difficult to understand to some of us. So, explaining the subject matter in my home language always improves my understanding.*

Some teachers who did not allow learners to use both HL and English in preference of the monolingual approach mentioned that the strategy provided learners with an opportunity to learn and practise speaking in English and that inclusion of HL in the L2 classrooms delayed the acquisition of the target language. Below are the learners' comments:

Learner 28 from school C: *Sometimes they allow us to speak in English to give us the chance to practise it.*

Learner 16 from school B: *Mixing languages can confuse some of us. We need an exposure to English so that we can learn it.*

9. On the question about the extent to which learners are allowed to use more than one language, the majority of the learners mentioned that they used HL to ask and respond to the teacher's question on how an activity should be completed and discuss activities in pairs or groups. To support the views above, learners made the comments below:

Learner 25 from school C: *When we are discussing activities in pairs or groups the teacher allows us to use home language and English so that we explain to one another the subject matter.*
Learner 30 from school C: *The use of both home language and Tshivenḓa is meant to assist some of us who cannot speak or respond to questions in English.*

The purposes for the use of both HL and L2 were only reported by participants with positive attitudes towards the approach.

10. On the question about learners' opinions regarding the inclusion of both HL and English and whether it is helpful to understand the subject matter, the majority of the learners stated that the strategy assisted with understanding the subject matter and new words and recalling the lesson content. The comments below were made:

Learner 26 from school C: *Yes, it helps a lot. I gain a better explanation of the subject matter.*

Learner 11 from school B: *Yes. When the teacher explains the subject matter in Tshivenḓa, it becomes easier to remember what I was taught.*

Conversely, the benefits mentioned above were rejected by some learners who were inclined to prefer the monolingual approach because they advocated for the separation of HL and English. These learners assert that the inclusion of Tshivenḓa HL in L2 lessons could lead to the dependence on HL for teaching and learning. To justify these views, the comments below were provided:

Learner 8 from school A: *No, English must be taught in English only. Tshivenḓa must be taught in Tshivenḓa.*

Learner 17 from school B: *I don't think it's good to mix languages because I'll always want to learn in my home language.*

The findings from classroom observations, focus group and semi-structured interviews were thematically analysed to respond to the study's objectives. The four themes below emerged from the data analysed qualitatively. The table below illustrates the themes identified during data analysis.

Table 4.3: Themes emanating from classroom observations, semi-structured and focus group interviews

Theme:1 The effectiveness of translanguaging on the teaching and learning of English FAL.
Theme 2: Positive and negative perceptions of the translanguaging pedagogy.
Theme 3: Allowing the use of translanguaging in the English FAL classroom.
Theme 4: Purpose of translanguaging in the English FAL classroom.

Theme 1: The effectiveness of translanguaging in the teaching and learning of English FAL

Theme 1 emerged as a factor elucidating the effectiveness of a translanguaging pedagogy from the semi-structured and focus group interviews. Under this theme, Grade 7 teachers and learners were asked to indicate if it was effective and convenient to use two languages (Tshivenḓa HL and English) during the teaching and learning of English FAL in one lesson. Some participants alluded to the effectiveness of the translanguaging pedagogy during the teaching and learning of English FAL. According to the following participants, Mr Phosa, Ms Londolani, Ms Dumisile, Ms Elisabeth, Mr Bheki, Mr Wiseman and Mr King (Messrs Wiseman's and King's lessons were not observed, but they participated in the interviews and responded to the questionnaires administered), the translanguaging pedagogy is an effective approach for the teaching and learning of English FAL. The following were the responses provided:

Ms Dumisile*: I find it convenient… it helps learners to understand the concepts clearly and use them in sentences with a better understanding. Learners learn best in their*

mother tongue. If the teacher does not include Tshivenḓa, only few learners will understand what is taught.

Mr King*: It is effective, it is good. It makes them to understand more, like when reading a comprehension test and I explain in their home language, but when they answer, they have to use English, but they will recall some of the things I have explained.*

Mr Wiseman: *This (translanguaging approach) adds emphasis and clarifies better to those whose English FAL understanding is not adequate. It also makes and eases the subject content.*

In addition to the teachers' comments, several Grade 7 learners also reported that translanguaging is an effective approach for their learning of the English FAL during the focus group interviews. The learners' comments are presented in Tshivenḓa HL because interviews were conducted in their HL to increase active participation and ease communication during the discussion. With the assistance of the qualified language practitioner, the researcher translated the learners' responses from HL to English for a better understanding to non-speakers of Tshivenḓa.

Learner 10 from school A: *Yes, the use of Tshivenḓa and English is good because it helps to learn two languages at the same time, and it increases our vocabulary.*
Learner 20 from school C: Yes. When they (teachers) use home language it helps to improve understanding of what I am taught.

The two extracts were further supported by learners 26 and 30 from school C when they said.
Learner 26 from school C*: Yes, it helps a lot. I gain a better explanation of the subject matter.*
Learner 30 from school C: *Yes, when the teacher uses my home language, it's easy to understand the subject matter.*

The statements above, from both the Grade 7 teachers and learners, demonstrate that they believed in the effectiveness of translanguaging pedagogy in the English FAL classroom. This implies that the learners' HL, Tshivenḓa, plays a significant role in the classroom and therefore may not be avoided because it is intended to clarify and explain information that learners find difficult to understand when English is the only language used for teaching and learning. In addition, the use of two languages

interchangeably is acknowledged as a convenient strategy and does not disturb the smooth running of the lesson. Although these benefits of translanguaging are accepted and recognised, it is also acknowledged that it takes up additional time as teachers use more time during the teaching process for the explanation and clarification of difficult information. This is evident from Ms Londolani's response:

It is convenient, but time-consuming because I explain everything in home language… it's tiring. In term 1, it is difficult because I spend more time introducing one lesson to make learners understand. But what makes me happy is to see them understand what was taught.

In the case of Mr Phosa, he emphasised the issue of teachers exercising some patience when these learners are learning English FAL so that they can grasp the subject matter. He commented as follows*:*

Mr Phosa*: They (learners) have started learning English three years back. This is a transitional stage, and we need to go with them step by step.*

The excerpt above portrays the teacher asserting that Grade 7 learners' exposure to English after the change of LoLT. This implies that there might be minimal exposure to English to these learners and to assist them to learn English FAL better, Tshivenḓa HL was incorporated during the lessons.

In conclusion, the discussion above portrays translanguaging as a convenient strategy applicable within a single lesson with the objective to improve learners' understanding during English FAL lessons. Teachers' and learners' perceptions of translanguaging as a strategy to teach and learn English FAL are discussed below.

Theme 2: Positive and negative perceptions of the translanguaging pedagogy

The concept of perceptions as it deals with human beings' attitudes and feelings implies that people react differently to a particular matter. As this study is based on perceptions, it was imperative to determine participants' perceptions of the translanguaging approach within the classroom context. This means that it was necessary to establish teachers' and learners' perceptions of the use of English and Tshivenḓa HL to teach and learn English FAL.

Sub-theme 1: Teachers' positive and negative perceptions of the translanguaging

Data collected from teachers regarding their perceptions of translanguaging in the English FAL classroom revealed two different views. Firstly, the majority of the teachers, such as Mr Phosa, Ms Londolani, Ms Elisabeth, Ms Dumisile, Mr Wiseman, Mr Bheki, and Mr King, had a positive view towards the use of Tshivenḓa HL during their English FAL lessons. Secondly, some teachers, Ms Blandina and Mr Pitso, preferred the use of English only for greater exposure to the second language (L2) to help learners to acquaint themselves with the medium of instruction.

Teachers who preferred the use of a translanguaging pedagogy during the English lessons indicated that learners were also excited and derived pleasure from the teaching and learning process when it was conducted in both Tshivenḓa HL and English. Below are some of the extracts in support of the view mentioned above:

Mr Phosa: *I think what I see or what I can say(sic) is this that they become happy when you explain, maybe you were reading a comprehension test, sometimes you explain in their language…their mother tongue, they become more excited, showing that they are understand more what they were taught.*

Ms Dumisile and Ms Elisabeth also mentioned that their learners become excited when alternation of languages is used for teaching English FAL. In their responses to the learners' perceptions towards the translanguaging approach they commented as follows:

Ms Elisabeth*: They are positive. And I sometimes codeswitch to help those who are struggling (to understand).*
Ms Dumisile*: They (learners) are happy…very happy with it!*

This implies that translanguaging serves as an aid to clarify or explain difficult concepts or content that learners are unable to grasp in English. In other words, translanguaging pedagogy improves learners' understanding of the L2 subject matter that is difficult to comprehend when taught in English only. The benefits of the translanguaging pedagogy are fully supported by most of the teachers in this study such as Mr Phosa, Ms Londolani, Ms Dumisile, Ms Elisabeth and Mr Bheki.

Mr Phosa: *I support the use of both home language and English in the teaching of English FAL because learners learn and understand better in their mother tongue.*

These kids are interested in learning English, but they want to understand the subject matter, that is why we translanguage…we use both English and Tshivenḓa. It is very much interesting more especially when we are reading a story. You cannot teach in Tshivenda, but we can explain the keywords what they mean.

Ms Londolani*: Learners understand better when I explain words in their mother tongue. They can easily express themselves in their mother tongue.*

Mr Bheki*: We teach using mother tongue language for them to understand the terms, but I rely on checking on the dictionary. I use home language to teach…*

Because translanguaging is a strategy for teaching and learning used among L2 learners to scaffold and improve academic performance, it seems appropriate for use among Grade 7 learners. To overcome barriers caused by misunderstandings and lack of comprehension of the content, Grade 7 teachers used Tshivenḓa HL to explain and discuss with learners how to accomplish tasks assigned to them. In this regard, Mr Phosa commented that:

Taking into consideration that our children are from another phase and are in transition stage, I use Tshivenḓa to help them understand what I teach. Depending on the language proficiency, I apply this strategy (translanguaging) from term 1 up to 3 or proceed with it until I see that their understanding has improved.

In another instance, Ms Elisabeth also supports the use of HL to improve learners' understanding. She commented as follows:

Ms Elisabeth: *I translanguage…to help those (learners) struggling to understand what is being taught…*

Mr Phosa and Ms Elisabeth's comments portray that Tshivenḓa HL serves as a strong form of scaffolding to be utilised by the teachers, also referred as MKO, to enhance learners' understanding of the second language (L2) that is being learnt (Vygotsky 1978). For instance, when they realise that learners are struggling with content when it is presented in the second language (L2) they explain in the learners' HL to eliminate the barriers of misunderstandings, poor language proficiency and lack of confidence. Translanguaging is regarded as a teaching strategy that also evokes learners' emotions towards the learning of the second language. Data collected revealed

learners' feelings as expressed by the teachers in different settings. The following remarks were provided by the teachers when asked to respond about their learners' attitudes towards the use of both Tshivenḓa HL and English in the classroom.

Ms Dumisile*: They are positive. I sometimes codeswitch to help those who are struggling. When they struggle, they prefer the use of two languages, which means using Tshivenḓa and English.*

Ms Elisabeth*: They are happy. They seem to learn more.*

Mr Bheki*: They become excited when you explain something in their mother tongue. For example, after reading a comprehension test, they perform better in the task to show that they understand what is taught.*

The teachers' responses above clearly depict that allowing the use of learners' full linguistic repertoires in the classroom produces positive feelings which lead to improved academic performance although their English proficiency is still in the process of developing. This illustrates that the translanguaging pedagogy eliminates fear and anxiety in the learning of the second language (L2) while feelings such as happiness, positivity and enthusiasm develop. A study conducted by Mbirimi-Hungwe (2019) about lecturers' use of translanguaging pedagogy in the teaching of computer science lessons revealed that when students are allowed to utilise their first language in rich and meaningful ways without boundaries, students benefitted from the use of their HLs, and they excel academically. Luo and Wu (2024) and Zhang (2022) also report that the use of translanguaging is beneficial to support students' understanding of the content and relieves their anxiety in the classroom. Similarly, when Grade 7 learners draw from the full linguistic repertoire, they have brought with them to the classroom, it serves to their advantage in learning and enhances their understanding of their English FAL subject content. This means that the use of Tshivenḓa HL may not be considered as a hindrance to the learning of the English FAL but as a useful resource tool (see chapter 2 sections 2.2.1 and 2.4.2). It can be concluded that the majority of English Grade 7 teachers have positive perceptions of learners' HL. The common understanding among teachers is that HL serves as the basis of knowledge construction and that it can be transferred from one language to another. The concept of language transfer concurs with Cummins's common underlying proficiency (CUP) and the Dual-Iceberg as illustrated in chapter 2 section 2.11.4. The two models

emphasise the interdependence or interplay between languages because of the sharing and overlapping of skills acquired between L1 and L2.

Despite the benefits of translanguaging listed above, contradictory statements of concerns against the use of Tshivenḓa HL in the English FAL lessons were expressed by the two teachers, namely, Ms Blandina and Mr Pitso. These participants argued against the use of Tshivenḓa HL in the English FAL classroom in favour of the monolingual pedagogy as supported by the separatists' ideology. These scholars mentioned the following reasons in support of the isolation of languages during the teaching and learning process:

- Allowing the use of learners' full linguistic repertoire, deprives them of mastering English, and English remains the Language of Teaching and Learning (LoLT) and the language of communication (Brown 1994; Krashen 1981).
- Learners become reluctant to learn and develop their L2 because of their reliance on the HL for teaching and learning (Khojan 2022).
- HL and English are perceived as two distinct languages and cannot be mixed in a single lesson due their diverse linguistic systems (Cenoz & Gorter 2014; Escobar & Dillard-Paltrineri 2015; Jacobson & Faltis 1990; Selinker 1972).

This view pertaining the separation of languages is refuted by the CBM which asserts that the development of biliteracy is largely dependent on bilinguals being afforded an opportunity to tap from both points of the continuum (Hornberger 1989).
Therefore, the comments below were made by some of the teachers during the data collection process in support of language separation:

Mr Pitso*: I do not mix the two languages because, I will not be doing justice to the learners, I will be lowering their vocabulary, you know…. It will discourage learners to learn English. You know what? I want them to have skills of listening and speaking English fluently.*

Ms Blandina: *I teach English using medium of instruction only so that I build their vocabulary. Translanguaging will discourage them not to master English as medium of instruction. Learners will lack interest in English FAL. So, me… I want learners to be able to communicate using English fluently.*

From the two teachers' responses, the justification for arguing against the utilisation of the translanguaging approach in the English FAL classroom is that English should

be taught in the medium of instruction as prescribed by the South African Department of Basic Education policy (DBE 2011). Furthermore, it is also noted that utilising two languages during an English FAL lesson is associated with language contamination, that is, languages should not mix as they are comprised of two distinctive linguistic systems (Cenoz & Gorter 2014; Escobar & Dillard-Paltrineri 2015; Jacobson & Faltis 1990; Selinker 1972). This means that these teachers still hold the opinion that the learners' HL is an obstacle that disturbs the acquisition and mastering of the target language and delays academic development and achievement (Cummins 1989). According to these teachers, Ms Blandina and Mr Pitso, the cognitive process of acquisition of English FAL is believed to be effective when the input and output are entirely in the second language (L2). Mr Pitso reiterated this when he commented that:

Mr Pitso*: I do not mix the two languages…*

Furthermore, Ms Blandina also emphasised the isolation of languages when she said:
Ms Blandina: *No. It (translanguaging approach) should not be allowed. English is English…*

These views denote that Mr Pitso and Ms Blandina view Tshivenḓa HL and English as two separate linguistic systems and that the integrated use of these languages results in the negative learning of the L2. This belief revealed that monoglossic bias still is prevalent in the educational settings and teachers continue to strive for the isolation of the target language from other languages referred to as minority languages (Cenoz & Gorter 2014; Escobar & Dillard-Paltrineri 2015) (chapter 1, section 1.1). The teachers' emphasis on English only as the medium of instruction in the L2 classroom is thus regarded as an appropriate process that can assist with better L2 proficiency (see chapter 2, section 2.10.4). This signifies that these teachers were not yet aware of the instrumental value of translanguaging that benefits learners where the weaker language, English, will be supported by a stronger language, Tshivenḓa HL, to enhance better understanding of the concepts and academic performance (Lewis, Jones & Baker 2011). As indicated in chapter 1 of this study, scholars like Baker (2001), Cummins (2000) and Skutnabb-Kangas (2000) alluded to the fact that children's mother tongue plays a vital role in the development of the L2 and does not act as a hindrance to the children's academic development.

In conclusion, the discussions above outline two different perceptions of the translanguaging strategy by Grade 7 teachers. The majority of the teachers hold a positive view of the translanguaging strategy to enhance learners' understanding of the lesson content. On the other hand, some of the teachers preferred a monolingual approach to maximise the L2 input during the learning process.

Sub-theme 2: Learners' positive and negative perceptions of the translanguaging strategy

As indicated in the previous sub-theme, the majority of teachers had positive attitudes towards the translanguaging strategy. This is also similar to sub-theme 2 because the majority of the learners except for a few preferred the use of Tshivenḓa HL and English during English FAL lessons. Of utmost importance is that the majority of the learners preferred translanguaging as a strategy. It is useful and helpful during English FAL lessons because it provides a better understanding of lesson content, the ability to recall what was learnt, and clarification and explanation of certain information that may have been misunderstood. Moreover, translanguaging allows exposure to two languages in a single lesson.

This signifies that Grade 7 learners recognised the value of their Tshivenḓa HL in the teaching and learning process of English FAL resulting in an improvement in their academic performance. It is acknowledged that the HL is necessary for learning and understanding. The following are responses from the learners' focus group interviews:

Learner 4 from school A: *There are words we don't understand in English, and this (translanguaging) helps us to learn new words.*

Learner 11 from school B: *Translanguaging is good because some learners find it difficult to understand the lesson content when they are taught in English only.*

Learner 26 from school C*: It (translanguaging) is good because English is not our mother tongue and not all learners understand the subject written in English.*

Learner 13 from school B: *I am positive about it (translanguaging). When I understand what the teacher is teaching, I recall most of the lesson content I was taught, and I can respond to the question*.

It could be noted from these learners' responses above that English as LoLT is a challenge for them to understand the subject matter. Therefore, Tshivenḓa HL seems to play a significant role because it provides support for these Grade 7 learners in acquiring a second language (L2). Moreover, low proficiency in English among these learners was also evident in some questions when teachers had to rate their learners in terms of English proficiency. In addition, Grade 7 learners also rated their English proficiency as low during the focus group interviews. On average, these learners' English proficiency ranges from poor to fair. The excerpts below provide some of their comments:

Learner 18 from school B*: For me it's fair. Sometimes I struggle to understand English.*
Learner 13 from school B: *I don't know many English words. I don't speak it (English) well…my proficiency is fair.*
Learner 6 from school A: *For me, I think it's fair.*
Learner 29 from School C: *Me, my proficiency is fair.*

The extracts below were provided to portray the necessity of using the Tshivenḓa HL during the learning teaching and learning of English FAL.

Learner 14 from school B*: In some instances, we find it very difficult to understand when taught in English only. The use of both English and Tshivenḓa can be used to solve the challenges related to these difficulties.*
Learner 6 from school A*: I think teachers should also explain the subject matter in Tshivenḓa to improve understanding of the lesson content.*
Learner 28 from school C*: Teaching in English only is not good because not every word we are able to understand during English lessons. Some of us do not understand English very well, our teachers...it is necessary for our teachers …uhmm... to use Tshivenḓa to explain and help the children (learners) to understand the subject content much better.*

In this instance, the translanguaging pedagogy as a form of scaffolding is seen as an effective measure to resolve these challenges related to English as LoLT. Tshivenḓa HL as an additional means of communication in the classroom can be used to resolve long and ambiguous instructions during the teaching and learning of English FAL. It becomes obvious that during the learning of English FAL, Tshivenḓa HL is intended to play a supplementary role in deepening the understanding of the subject content.

As indicated in chapter 2 of this study, scaffolding refers to additional aids in the learning process, including tools, guides and strategies employed by teachers or peers to provide support to students to achieve higher levels of learning performance that they would have not attained if they had worked alone (Meyer 1992). This definition is supported by learners' comments as follows:

Learner 20 from school B: *I use my mother tongue language with my friends in the classroom to help my other friends when they do not understand what the teacher is teaching. So, we explain to some of our friends what the teacher was saying until they understand. It is simple to explain to my friend in Tshivenḓa.*
Learner 3 from school A*: We use home language when discussing activities in groups like homework. For instance, we explain to our friends how to complete or do an activity in our groups.*
Learner 25 from school C*: When we are discussing activities in pairs or groups the teacher allows us to use home language and English so that we explain to one another the subject matter.*

These responses exemplify that the more knowledgeable (MKO) peer plays a crucial role in assisting one another to have a better understanding of the subject content or activities by using the HL. Tshivenḓa HL serves as a strong form of scaffolding to be utilised by L2 learners among themselves to enhance comprehension of English in the process of being acquired (see chapter 1 section 1.1 and chapter 2 section 2.2.2). In this instance, a learner observes a fellow learner struggling to understand the subject matter or a task when presented in the second language (L2), so the MKO assists in the HL for better understanding. The use of Grade 7 learners' HL eliminates barriers to misunderstandings, poor language proficiency and lack of confidence.

The response by learner 28 from School C further illustrates the challenges experienced by Grade 7 learners when English is used as the sole LoLT in their classrooms. Learners commented that:

Learner 20 from school B: *I don't cope well. English is sometimes difficult for me.*
Learner 9 from school A*: It is not good because some of us have challenges to understand English. It's good to be taught in Tshivenḓa also so that I can recall what I was taught.*

The preference to be taught in the HL as opposed to English only by these learners emerged from the challenges experienced by the learners when the English only LoLT policy is applied. For instance, low English proficiency and change of LoLT from Tshivenda HL to English may appear to be one of the factors contributing towards poor performance in the L2 among these learners. The findings revealed that the majority of the learners do not cope well with English as LoLT because it poses serious challenges during the process of learning English. This is further affirmed by some Grade 7 teachers in the extracts below:

Mr Phosa records that*: If you stick very much in English without explaining in the mother tongue, you can find that only a few learners understand what is happening in the classroom… teaching strictly in English becomes a problem.*

Additionally, Elizabeth says: *I can say… most of them… these learners are struggling because they do not understand the content in English, but there are few that are clever enough that they can cope.*

Mr Wiseman: *They experience some difficulties…in English. It's a struggle for them to understand it.*

In summary, Grade 7 learners experienced various challenges associated with the use of English as LoLT, namely, poor language proficiency and lack of understanding, limited vocabulary, and lack of confidence in English. This is a clear indication that Grade 7 learners are entirely dependent on their Tshivenḓa HL to understand the subject content. Therefore, the two languages cannot be separated from one another in Grade 7 in this study because they enhance these learners' understanding of the subject content. This statement reveals that the two languages complement (Chukwuemeka & Ambele 2023; Mbirimi-Hungwe & McCabe 2020; Yafele 2021) one another and should be seen as a unified system as advocated in the "Ubuntu translanguaging" framework (Makalela 2015:207). The Ubuntu translanguaging framework advocates that all languages support one another and are significant to a bi/multilingual speaker. The main point emphasised in this framework is that "*you are because I am*". In other words, according to CBM (Hornberger 1989) and CUP (Cummins 2007) theories there is an interdependence of languages, and one language cannot exist without the other (see chapter 2 section 2.11.3).

Taking this discussion further, it was evident that Grade 7 learners acknowledged that Tshivenḓa and English are naturally needed as a unified repertoire in the learning of the English FAL. This statement was alluded to by learner 2 from school A, and learner 14 from school B, respectively, when asked about their perceptions about language alternation of HL and English (translanguaging) during their EFAL lessons. The extracts below present their comments as follows:

Learner 2 from school C: *It's good because we know and understand Tshivenḓa words better than in English, then we transfer the meaning to English. This helps us to have a better understanding of the subject matter.*

Learner 14 from school B: *The translanguaging approach is good because we understand English words when they are explained in our home language, in the language we know. The information I am learning is transferred from Tshivenḓa to English. It helps the children (learners) to learn the two languages at the same time and to know many words of the two languages.*

The interdependence of languages is further supported by the following statement:
Learner 25 school C: *It's good strategy. Tshivenḓa helps us to understand the subject matter, so we'll be able to answer the question.*

It was also worth noting that translanguaging provides an opportunity to expose learners to two languages which contribute to knowledge construction and vocabulary expansion. This points out that there is a transfer of knowledge from one language to another (Cummins 2007). The skills gained in the HL are transferred to English for learning purposes. Furthermore, the interdependence and/or language alternation is not detrimental to learners' learning of English FAL but accelerates understanding of the subject matter. This view serves to illustrate that languages cannot be separated in terms of linguistic features contrary to monoglossic views which promote language isolation to prevent language contamination (Jacob & Faltis 1990) (see chapter 1, section 1.1). The separatist ideology may serve no purpose among bilingual speakers in this study. The learners' comments below further show that learners acknowledge the process of transfer of knowledge from L1 to L2.

Learner 19 from school B*: Translanguaging is good because we can understand words in Tshivenḓa then we associate the meaning to English.*

Learner 22 from school C*: I am provided with an opportunity to learn or use two languages in one lesson*.

From these learners' conversations, it can be noticed that these participants do not view the two languages as separate linguistic systems, but a unified system needed to learn the second language (L2). Thus, Grade 7 learners consider themselves as individuals capable of using Tshivenḓa HL and English to succeed in their academic activities.

The findings above illustrate that Tshivenḓa HL is beneficial for enhancing understanding and could result in the improvement of learners' academic performance. Likewise, the findings in the extracts above affirm that Grade 7 learners have a positive outlook on the translanguaging approach.

On the other hand, some learners refuted the benefits of the translanguaging approach cited in the previous extracts. They advocated for the monolingual approach to the learning of English FAL. These views could have been derived from some of the teachers who supported the isolation of languages. The following comments were mentioned by these students during the focus group interviews:

Learner 1 from school A: *No. It (translanguaging approach) disturbs the proper learning of English lessons.*
Learner 7 from school A: *I understand Tshivenḓa well than English and I need to be given chance to always use English during the lesson.*
Learner 27 from school C: *We've learnt a lot of Tshivenḓa and learn less of English words. Sometimes it can be difficult to write correct answer when responding to questions.*

The comments above were from learners whose teachers (Ms Blandina and Mr Pitso) emphasised the use of English as LoLT. These learners were discouraged to use Tshivenḓa HL in the classroom with the assertion that two languages cannot be mixed and should be taught and learnt separately. The overarching view among these participants is that languages in a bilingual speaker's mind are compartmentalised, meaning that during the L2 lessons, only L2 skills are to be acquired. The mixing of languages in a single lesson is perceived as a strategy that disrupts and delays L2 acquisition. To support this view, some learners gave the following responses when asked if it was convenient for them to be taught in their HL and English.

Learner 8 from school A*: No, English must be taught in English only. Tshivenḓa must be taught in Tshivenḓa.*
Learner 7 from school A: *No. It (translanguaging approach) confuses me. It disturbs me to learn English well.*

In summary, the conclusion drawn from these conversations was that these four Grade 7 learners have negative attitudes towards the use of translanguaging as an approach to teaching and learning English FAL. There was a greater preference for maximum exposure to the target language so that it can be appropriately acquired. It is furthermore asserted that the alternation of languages leads to confusion in the acquisition of L2, thus Tshivenḓa HL should be set aside during English FAL lessons. These responses were received from learners who rated their English proficiency as better than that of their fellow learners'. Their responses were as follows:

Learner 4 from school A: *My English proficiency is good.*
Learner 5 from school A: *I'm doing well in English tests. So, my proficiency is good!*
Learner 17 from school B: *Me, I rate my English proficiency as good.*

Conversely, the monolingual belief is in contrast with the benefits of translanguaging and bilingualism which emphasise that HL is associated with good academic progress when learners are allowed to tap into it while learning the L2. According to Baker (2011), translanguaging provides a better understanding of the subject content by using both L1 and L2 languages. The use L1 during lessons enhances the proficiency of the learner's weaker language (L2). Likewise, Cummins (2000) and Skutnabb-Kangas (2000) aver that bilingualism improves the development of children's linguistic and academic progress, while promotion of HL develops children's competency in the L2.

The exclusion of these learners' HL may not be the ideal teaching approach in the learning of English FAL for Grade 7 learners participating in this study because their HL is an additional resource from which they could draw during the English FAL learning process. Nonetheless, the overall findings from the discussion of the learners' focus group discussions clearly illustrate that the majority of Grade 7 learners have positive attitudes towards the use of the translanguaging pedagogy in the teaching and learning of English FAL. It can be concluded that translanguaging can be a useful strategy which enhances learners' understanding of the subject content resulting in

improved performance in the L2 classrooms. Despite such conclusions drawn above, it is significant to mention that some learners still hold the separatists' ideology and do not support the use of the HL in their L2 lessons.

Theme 3: Allowing the use of translanguaging pedagogy by teachers and learners in the English FAL classroom

Theme 2 above clearly illustrated that the majority of the teachers and learners have positive attitudes towards translanguaging pedagogy in the teaching and learning of English FAL. Theme 3 intends to further reveal the extent to which both the teachers and learners allow a translanguaging pedagogy in their classrooms. Data collected from these participants revealed that two languages, namely, English and Tshivenḓa HL were utilised by the majority of Grade 7 teachers and learners from the three selected primary schools during the teaching and learning of English FAL. Of utmost importance is that the teachers also used the learners' HL for various purposes such as clarifying or explaining the meaning of difficult concepts or information, giving instructions on how to complete tasks, and maintaining discipline in the classroom (see chapter 4 section 4.3.2). Further, Grade 7 learners were allowed to use Tshivenḓa HL to ask questions for clarification purposes, to respond to the teachers' questions and for interacting among themselves. When teachers allow learners to use their own HL, they perceive it positively for a variety of reasons. The following are comments by learners pertaining to the utilisation of Tshivenḓa HL in their L2 classroom.

Learner 28 from school C: *Yes, we are allowed to use two languages in the classroom… to assist us because we cannot speak English well. Sometimes they allow us to speak in English to give us the chance to practise it.*
Learner 25 from school C*: There are two languages we use during the lessons…Tshivenḓa Home Language and English. They are used to help us understand well what the teachers are teaching. When the teacher explains in Tshivenḓa, it becomes simple to understand and I feel happy.*
Learner 7 from school A: *Yes. We are allowed by some teachers to use both English and Tshivenḓa.*

The responses above reveal that allowing learners to tap into the HL in the learning of English FAL is associated with comprehension and affective benefits. Tshivenḓa HL

is utilised for the explanation of the subject content to enhance their understanding. In this process, learners develop an interest in what is taught while gaining a better understanding of the subject matter. Moreover, a positive attitude such as self-confidence (Mwambula 2021) towards learning and acquiring the English FAL increases. As pointed out in chapter 2 section 2.4.2, studies on L1 usage in the L2 classroom indicate that when learners' HL is acknowledged in their lessons, learners' enjoyment, and confidence increase. This practice is also believed to relieve learners' language anxiety and provides a sense of security (Bruen & Kelly 2017; Romanowski 2020; Scott & De La Fluente 2008). Such feelings are depicted in the comment below:

Learner 14 from school B: *I am happy about it (translanguaging) because some learners do not understand English very well. It is necessary for teachers to use home language to explain what they are teaching.*
Learner 25 from school C: *There are two languages we use during the lessons…Tshivenḓa and English…When the teacher explains in Tshivenḓa, it becomes simple to understand and I feel happy.*

Some teachers who preferred the use of the translanguaging strategy in their teaching, concurred with the learners' positive feelings. The following views were expressed:

Ms Elisabeth: *They are happy. They seem to learn more.*
Mr Bheki: *They become excited when you explain something in their mother tongue. For example, after reading a comprehension test, they perform better to show that they understand what is taught.*

On the contrary, low proficiency in English is shown to produce feelings of discomfort, anxiety, and fear towards learning English FAL among Grade 7 learners. This idea is validated by the following responses from the learners.

Learner 30 from school C*: My English vocabulary is not good, some words I don't know them… and I do not understand when the teacher is teaching.*
Learner 13 from school B*: I don't know many English words. I don't speak it (English) well…my proficiency is fair.*
Learner 26 school B*: I don't cope well. I understand better when things are explained in Tshivenḓa.*

Drawing from the learners' data, it is evident there is a lack of confidence in English among Grade 7 learners because of poor proficiency and a low level of vocabulary in the language. However, if teachers allow learners to use their HL during English lessons, negative feelings such as anxiety, fear and embarrassment that arise because of poor expression in their L2 are eliminated. The use of a translanguaging pedagogy in the classroom assists Grade 7 learners to ask questions in the language in which they are proficient, and this builds confidence and encourages participation in the classroom. When this is done, it allows learners to showcase their abilities and ultimately leads to a willingness to learn. Not only does the translanguaging approach strive to eradicate these negative feelings in the L2 classroom, but it also creates a non-threatening learning environment.

In support of the positive effects of allowing learners' HL in the classroom, Mr Phosa made the following comment:

Sometimes we allow it (translanguaging pedagogy), but we encourage them to attempt to speak in English although they are not fluent in the language…You grow with them, but in the second term, you gradually move from the use of mother tongue. In the first term, Tshivenḓa is used to boost confidence.

Moreover, to illustrate the pivotal role played by the learners' HL as a resourceful tool for learning, Mr Bheki mentions that:

I allow it (translanguaging). If I don't, some will remain with the questions and will not understand. But if you allow them, whatever, they have…they will voice it out.

Lastly, Ms Elisabeth concurs with the two teachers above when she said: *I allow them so that when they ask in their home language they understand, and they can know what is happening in the classroom.*

The teachers' comments above express the extent to which Tshivenḓa HL is used during the teaching and learning of English FAL among Grade 7 learners. In this instance, utilising Tshivenḓa HL in the English FAL classroom was found to be helpful because it generated confidence in the learners, resulting in increased learner participation as they were able to ask questions and they were able to understand the subject content better. The above-mentioned statement thus alludes to the literature review in chapter 2 section 2.4.2 which reported that allowing the learners' full linguistic

repertoire in the L2 classrooms can provide benefits for both the learners and teachers.

On the other hand, it was also interesting to note that in some instances, there are teachers who still hold the monolingual beliefs, that is, the isolation of languages and linguistic purism in the teaching and learning of English (see chapter 1, sections 1.1 and chapter 2, section 2.11.4). Out of the six teachers who were interviewed and their lessons observed, only two teachers remain adamant that English must be taught in English only. The main purpose of adopting this approach emanates from the following claims: first, maximising the target language (English) input in the classroom leads to good output (Cook 2001). Second, Tshivenḓa HL and English should be kept separate from one another because they are comprised of different linguistic systems (Cenoz & Gorter 2014; Jacobson & Faltis 1990; Selinker 1972). According to these teachers, the separation of the two languages was viewed as one possible way to enhance the acquisition of English (Lado 1957). Third, the use of Tshivenḓa HL and English in one lesson is regarded as a distractive approach that in the L2 classroom and fosters laziness among learners. It is believed that allowing learners to use their Tshivenḓa HL makes them too dependent on their HL (Khojan 2022) and discourages them from learning English. When Ms Blandina was asked if she allows her Grade 7 learners to use their Tshivenḓa HL during English lessons, she commented as follows:

No, I don't. Reason… If I can allow them, if they come across the questions, it may not be easy for them. What I am trying is to build their vocabulary. It (Tshivenḓa HL) should not be allowed. English is English. For me I'll be robbing the kids.

In support of the separation of languages, Mr Pitso expressed the following:

Mixing the languages causes one language to dominate the other. For example, Tshivenḓa will dominate English as it is their language. My thinking is that…uhmm…for a learner to grasp or learn a language he/she must be taught in that language you are using.

The notion of the separation of languages is furthermore alluded to by some learners who were not allowed to use their HL in the classrooms. Below are their comments*:*

Learner 9 from school A: *Our English teacher does not always allow us to use both Tshivenḓa and English in one lesson. She prefers that we speak with her in English.*

Learner 8 from school A: *No, English must be taught in English only. Tshivenḓa must be taught in Tshivenḓa.*
Learner 7 from school A: *No. It (translanguaging approach) confuses me. It disturbs me to learn English well.*

The argument presented by the expression above asserts that effective learning of English FAL among Grade 7 learners could only take place when there is no mixing of languages or switching between languages to avoid one language dominating the other. In other words, in these classrooms, the strict separation of languages is prioritised during the teaching and learning of English FAL to maximise the target language (L2). According to these teachers' beliefs, the utilisation of the HL in an L2 classroom is a practice that minimises L2 learners' optimal exposure to English. The monolingual notion advocated by the two teachers originated from scholars (Lado 1957; Jacobson & Faltis 1990) who regard bilingual learners' mind as comprised of two distinct linguistic systems. It can be concluded here that Tshivenḓa HL and English are perceived as languages that possess distinct linguistic systems, disconnected from one another, and therefore should not be mixed for the purpose of L2 learning.

Theme 4: Purposes of translanguaging in the English FAL classroom

Current research on second language learning acknowledges the learners' L1 as a resource tool for the learning of the L2 and that it is associated with positive effects in the L2 classrooms (Baker 2011; Garcia & Li 2014; Madiba 2014; Makalela 2015, 2016; Mbirimi-Hungwe & Hungwe 2018; Mwambula 2021; Zhang 2022). The supportive role and other benefits of the learners' HL in the learning and acquisition of the L2 has been advocated by various scholars. They have pointed out that the learners' linguistic repertoire is a useful resource tool and less of an inconvenience (Cook 2001; Cummins 2001; 2007). In this study, Grade 7 teachers utilised learners' HL, that is, Tshivenḓa, while also allowing these learners to communicate in their HL during the teaching and learning of English FAL for a variety of purposes. Thus, these teachers consider Tshivenḓa HL as a learning resource and an important cognitive tool for teaching and learning English FAL.

The following are the purposes of the translanguaging pedagogy identified in the English Grade 7 classrooms:

- To enhance learners' understanding of the subject matter

Enhancing learners' understanding is the first purpose of the translanguaging pedagogy to be discussed. In this study, the majority of the teachers reported that they use translanguaging pedagogy during their teaching of English FAL and other content subjects. Teachers stated that the most important objective they wanted to achieve at the end of the lesson was to ensure that learners had grasped the subject matter. This has resulted in the majority of the teachers allowing learners to use their full linguistic repertoire during the English FAL lessons. This idea was justified by the following comments from Mr Bheki, Mr Phosa, Ms Elisabeth:

Mr Bheki: *Let me say, I am teaching NS and Technology and I am using English only, they will understand but the use of home language will make them to understand more. When it comes to writing there is no compromising. It is good when you are teaching in another language (English) and then you explain in their home language, they can have an idea of what is taught.*

Mr Phosa: *I use the two languages (English and Tshivenḓa HL) because I want these learners to grasp the subject matter easily. We must swim in the same boat. If you start using bombastic language, they will not hear you. They have just started using English three years back. This is a transitional stage, and we need to go with them step by step.*

Ms Elisabeth: *I use* Tshivenḓa *to explain so that they have a better understanding of the subject matter.*

It is evident from the responses above that the three teachers recognise the significance of Tshivenḓa HL during the English FAL lessons because it fast-tracks the understanding of the subject matter. That is, the use of Tshivenḓa HL is not considered to have a detrimental effect on the learning of the second language (Palmer & Martinez 2013; Romanowski 2020); but instead, the translanguaging pedagogy is viewed as a useful resource and a convenient tool to help learners process their understanding and learning of the subject matter (see chapter 2 section 2.4.2). Taking into considering the issue of the learners' transition period from mother tongue instruction to English as LoLT, Mr Phosa promotes the implementation of the translanguaging pedagogy in the English FAL classroom because learners have not yet acquired an adequate proficiency in the L2 to grasp the subject matter when taught in English only. He therefore recommends the use of Tshivenḓa HL to enhance

learners' deeper comprehension of the content and mastery of the language. The second purpose of translanguaging is to build learners' confidence.

- To build learners' confidence

When learners' English proficiency is low, it tends to create a lack of confidence in the L2 because learners are unable to express themselves appropriately. This leads to learners becoming nervous and anxious and so they grow reluctant to learn the second language. However, using the learners' HL reduces their anxiety while boosting their confidence (Wahyudi 2023) because they can relate well to their first language (L1).

Mr Phosa: *You will find that they will they struggle here and there, but when times goes on, they become confident and understand the subject matter and improve academic performance.*

In the same vein, Mr Bheki and Ms Dumisile expressed the learners' positive feelings towards the use of their HL as follows:

Mr Bheki: …*they become happy when you explain, maybe you were reading a comprehension test, sometimes you explain in their language…their mother tongue, they become more excited, showing that they are understand more what they were taught.*
Ms Dumisile: *Uhmm! They are happy!*

When teachers use English as the LoLT more often, learners may tend to feel isolated and may not understand the subject matter. To avoid losing a learner's interest, the translanguaging pedagogy can be used to build confidence to learn English FAL. The paragraph below explains the third objective achieved by translanguaging pedagogy.

- To explain new words/difficult words

During the interviews with both the teachers and learners, it was confirmed that the use of Tshivenḓa HL during English lessons was meant to explain the meaning of any new or difficult words after checking the dictionary meaning. The reason for teachers deciding to utilise the learners' HL is that they do not understand the meaning of the new or difficult words due to their low proficiency in the target language (English). The

HL was used to clarify and explain any misunderstandings (Mwambula 2021) and it improved the learners' understanding of the lesson content. Additionally, learning new or difficult words in Tshivenḓa HL and English increases the learner's vocabulary (Galante 2020; Khojan 2022; Madiba 2014) while also developing the two languages equally. The process of skills transfer is evident here. The knowledge gained in the HL is transferred to English during the learning process (Cummins 2007).

Although detailed information about the explanation of new/difficult words was presented in chapter 4 section 4.3.2, the following are comments from the participants about the purpose of explaining new or difficult words:

Ms Blandina: *English has difficult words. For these difficult words, if learners do not understand the meaning of the word in the dictionary, it is then I translate into Tshivenḓa, and this brings some academic improvement.*
Mr Phosa: …*but you need to explain to them the keywords what they mean. For instance, when you explain that somebody is brave… you explain that [ndi muthu a sa ofhi].*

Likewise, two learners also affirm that explaining new words in their HL improves understanding through learning by means of association. Below are the learners' comments:

Learner 14 from school B: *Translanguaging approach is good because we understand English words when they are explained in our home language, in the language we know. The information I am learning is transferred from Tshivenḓa to English.*
Learner 19 from school B: *Translanguaging is good because we can understand words in Tshivenḓa then we associate the meaning to English.*

Finally, during the classroom observations, the researcher noted Mr Phosa, Ms Londolani, and Ms Elisabeth explained new or difficult words in Tshivenḓa to help learners understand the lesson (Annexure D.1.1, D.1.3, and D.1.6). An example of the summarised extract from Ms Londolani is presented below:

Ms Londolani: *[Ṱhalutshedzo ya maipfi maswa ndi heyi…Fire-ndi mulilo, hut-ndi nnḓu yo fulelwaho nga mahatsi kana nnḓu ya ṱhanga ya hatsi, neighbour- muhura/mudzula-tsini, school uniform- ndi zwiambaro zwine vhana vha tshikolo vha ambara musi vha tshi ya tshikoloni. Ndi kholwa uri zwo pfala zwavhuḓi!*

Learners: *[Ee! Zwi khou pfa zwavhuḓi!].*
English translation: *Here is the explanation of new words…Fire-is mulilo, hut-is a thatched roof house, neighbour is person who lives next your house, school uniform-are clothes that learners wear when attending school. I hope you understood!*
Learners: *Yes! It was well understood!*

These comments simply indicated that an explanation of new or difficult words is useful to learners and makes learning the content much easier to understand when Tshivenḓa HL is used in the classroom.

Prompting learners to ask questions during the lessons is the fourth purpose derived from translanguaging pedagogy. Well-detailed information is presented in the paragraph below.

- To prompt learners to ask questions during the lessons.

In this study, the translanguaging pedagogy was used by Grade 7 English teachers to prompt communication between them and their learners during the English FAL lessons. Translanguaging expedites the interaction between the teachers and learners because meaningful communication would take place in Tshivenḓa. When the HL was used for communication in these Grade 7 classrooms, learners felt comfortable to ask questions for clarification about the topic being taught or the task to be completed. Learners' participation in the classroom is improved due to the relaxed environment created by the teachers allowing the use of the translanguaging approach. Additionally, it was found that constant communication in these classrooms builds a good rapport between the teacher and the learners. However, when the teachers insisted on the use of English only, learners felt alienated and withdrew from participating actively in the classroom. Ms Elisabeth, Ms Dumisile and Mr Bheki express their views as follows:

Ms Elisabeth: *Translanguaging helps them (learners) speak in the classroom. They ask questions when they don't understand, and my explanation makes them to want to learn more. Those struggling, they mix the two languages... and I can help them say it in English.*
Ms Dumisile: *...they (learners) ask (questions) in their language they understand, and they can know what is happening in the classroom.*

Mr Bheki*: If you use English only most the learners will keep quiet whereas they are not understanding. Using two languages in your teaching is good because they communicate and debate with others in the classroom.*

The aforementioned comments are further supported by the findings from the classroom observations as presented in chapter 4 section 4.3.1 of the study. Thus, it is evident that when HL is used during English FAL lessons, learners felt comfortable asking questions for clarification purposes pertaining to the topic being taught or any task to be completed (Silalahi & Santoso 2023).

The fifth purpose of the translanguaging pedagogy is to provide learners with different examples for any subject content that requires clarification. In-depth information is explained in the paragraph below.

- To provide different examples of the lesson content

Implementing the translanguaging pedagogy in the L2 classroom is meant for exemplification purposes during the English FAL lessons. This means that teachers switched to the learners' HL to provide a variety of examples to clarify certain information related to the subject content or topic that is difficult to understand. The examples were provided to supplement the L2 examples that learners could not comprehend because they were not familiar enough with English. This implies that these learners are engaged in the process of learning by association. Knowledge already gained in the HL is compared to the new concepts and skills in the process of being acquired. Again, the process of language transfer is seen taking place in these contexts. To validate this view, Ms Dumisile, Mr Phosa, and Ms Elisabeth commented as follows:

Ms Dumisile: *With the two languages, English and Tshivenḓa HL, let's say I am teaching a story, I provide different examples in the learners' mother tongue language to explain and clarify some parts of the story not well understood.*
Mr Phosa: *Home language is used to explain the subject matter. For example, learners must understand what a negative form is. They must know that [zwi amba u hanedza] this means negation.*

Ms Elisabeth: *…don't forget that they (learners) think in their home language, sometimes they translate their home language to EFAL. We use English and home language when they don't understand something from the (lesson) content…*

These instances exemplify that translanguaging was intended to assist learners in understanding the subject matter. The use of sufficient examples from the learners' HL or social environment enhances the learning of the L2 and understanding of the subject matter.

The sixth purpose of the translanguaging pedagogy is to recall the subject content after the conclusion of teaching. The paragraph below provides in-depth information about this purpose.

- To recall the subject content

The ability to recall the subject content learnt during and after the English FAL lessons is one of the objectives teachers strive to achieve. When Tshivenḓa HL is used appropriately by teachers and learners it assists in bringing about a change in the cognitive adjustments during the learning of English as FAL. Therefore, the claim that the HL causes interference in the learning of L2 is dispelled when the HL is used effectively. In the present study, interviews conducted with Grade 7 learners and their teachers revealed that they did not perceive Tshivenḓa HL as a barrier to learning English FAL but averred that it helps learners to recall the subject content with ease and that they perform much better than when English is used as LoLT. Ms Blandina and Mr Bheki reported the following to concur with this finding:

Ms Blandina: *It (translanguaging approach) makes them to understand more, like when reading a comprehension passage and I explain in their home language, but when they answer, they must use English, but they will recall some of the things I have explained.*

Mr Bheki*: It makes them to understand more, like when reading a comprehension and explain with their home language, but when they answer, they must use English, but they will recall some of the things I have explained.*

In the same vein learners also concur with their teachers' view that the use of HL to explain lesson content helps them to recall what was taught.

Learner 4 from school A: *This (translanguaging) is good strategy because it's easy to understand Tshivenḓa, and I can recall the subject matter well.*
Learner 13 from school B: *I am positive about it (translanguaging). When I understand what the teacher is teaching, I recall most of the lesson content I was taught, and I can respond to the question.*

The comments from Ms Blandina, Mr Bheki and the two learners validate the significance of the translanguaging approach in their classrooms. Although Ms Blandina was against the use Tshivenḓa HL in her English lessons, she noted that the explanation of the subject matter in the learners' HL leads to a deeper understanding and learners can recall what they have been taught. In this instance, the use of Tshivenḓa HL in the English classroom made it easier for learners to form and refer to long-term memory (Li, Wang & Liu 2016) because when the second language (L2) is changed into the mother tongue, learners tend to depend on the representations that they are familiar with (Kern 1994; Marcaro 1997; Swain & Lapkin 2005). Therefore, the use of Tshivenḓa HL to teach and learn English FAL provides a significant benefit among the Grade 7 learners because they can recall with ease what was taught in a lesson.

The last purpose of translanguaging, relating to academic improvement is discussed below.

- To improve academic performance

The main objective of Grade 7 teachers during their English FAL lessons was to ensure that their learners understood the subject content and ultimately improve their academic performance. From the analysed data, Grade 7 teachers and learners mentioned that there is poor performance when the LoLT in their classrooms is English only. However, when the language of instruction was shifted from English only to include Tshivenḓa HL, there was a noticeable change. For instance, there was evidence of enhanced understanding of the subject matter when the HL was alternated with English in a single lesson and hence there was also an improvement in academic performance. Mr Bheki, Ms Elisabeth and Ms Blandina commented as follows in support of the view above.

Mr Bheki: *It is also good when you are teaching another language (English) you explain in their home language, and they will get an idea of what is taught, and their performance is improved.*
Ms Elisabeth: *When two languages are used, there is academic improvement. It also depends on learners.*
Ms Blandina: …*if learners do not understand the meaning of the word in dictionary, it is then I translate into Tshivenḓa, and this brings some academic improvement.*

The above assertion that HL improves academic performance is also confirmed by two learners. They mentioned the following views:

Learner 17 from school B*: However, when Tshivenḓa is used to explain the content, my understanding of the lesson is improved.*
Learner 13 from school B*: English is still difficult to understand to some of us. So, explaining the subject matter in my home language always improves my understanding.*

Mr Bheki, Ms Elisabeth and Ms Blandina's comments illustrate that a translanguaging pedagogy is significant for their learners' academic improvement in the L2 classroom. It is interesting to note that although Ms Blandina's teaching approach was monolingual, she realised the necessity of explaining new or difficult words in Tshivenḓa HL to accelerate learners' understanding of the lesson content. This implies that Tshivenḓa HL cannot be ignored and cast away for these Grade 7 learners because this would deprive them of making use of their full linguistic repertoire which could improve their performance during the teaching and learning of English FAL. The significance of HL in the learning of the L2 was also reported in chapter 2 section 2.4.2 of this study. Although this view above is contrary to what some scholars believe, namely, that the presence of the HL in the L2 classroom detracts from the learning of English and delays academic development and progress, the findings of this study clearly suggest that the monolingual approach among Grade 7 learners may not be an appropriate strategy to help them acquire English, but that the translanguaging approach would serve the Tshivenḓa HL learners better.

The findings from the classroom observations, semi-structured and focus group interviews (data qualitative analysis) can be summarised as follows:

The analysed data revealed that the majority of Grade 7 teachers and learners found the use of Tshivenḓa HL beneficial to teaching and learning English FAL. These teachers and learners cited the cognitive and affective gains of the translanguaging pedagogy. The cognitive gains of the study indicate that using Tshivenḓa in the English FAL classroom enhances understanding of the subject matter and assists with the explanation of the meanings of new or difficult words which in turn leads to improved academic performance. Moreover, in terms of the affective benefits, using Tshivenḓa HL in the English FAL classroom reduces learners' anxiety while providing a non-threatening environment to learn the second language (L2). Overall, the qualitative data findings indicate that the majority of the Grade 7 English FAL teachers and learners hold positive attitudes towards implementation of the translanguaging pedagogy in the teaching and learning of English FAL. Despite the benefits mentioned above, some of the Grade 7 teachers and learners voiced their opinions emphasising that English FAL should be taught in isolation from another language, that is, it cannot be mixed with Tshivenḓa HL because of the distinct linguistic features of these two languages. These teachers and learners believe that for better acquisition and maximised exposure to English language, L2 teaching and learning should be conducted in English only.

The section below (4.6) presents the quantitative analysis of the questionnaires administered to Grade 7 teachers and learners regarding to their perceptions towards translanguaging in the teaching and learning of English FAL.

4.6 Presentation and discussion of quantitative data analysis

The previous section provided detailed discussions on qualitative data analysis and findings about classroom observations, semi-structured interviews and focus group interviews pertaining to teachers' and learners' perceptions of the translanguaging pedagogy in the EFAL classrooms.

Since this study followed the mixed method approach, the researcher needed to also present a quantitative data analysis from the questionnaire administered to teachers and learners. The quantitative analysis will present descriptive statistics to determine the participants' frequency of the use of the translanguaging pedagogy during the

English FAL lessons. A comparison of the results from the quantitative analysis and the qualitative analysis was done to determine if the findings divert or converge from each other. The section below presents data results from 87 learners' responses instead of 90. This means that 3 learners did not return their questionnaires to the teachers as planned.

Section A of the questionnaire presents learners' biographical information.

1 On the question in which province learners live, questionnaire responses revealed that 87 learners were from Limpopo Province which is the context of the study. The results indicate that none of the learners lived in other provinces.

2. Regarding the question of the village or town in which learners live, questionnaire results revealed that 87 learners in this study lived in different villages and township namely, Muleḓane, Maniini, Maungani, Itsani, Tswinga, Tshisaulu village, and Shayandima township. These are villages and townships situated in Ṱhohoyanḓou, Thulamela Local Municipality and Tshivenḓa HL is the most prevalent language spoken in the area.

3 On the question of learners' ages, Figure 4.1 presents learners' responses in terms of age. Seventy-one (83%) learners indicated that their ages range between 11-12 years while only 16 (17%) learners indicated that their ages are between 13-15 years. These 16 learners could have been held back from the next grade because they might be repeaters of this grade or the previous one.

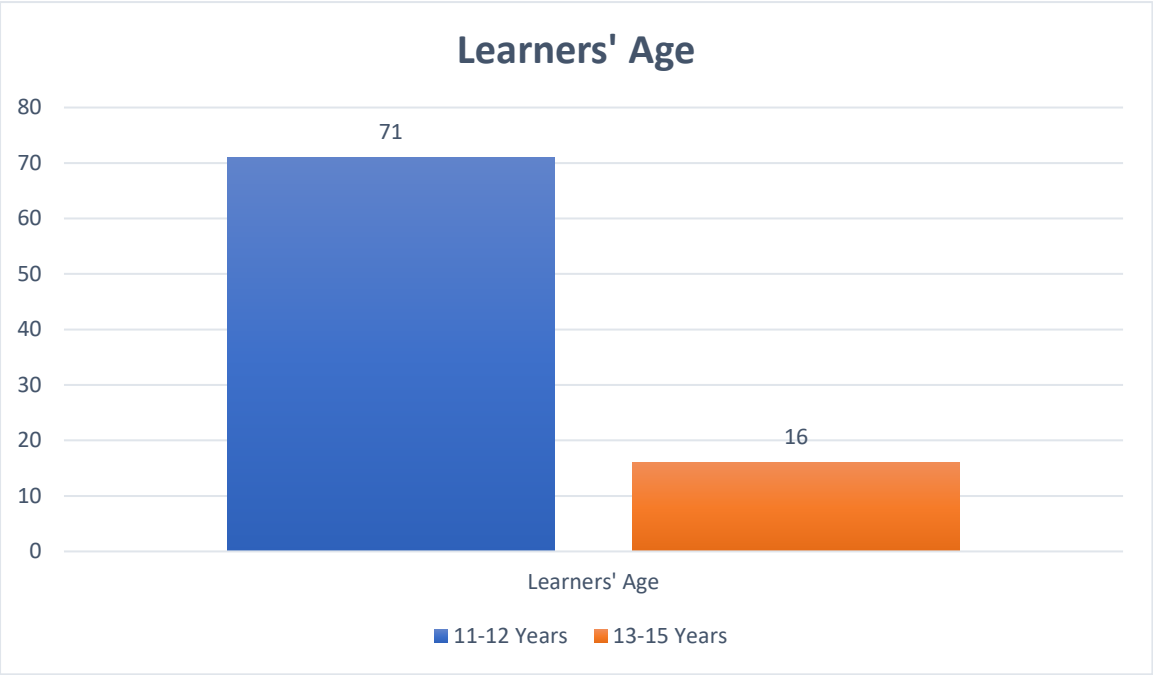

Figure 4.1: Learners' age

Section B presents learners' data about language usage.

1. On the question of which language learners regarded as their home/ first language, 87 learners were Tshivenḓa mother tongue speakers, the most prevalent language spoken in the area. There was no representation of any other language spoken as home or first language.

2. On the question of the main language used at school by teachers for communication, the questionnaire results reveal that Tshivenḓa HL was considered the main language by 87 learners. The HL was mainly used in the school for communication and teaching purposes.

3. On the question of how learners rated their English proficiency, the results as shown in Figure 4.2 indicate that 27 (31%) learners rated their language proficiency as very good, 50 (57%) learners as good, and 10 (12%) learners as fair. No learner rated his/her language proficiency as poor; thus, this portion represents 0%. In this figure 4.2 it can be observed that English language proficiency may be a challenge because, only 27 (31%) learners are rated as very good.

The aforementioned results were prompted by the Progress in International Reading Literacy Study (PIRLS) 2021 which reports that 81% of Grade 4 learners in South Africa struggle to read for comprehension, which falls below the internationally recognised level of reading literacy. Furthermore, this report highlights significant disparities in reading proficiency with learners tested in English and Afrikaans scoring above the national average, while those tested in indigenous languages such as Xitsonga, Sepedi, Setswana, and Tshivenḓa scored lower. Combrinck and Mtsatse (2019) mention that this poor performance is a result of the Grade 4 transition. This transition relates to a change of reading strategy, that is, from learning to read to reading to learn and a change of LoLT, that is, from African language to being taught in English. Consequently, if learners' reading literacy is not well developed, it may hinder their progress academically, and thus they perform poorly.

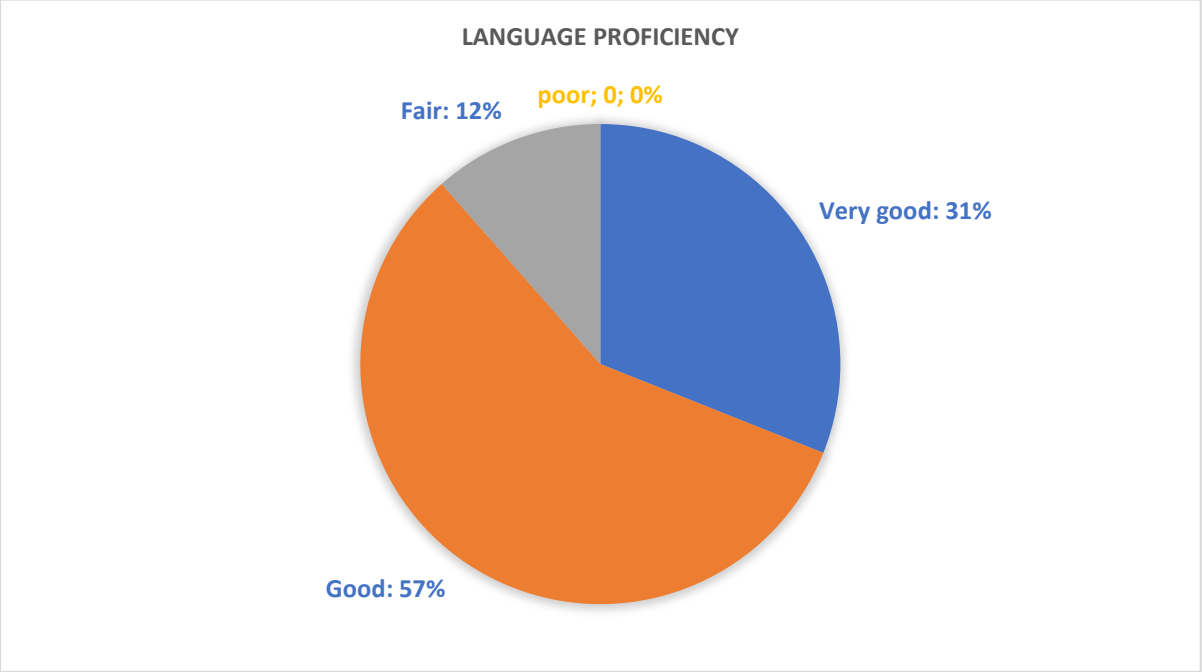

Figure 4.2: Language proficiency

4. On the question of how learners cope with the subject matter when it is taught in English only, Figure 4.3 below shows that 10 (11%) indicated they coped very well when English is the LoLT, while 32 (37%) learners rated themselves as good and 45 (52%) learners rated themselves as fair. The highest percentage (52%) may imply that these learners experience challenges when English is the only LoLT during the English FAL lessons. These findings correspond with the results in figure 4.2 that indicated

that only 27 (31%) learners rated their language proficiency as very good. Although there are dissimilarities in the learners' responses to "good" results in figures 4.2 and 4.3 above, the reasons are the following:

The learners' English proficiency is higher (57%; figure 4.2) than their rate to cope with English as the LoLT (52%; figure 4.3) because some teachers who prefer the alternation of languages in the English FAL lessons, use the learners' HL for scaffolding purpose. This means that the incorporation of HL during the lesson has accelerated the learners' understanding of the lesson content and ultimately improved their performance. This corresponds with the results in figure 4.3 above that most of the learners (52%) struggle with understanding the lesson when their HL is removed away in their learning of L2. It can be stated that when learners are allowed to tap into their linguistic resources, they gain a better understanding of the subject matter (Garcia & Wei 2014; Karlsson, Nygard-Larson & Jakobsson 2019 cited in Batool, Shahzadi & Khan 2022).

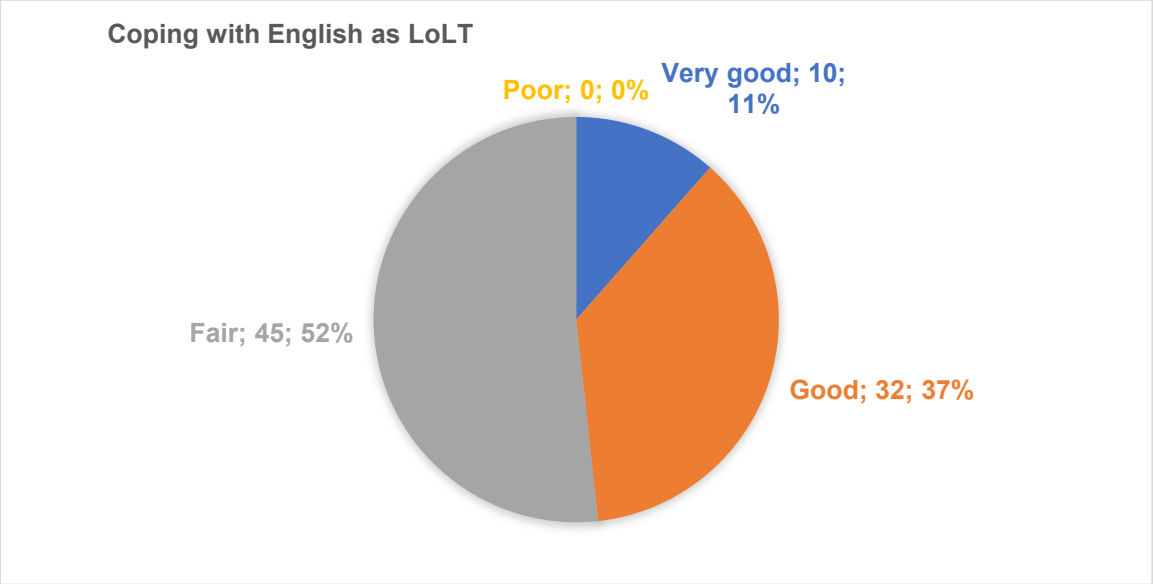

Figure 4.3: Coping with English as LoLT

5. On the question of language(s) that learners can use for reading, writing and speaking purposes, Figure 4.4 indicates that 87 (100%) learners can speak, read and write in their Tshivenḓa HL while 67 (77%) learners can use English for speaking, reading and writing in English. Tshivenḓa HL is rated higher than English because it is their HL with which they are well acquainted, and thus cannot be ignored in their learning of English FAL. This implies that Tshivenḓa HL which has been the LoLT from

Grades 1-3 has been fully acquired and developed for utilisation in the three languages skills mentioned above. It can be concluded that HL, among these seventh graders should be considered as a valuable resource that serves to accelerate their understanding of the lesson content in the L2 context.

Figure 4.4: Language(s) for speaking, reading, and writing

6. On the question of allowing learners to use both English and Tshivenḓa HL during English FAL lessons, Figure 4.5 below indicates that 62 (71%) learners were allowed to use more than one language, that is, Tshivenḓa HL and English, while 25 (29%) learners indicated that they were allowed to use English only during English FAL lessons. The results above portray varied perceptions of the translanguaging strategy. This implies that there are teachers who hold a positive view towards the learners' HL and that it can play a significant role in accelerating learners' acquisition of the English FAL. Zhang (2022) posits that translanguaging activates bilingual students' entire language repertoires during the learning process and balances the connection between weaker and dominant languages, resulting in an environment for learning new languages. Adversely, some teachers still impose the monolingual approach and regard HL language as an interference and that it deprives language learners from exposure and opportunities for learning English FAL (Halls & Cook 2013 cited in Santoso 2019). These teachers have negative perceptions towards translanguaging

pedagogy and are unaware of the essential benefits of this approach among Grade 7 learners.

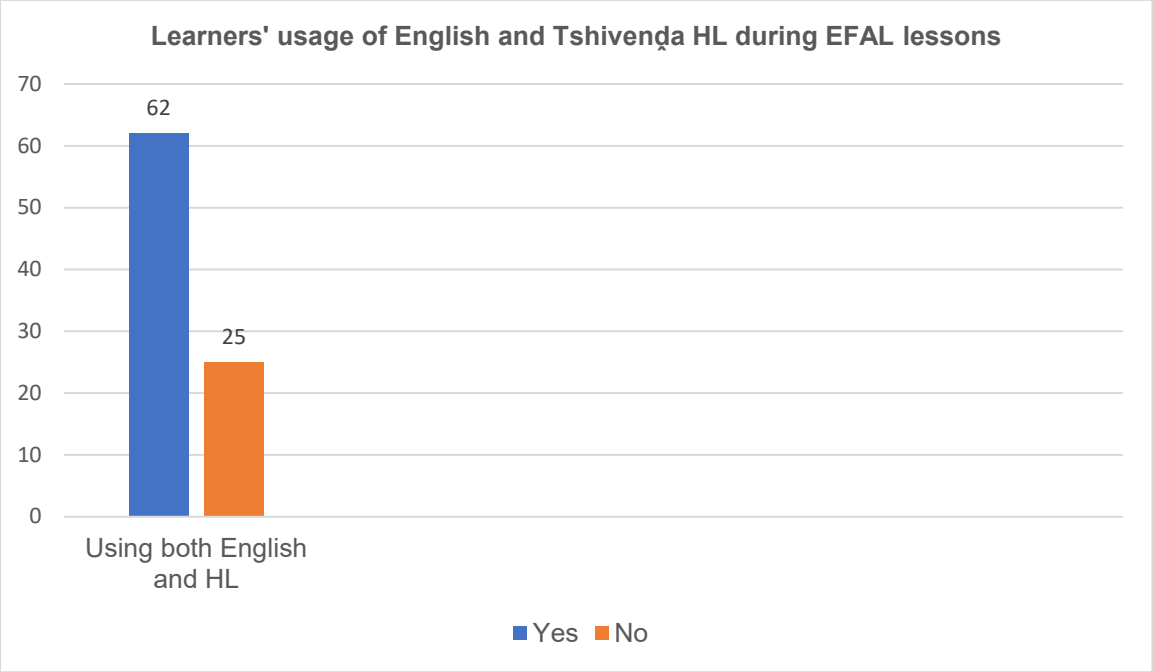

Figure 4.5: Learners' usage of English and Tshivenḓa HL during EFAL lessons

7. On the question of allowing teachers to use both English and HL during your English FAL lessons, the results in Figure 4.6 below depict that 62 (71%) learners responded "yes" while 25 (29%) learners responded "no" regarding teachers being allowed to use more than one language during the English FAL lesson. The results in the graph furthermore support positive and negative attitudes towards the alternation of languages in the English FAL classrooms as depicted in Figure 4.5 above. Learners who responded "yes" could be from classes where teachers allow the implementation of translanguaging during the lessons. These are teachers who believe in utilising HL to bolster learners' understanding of the L2 content. Moreover, learners who indicated "no" might be attending classes where the monolingual approach is practised, that is, alternation of languages is not permissible during the teaching and learning of English FAL. These are teachers who support the language purism ideology, and that the inclusion of HL in the English classroom delays the acquisition of English by L2 learners (Brown 1994; Krashen 1981).

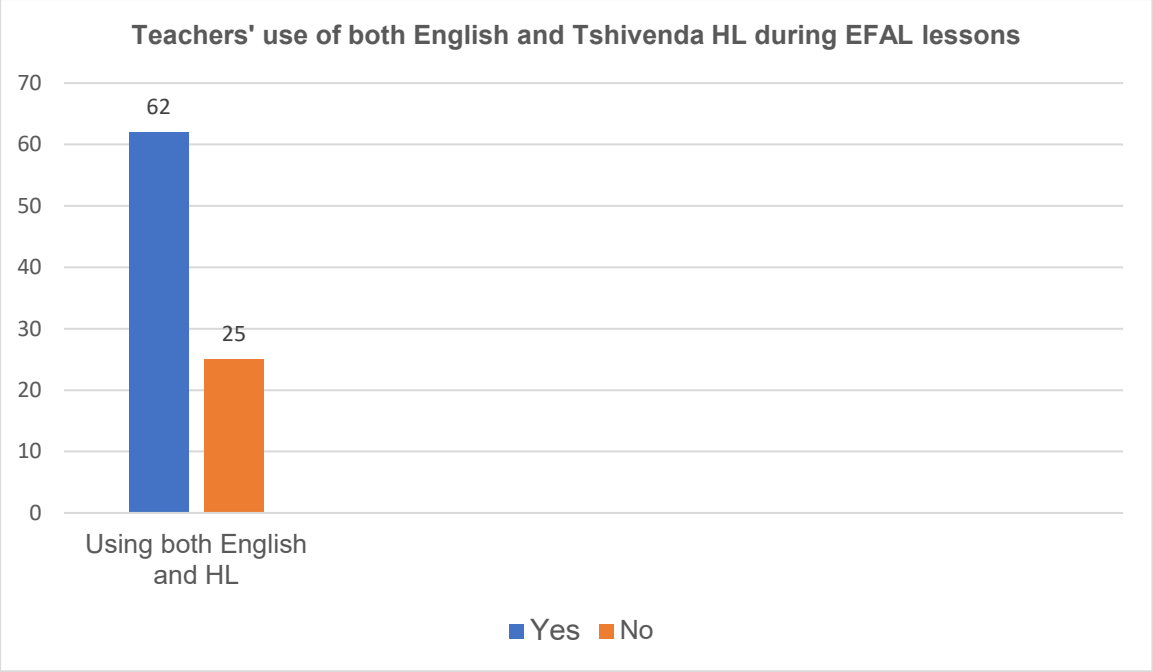

Figure 4.6: Teachers' use of both English and Tshivenḓa HL during EFAL lessons

8. On the question to select the purpose(s) for the use of both English and Tshivenḓa HL during English FAL lessons by teachers, the results in Figure 4.7 below show how learners rated the purpose(s) for the use of English and HL during the English FAL. It is indicated that alternation of languages was mostly used for teaching content at 29%, explanation of difficult words at 25%, summarising of lesson content at 24% and providing examples at 22% during the lesson. The overarching aim of the alternation of languages in these classrooms was intended to accelerate comprehension of the lesson content. Accordingly, the use of the translanguaging approach is considered as a strategy that benefits these learners in their learning and understanding of the lesson content.

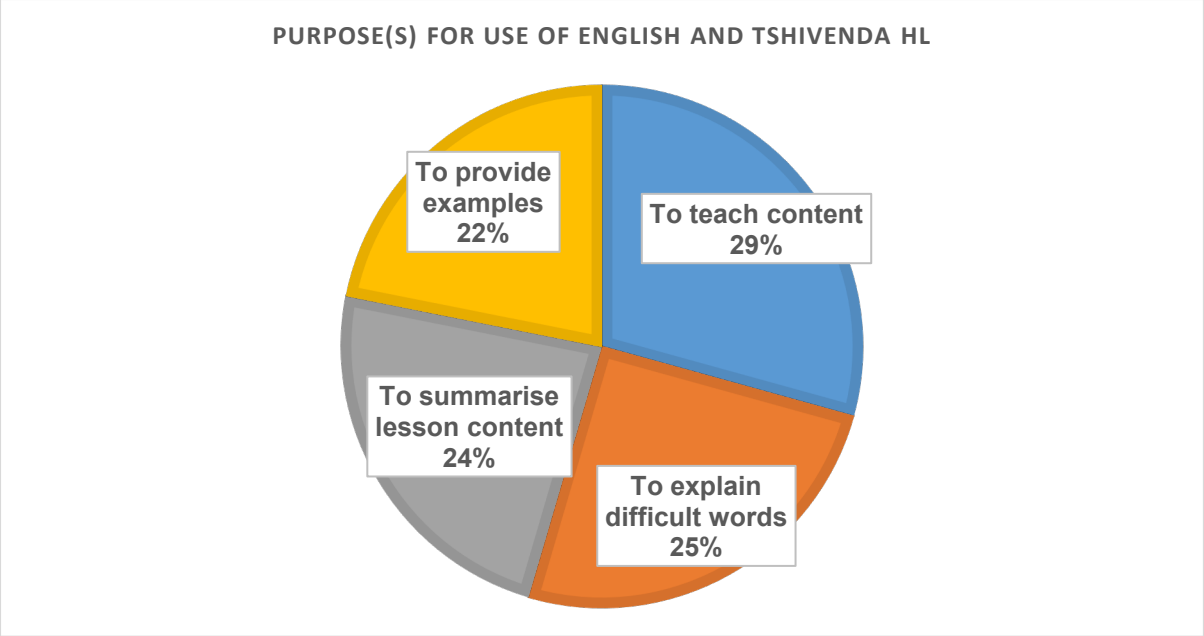

Figure 4.7: Purpose(s) for use of English and Tshivenḓa HL

9. On the question of the convenience of being taught in HL and English in one lesson, Figure 4.8 portrays that 62 (71%) learners responded "yes" to indicate the convenience for them being taught in Tshivenḓa HL and English in the same lesson. Learners who endorsed the alternation of languages might have perceived the benefits of the translanguaging approach when it was practised in their classrooms. In other words, there was no disruption of the learning process because these learners could draw on their linguistic repertoires while also accelerating their comprehension of the lesson content. In conclusion, these learners indicated that it was convenient when they were taught in their HL and English because the incorporation of Tshivenḓa during the English FAL lessons was meant to teach content, explain difficult or new words, summarise lesson content and provide examples of the lesson content (see Figure 4.7). The inclusion of Tshivenḓa HL during English FAL lessons improved and scaffolded content for learners in their learning of L2.

Contrary to the convenience of the translanguaging approach as reported in Figure 4.8 above, 25 (29%) learners responded "no" to indicate that for them the alternation of languages in the same lesson was not a convenient strategy. This belief is propelled by the monolingual approach which supports the isolation of languages, and the theory that the incorporation of HL in the English classroom causes delays in the acquisition of English by L2 learners (Brown 1994; Krashen 1981). Furthermore, monolingualism perceives HL and English as two distinct languages and thus cannot be mixed in a

single lesson due to their diverse linguistic systems (Cenoz & Gorter 2014; Escobar & Dillard-Paltrineri 2015; Jacobson & Faltis 1990; Selinker 1972). In light of this view, it can be concluded that the alternation of languages in these classrooms is regarded as a hindrance rather than a strategy that accelerates and enhances learning.

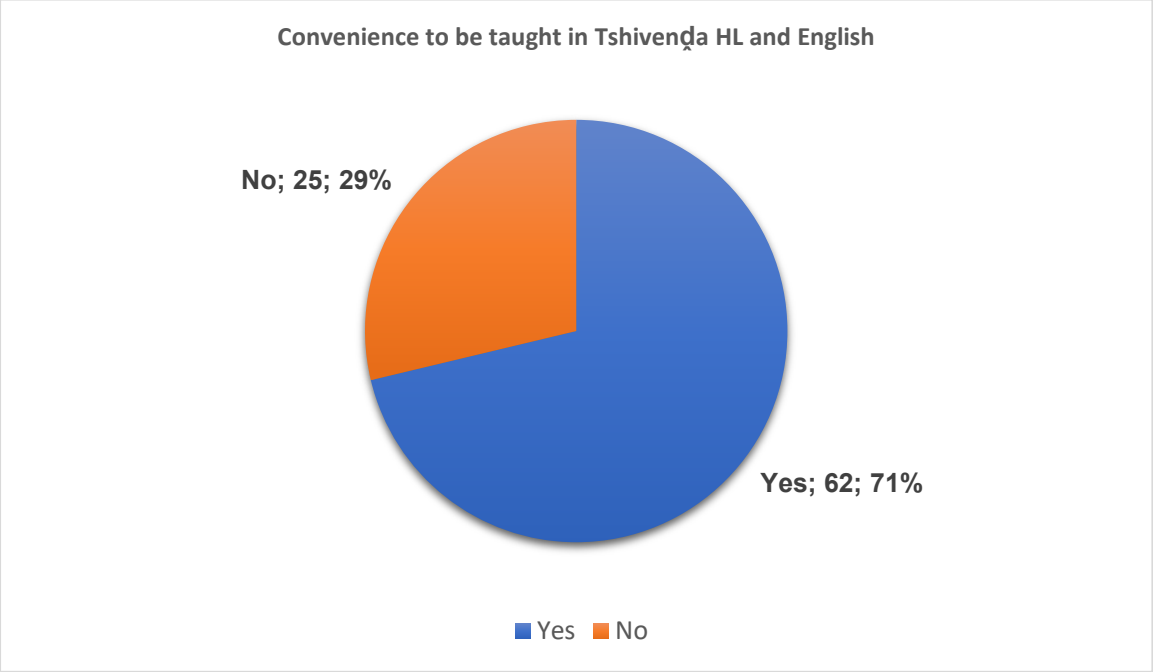

Figure 4.8: Convenience to be taught in two languages (English and Tshivenḓa HL)

10. On the question about learners' preference to be taught using (Tshivenḓa HL and English) the translanguaging pedagogy during EFAL lessons, Figure 4.9 below portrays two different strands on the preference of translanguaging pedagogy for teaching and learning English FAL. Sixty-two (71%) learners responded 'yes' in preference to the translanguaging pedagogy, while 25 (29%) learners responded 'no' to indicate that translanguaging was not a preferred strategy to learn English FAL. These results present two distinct views about the translanguaging pedagogy in the teaching and learning of English FAL among Grade 7 learners. Learners who preferred the translanguaging approach found it helpful and significant because it helped them to learn HL and English simultaneously in one lesson, receive explanations of difficult words and lesson content (Mabena 2023; Yafele 2021), and understand the lesson content as well as recalling what was learnt. In these classrooms, translanguaging was regarded as a strategy that benefits learners in terms of enhancing their understanding. Conversely, 29% of the learners who articulated negative views

towards the translanguaging pedagogy preferred the monolingual approach to the alternation of languages. As explained in Figure 4.8 above, 25% of the learners reported that the inclusion of HL and English in one lesson is considered a strategy that hinders and causes delays in the acquisition of English by L2 learners.

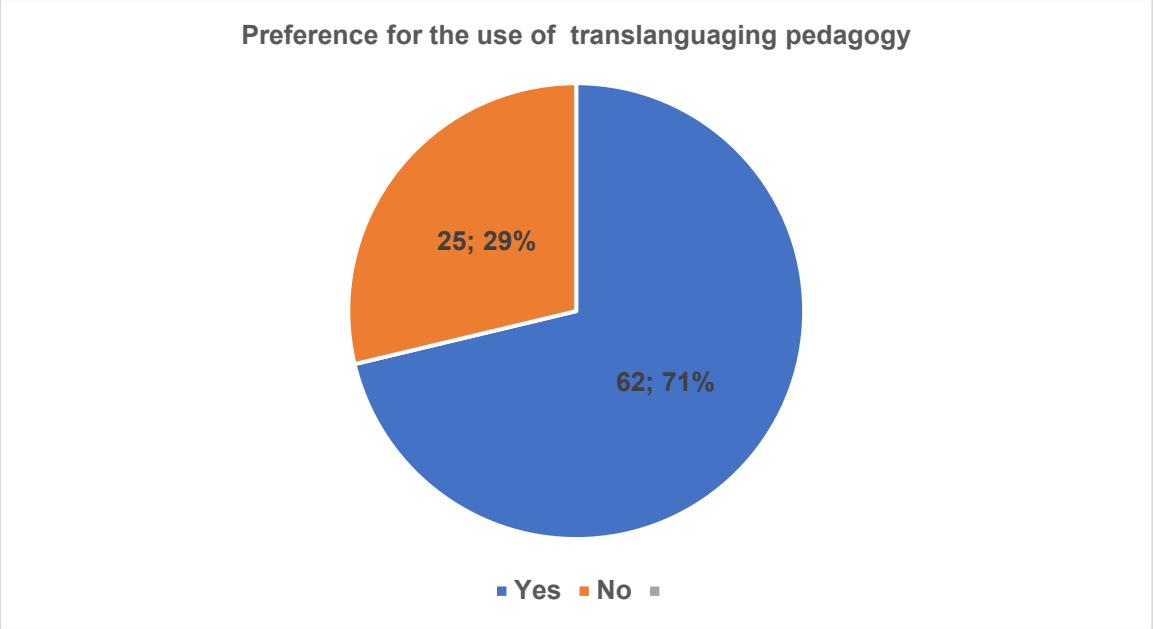

Figure 4.9: Preference for the use of translanguaging pedagogy

11. On the question about learners' recommendations on the issue of being taught in both Tshivenḓa HL and English in other content subjects, Figure 4.10 below shows that 62 (71%) learners recommended that they should be taught in both English and Tshivenḓa HL. The recommendation for the alternation of languages during English FAL lessons was supported because these learners benefitted in terms of understanding the lesson content, and difficult or new words, recalling the lesson, increasing vocabulary, and improving academic performance (chapter 4 section 4.4). Based on the aforementioned benefits these Grade 7 learners recommended that they should be taught other content subjects in both Tshivenḓa HL and English so that their understanding of the lesson content is enhanced to improve their performance. However, 25 (29%) learners refuted the benefits of the translanguaging and did not recommend the strategy as significant for learning other content subjects. The fundamental point emphasised by these Grade 7 learners was the separation of languages because of their different linguistic systems. Moreover, the process of the acquisition of English among these second language learners is believed to be

effective when the input and output are exclusively in the second language (L2) (see chapter 4 section 4.4).

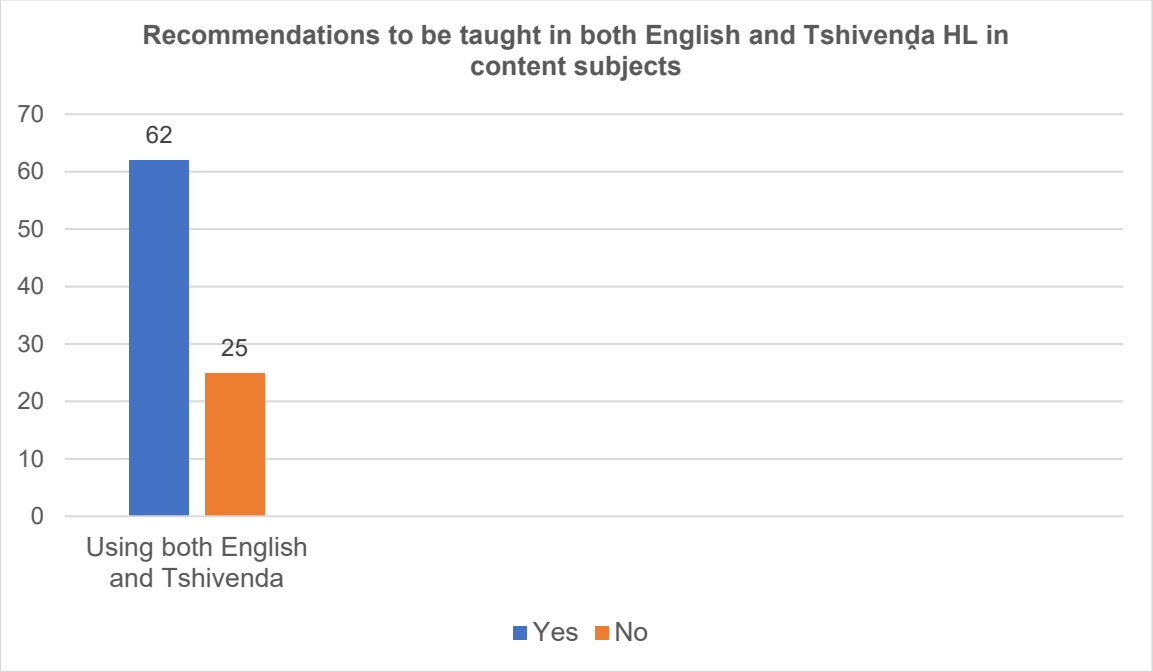

Figure 4.10: Recommendations to be taught in both English and Tshivenḓa HL in content subjects

Altogether, the analysis above of section B-learners' language usage, presents an invaluable conclusion as follows:

- Grade 7 learners have varied perspectives towards the implementation of the of the translanguaging strategy during English FAL lessons.
- Tshivenḓa HL is the main language of communication in the school, and the majority (62) of learners could use it appropriately for speaking, reading, and writing purposes. These learners recommended the inclusion of the HL in their classrooms because its implementation was convenient, and it accelerated understanding of the lesson content.
- Twenty-five of Grade 7 learners refuted the effectiveness of the implementation of the translanguaging strategy in their classrooms in support of the monolingual approach. They believed that the monolingual approach separates L1 and L2 while assuring the mastery of English. This implies that translanguaging was regarded as a hindrance in contrast to viewing it as a strategy that allowed the use of learners' HL to enhance their comprehension of the lesson content.

The section below presents a descriptive analysis of the teachers' responses. Section A presents teachers' background information while Section B provides results for language usage.

Section A presents data on teachers' background information.

1. On the question of the province where the teachers lived, responses from the questionnaire revealed that all 9 teachers live in Limpopo Province. In other words, there are no teachers who live in other provinces.

2. On the question of the teachers' village or township, 9 teachers came from Limpopo Province but lived in different villages or townships. In summary, the 9 teachers reside in Maniini, and Mulen̓ane villages and Ṯhohoyan̓ou township. All these vicinities are found in the Thulamela Local Municipality, where Tshiven̓a is the most prevalent language spoken in the area.

3. Age of teachers: Teachers' responses indicated that 8 teachers' ages ranged between 46-55 years while only 1 teacher's age was between 36-45 years. There are no teachers whose age ranges between 21-45 years.

4. Teachers' highest qualification: The results indicate that 2 teachers have obtained a diploma, 1 teacher qualified with a National Diploma, 3 teachers obtained a bachelor's degree, 2 teachers possess an Honours' Degree, and 1 teacher possesses a Masters' Degree.

5. Teaching experience: There were 4 teachers whose teaching experience ranged between 21-30 years, while 5 teachers' teaching experience was between 11-20 years. This means that that most of the teachers have gathered vast teaching experience, although they vary in numbers. There is no teaching experience from 1-10 years and above 31 years.

Section B presents results on language usage for teaching purposes.

1. On the question about what the language teachers regarded as their home/ first language, the responses indicated that all 9 teachers regarded Tshivenḓa as their HL. These results aligned appropriately with the learners' data and may assist in the implementation of the translanguaging pedagogy by teachers who have a preference for the approach in the teaching of English FAL.

2. On the question of languages mostly used by teachers at school, only two languages were used in the school for various communication purposes. Tshivenḓa HL was the most frequently used language followed by English as depicted in Figure 4.11. That is, 6 teachers indicated that they mostly used Tshivenḓa while 3 teachers used English at the school. The results may imply that there was a greater preference for the HL for teaching, learning and communication purposes. Although the prescribed LoLT is generally English in most of the subjects, except for Tshivenḓa as a subject, the incorporation of the HL may be intended to provide support for the learners who are in the transition process: moving from Tshivenḓa to English as LoLT.

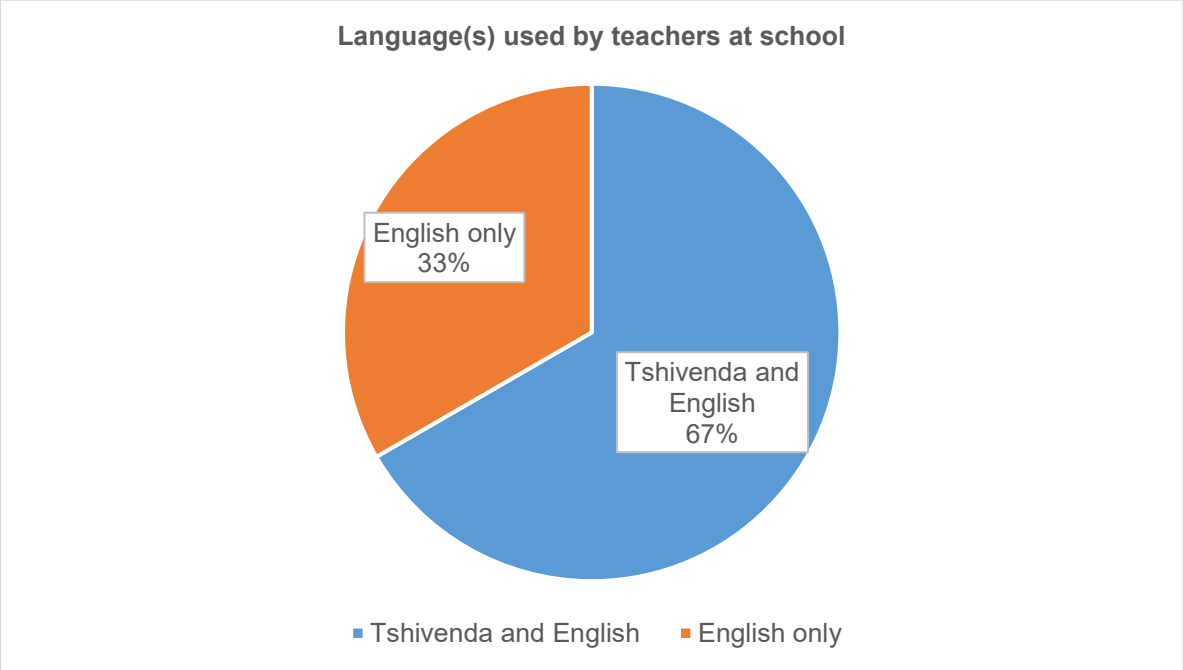

Figure 4.11: Language(s) used by teachers at school

3. On the question on how teachers rated learners' English proficiency, Figure 4:12 below depicts that 67% of the learners were rated as good by 6 teachers while 33% of the learners were rated as fair by 3 teachers. None of the teachers rated the

learners' proficiency as poor or very good. The 0% for a very good rating corresponds with data revealed by learners when they indicated that only 27 (31%) learners have a very good English proficiency (see Figure 4.2).

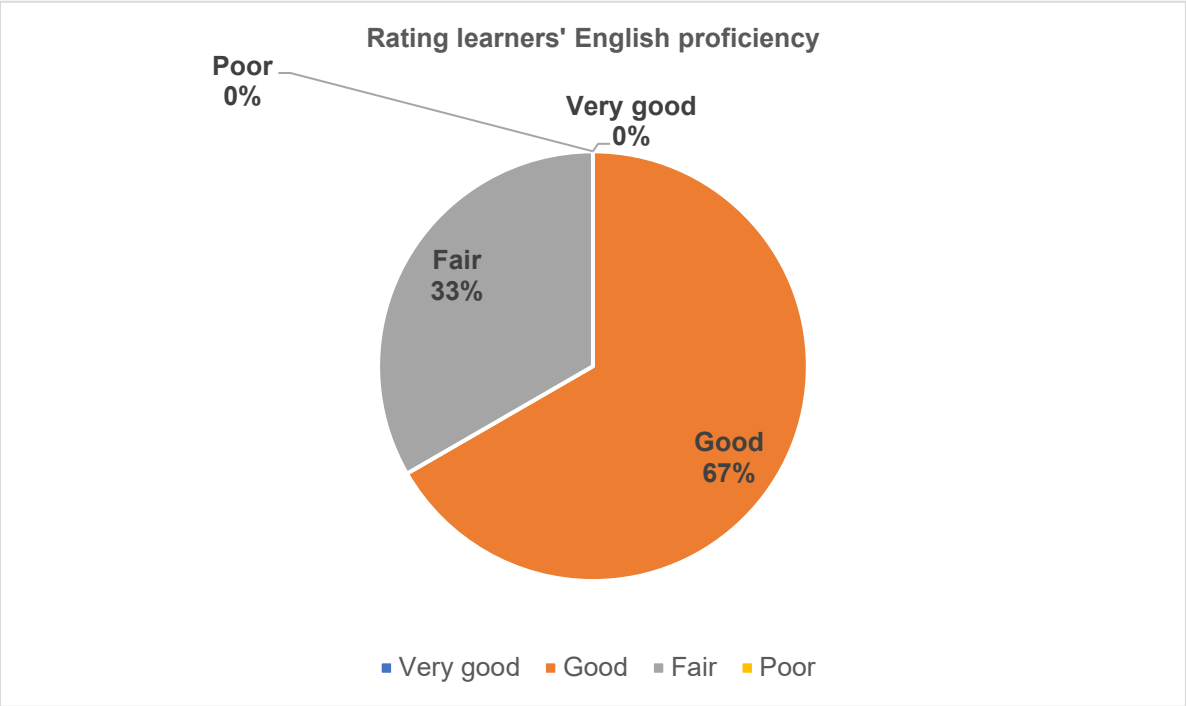

Figure 4.12: Rating learners' English proficiency

4. On the question about the language(s) used by teachers for teaching all the subjects except Tshivenḓa HL, it was revealed in Figure 4.13 below that either two languages are used for teaching purposes, namely, both Tshivenḓa HL and English or English only during English FAL. Besides, 6 (67%) teachers preferred to use both Tshivenḓa HL and English while 3 (33%) teachers used English only. Those who preferred both Tshivenḓa HL and English did so because some learners do not have a good command of English. Also using Tshivenḓa therefore improved learners' understanding. However, those who preferred English only did so because they were following the departmental policy and wanted to build learners' English vocabulary.

The results clearly indicated that the implementation of English during the English FAL lessons by these teachers was based on the language policy that sets out that English should be the LoLT from Grade 4 onwards (DBE 2012) (see chapter 1 section 1.2). Moreover, these teachers also believed that English as medium of instruction provided maximum exposure to the learning of English and thus improved learners' vocabulary

(Escobar & Dillard-Paltrineri 2015; Lado 1957). Although English is considered as LoLT during the English FAL classroom, Tshivenḓa HL is preferably used to enhance learners' understanding of lesson content since they are not yet familiar with the English concepts. Overall, the translanguaging strategy assists learners to recall subject content that that was taught during the lesson.

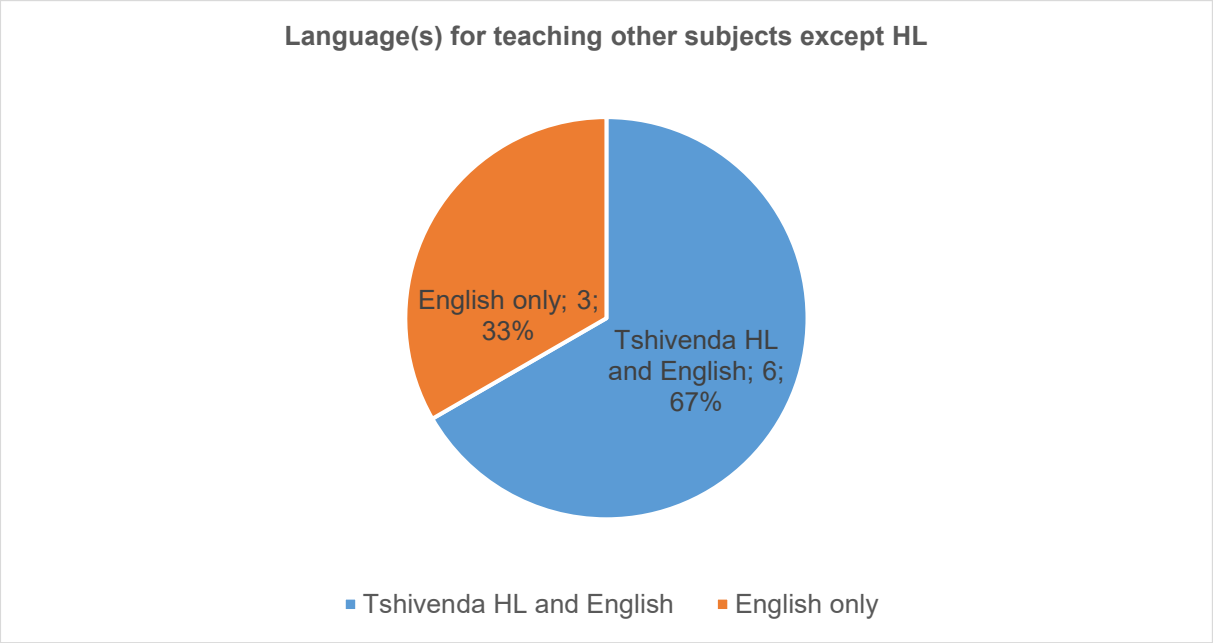

Figure 4.13: Language(s) for teaching other subjects except HL

5. On the question regarding teachers' use of either Tshivenḓa HL and English or English only during English FAL lessons, it was revealed that 6 (67%) teachers used both English and Tshivenḓa HL while 3 (33%) teachers preferred an English-only approach. Teachers who preferred the use of both Tshivenḓa HL and English reported that the HL was needed by learners because they could learn the L2 well, understand the meaning of unfamiliar words, and the learning content. On the other hand, 33% of teachers who preferred English as LoLT reported that they wanted their learners to learn how to speak English fluently and respond to L2 questions with confidence, either orally or in writing.

From the responses above, it can be concluded that teachers in favour of the translanguaging approach emphasised the importance of accelerating learners' understanding of the subject matter using both HL and English. In other words, the HL is regarded as a learning resource and not a barrier to L2 acquisition and development (Lou & Wu 2024; Mwambula 2021). This statement corresponds with the comments

mentioned during the interviews with Mr Phosa, Ms Londolani, Mr Bheki, and Ms Elisabeth (see Chapter 4 section 4.4). However, teachers whose preference was for the English only approach posited that their strategy was appropriate for the acquisition of communication skills and building confidence with the target language usage. The ultimate purpose of this approach was to set aside learners' HL during English FAL for better acquisition of English. Such a notion was underscored by Jacobson and Faltis (1990), and Escobar and Dillard-Paltrineri (2015) when they assert that a learner's HL and English are two dissimilar languages and cannot be mixed in one lesson because of their different linguistic systems. These scholars believe that the inclusion of HL during English lessons delays L2 acquisition and development.

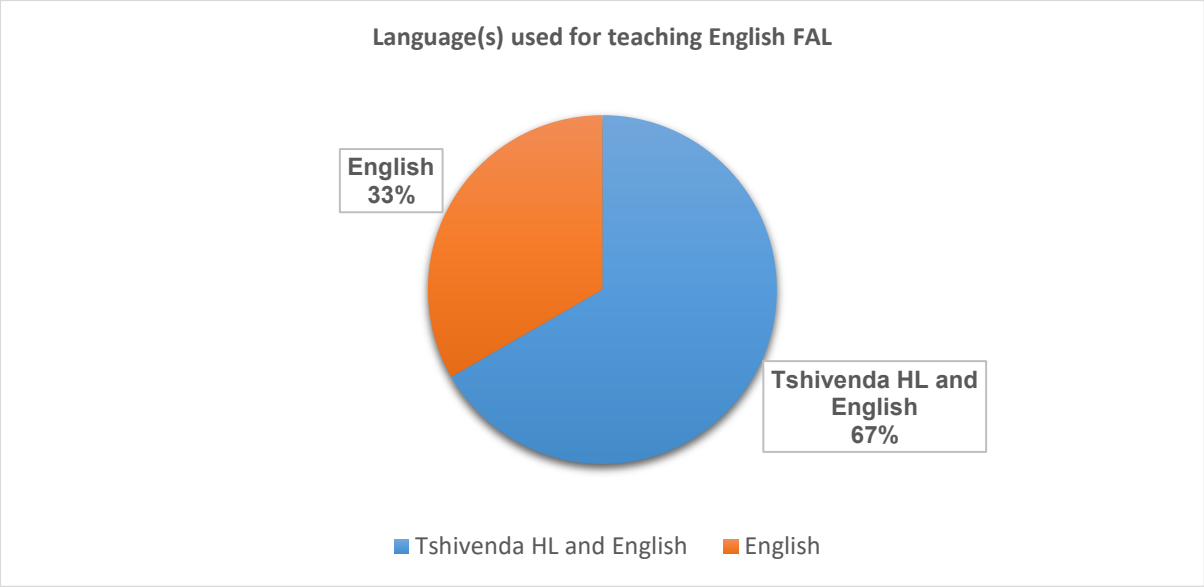

Figure 4.14: Language(s) used for teaching English FAL

6. On the question of determining if translanguaging is an appropriate strategy for the teaching of English FAL, Figure 4:14 reveals that 6 (67%) teachers regarded translanguaging as an appropriate approach for teaching English FAL, while 3 (33%) teachers did not approve of it. This means that teachers reported two distinct views, namely positive and negative perceptions of the translanguaging pedagogy.

Teachers with positive perceptions towards the translanguaging pedagogy commented that they supported the use of both HL home language and English in the teaching and learning of English FAL because learners could learn and understand better in the mother tongue. Translanguaging is considered an approach that enhances and deepens learners' understanding of the subject matter (Mabena 2023;

Mbirimi-Hungwe 2023) while the HL is used to clarify some complex concepts which were new or difficult to learners. Overall, the incorporation of HL in the L2 classroom creates a positive environment during the lesson where learners participate freely (Yavayapan, 2019) without any feelings of anxiety regarding L2 usage (Lou & Wu 2024; Yusri, Huzaimi & Sulaiman 2022). It is evident that positive perceptions of the translanguaging approach by these Grade 7 teachers are associated with benefits such as increasing learners' understanding of the subject matter, explaining difficult concepts and creating a positive and relaxed environment which improves learners' participation in the English FAL classroom. These results show that the learner's HL may not be regarded as a hindrance to learning English FAL but as a resourceful tool (McCabe 2013; Mothlaka 2021).

In contrast with the benefits cited above, Grade 7 teachers with negative perceptions of the translanguaging pedagogy mentioned that the use of the HL as medium of instruction in the L2 classroom discouraged learners from mastering English and so reduces their English vocabulary. They believed that acquisition and development of English is accelerated through greater exposure to the L2 without the inclusion of the HL. This notion supports the language separation ideology which contradicts the Interdependence hypothesis (1979) which asserts that the acquisition of L2 is achieved through the knowledge, academic concepts, and linguistic skills transferred from L1 to L2.

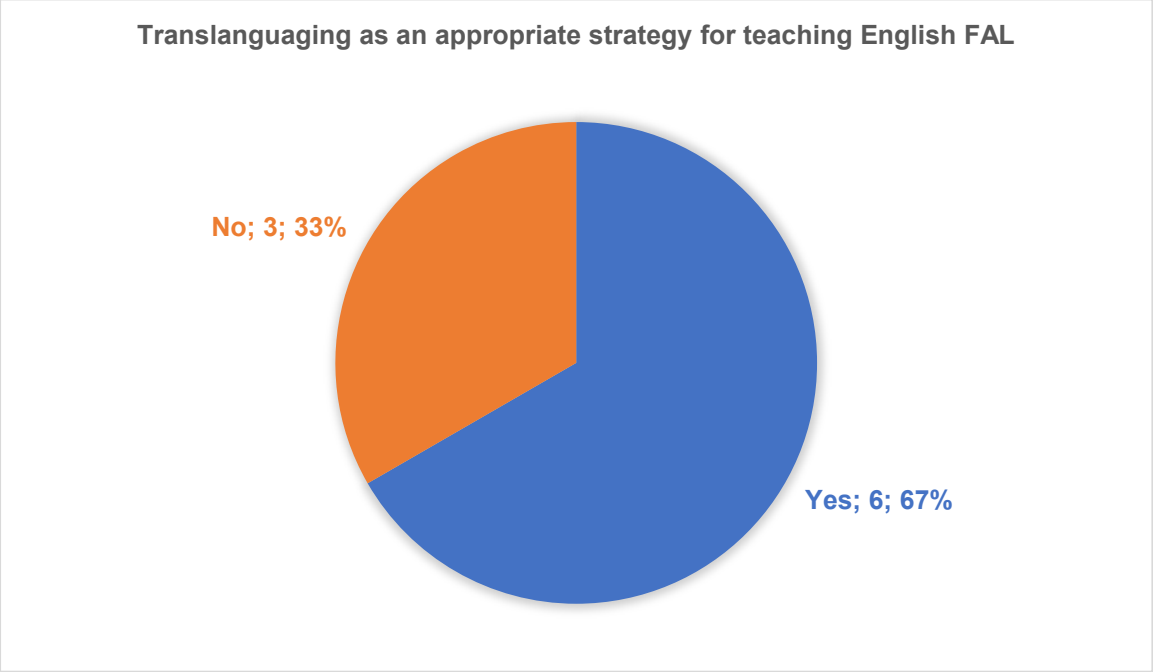

Figure 4.15: Translanguaging as an appropriate strategy for teaching English FAL

7. On the question regarding the convenience of teaching in both Tshivenda HL and English in the same lesson, it was found that 6 teachers (67%) indicated that it was convenient to teach in both HL and English and the learners' HL in the same lesson, while only 3 (33%) teachers refuted the claim (see Figure 4.16 below). The responses from the 6 (67%) teachers were in favour of using two languages in one lesson cited the convenience of the approach because Grade 7 teachers and learners are both mother speakers of Tshivenḓa and thus communication among them becomes easy. The alternation of languages was meant to deepen understanding of the subject matter and Tshivenḓa HL was used to explain and clarify unfamiliar information and provide examples relating to the topic that is being taught. These results substantiate the qualitative findings from the interviews (see Chapter 4 section 4.4) and the classroom observations conducted with Mr Phosa, Ms Londolani, Ms Elisabeth, and Mr Bheki (see chapter 4 section 4.3.1) that showcase the translanguaging practices in the classroom context.

Contrary, to the discussion above, the 3 (33%) teachers opposed the inclusion of more than one language in one lesson supported the monolingual approach. They reported that the translanguaging approach was an inconvenience because Tshivenḓa HL could dominate English which should be the language to be mastered since it was the target language in L2 classroom. Furthermore, the use of two languages was disapproved because it was considered an approach that caused confusion for L2 due to linguistic feature dissimilarities. Notably is that these Grade 7 teachers promoted the isolation, compartmentalisation and decontextualisation of languages in relation to their diverse linguistic systems (Jacobson & Faltis 1990; Labo 1957; Selinker 1972). This illustrates that these teachers perceived Grade 7 learners as bilinguals who are two monolinguals in one person (Grosjean 1982) rather than individuals who possess one integrated linguistic system (Bailey 2007; Garcia 2011; Vogel & Garcia 2017). The monolingual approach influenced these teachers to support the isolation of Tshivenḓa HL from English during the English FAL lesson. To these Grade 7 teachers, the inclusion of the Tshivenḓa HL in one lesson may hinder the teaching and learning of the English FAL.

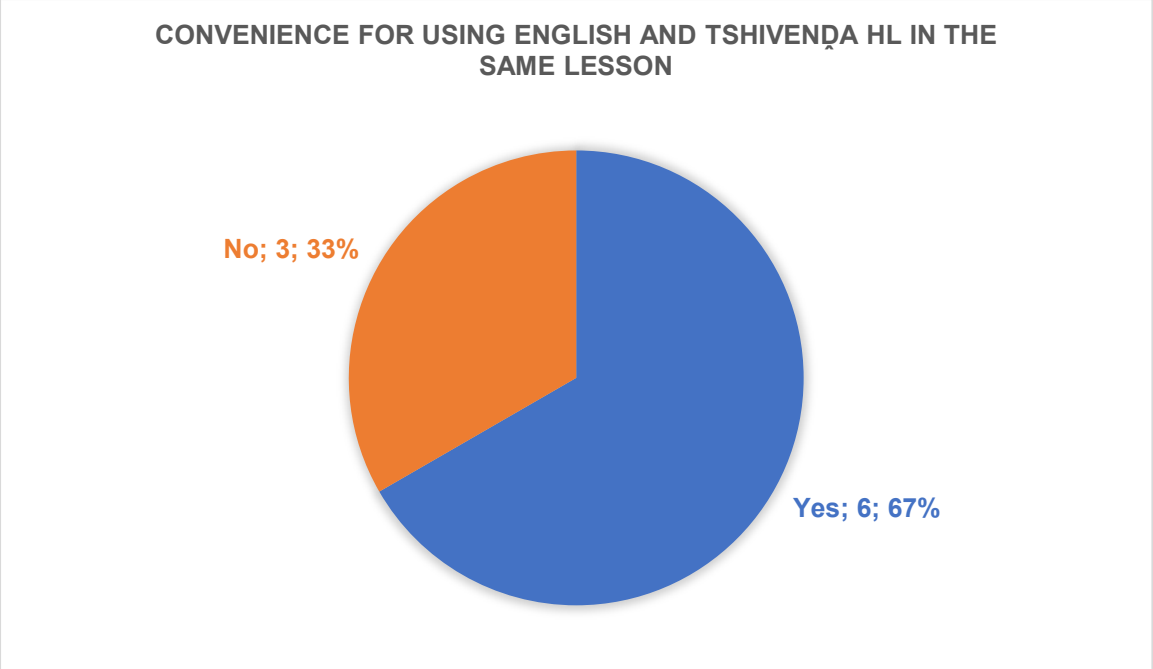

Figure 4.16: Convenience of using English and Tshivenḓa HL in the same lesson

8. On the question about fellow teachers' attitudes towards learners who interact with them using Tshivenḓa HL during an English FAL lesson, Figure 4.17 below reveals the following results. Six teachers (67%) rated their fellow teachers as positive; 2 teachers (22%) rated their fellow teachers as negative, and 1 teacher (11%) gave a neutral response. The responses above imply that the majority of teachers in the sampled schools allowed their learners to use their HL. It was also reported that the inclusion of HL in the L2 lessons was allowed because learners had not yet grasped English and that Tshivenḓa was used to improve their understanding of the lesson content. In so doing, it created a relaxed atmosphere so that learners could ask or respond to questions during L2 lesson. A positive environment was meant to accelerate learners' understanding of the lesson content and subsequently led to the improvement of their academic performance. Noteworthy is that the use of Tshivenḓa HL during the English FAL lessons served as a scaffolding strategy to learn English while also serving as a springboard so that these Grade 7 learners could spring from basic EFAL language learning to fast-track learning of English FAL (see chapter 2 section 2.11.4).

On the other hand, 2 (22%) teachers who rated their fellow teachers' attitudes as negative towards learners who interacted with them using Tshivenḓa HL during English FAL lessons reported that English is the only LoLT during English lessons.

These 2 teachers (22%) believed that the HL deprived learners from learning English, hence it should not be accepted. The preference for a monolingual approach was inclined with accelerating L2 learning. This implies that these pro-monolingualism teachers believed in maximising the L2 input in the English classroom that produced a good output (Cook 2001). English and Tshivenḓa HL were perceived as languages with distinct linguistic systems and should be kept separate during the teaching and learning process. The last category of 1 teacher (11%), whose perception was reported as neutral towards learners interacting with them in HL during English FAL, did not provide a reason for the option selected.

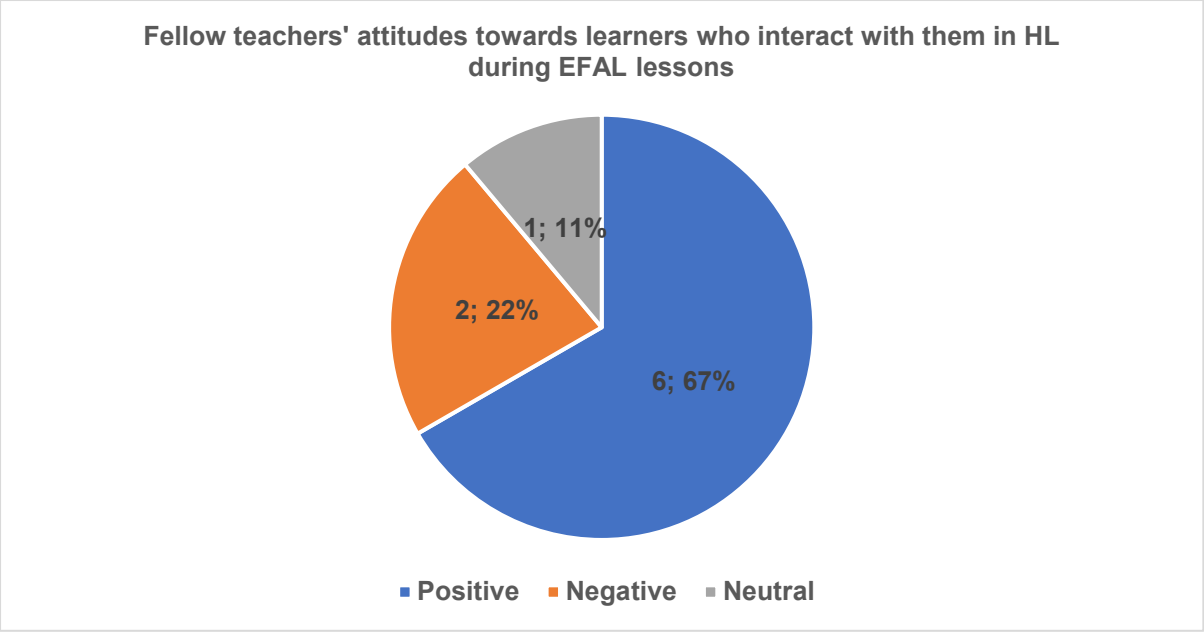

Figure 4.17: Fellow teachers' attitudes towards learners who interact with them in Tshivenḓa HL during EFAL lessons

9. On the question of Grade 7 learners' perceptions towards the translanguaging pedagogy from Grade 7 teachers' viewpoint in the teaching and learning of English FAL, Figure 4.18 below portrays that 7 (78%) teachers indicated that learners held positive attitudes towards the use of both English and Tshivenḓa HL. However, 2 (22%) teachers reported that learners' attitudes to translanguaging were negative.

According to the 7 (78%) teachers, preferred the translanguaging pedagogy because they struggled to understand the lesson content if English is the LoLT. Intermixing HL and English was believed to be a strategy that improved active participation by these learners during English FAL. The conclusion drawn from the teachers' responses is that the inclusion of Tshivenḓa HL in the English FAL lesson was not considered as a

hindrance in the learning of L2 by the Grade 7 learners, but as a resource that assisted with improving the learning process and boosting their confidence to participate actively during the lesson (Karpava, Ringblom & Zabrodskaja 2024). Preference for the translanguaging approach contrasts with the monolingual approach which foregrounds the separation of languages in the L2 classrooms, and it could be frowned upon by the majority of Grade 7 teachers and learners in this study.

Two teachers (22%) who reported that some learners held negative perceptions of the translanguaging pedagogy were in favour of the monolingual approach in the English FAL classroom. These teachers reported that translanguaging was disapproved in these L2 classrooms because it influenced learners to rely heavily on the HL regarding the teaching and learning of English FAL (Khojan 2022). The English only approach was preferred because it provided learners an opportunity to learn in English and could lead to improved performance. These responses simply specify that the use of HL in these classrooms is rejected to provide maximum exposure to learning English FAL to accelerate academic improvement. This separatist ideology is prioritised among these Grade 7 teachers who wish to keep English and Tshivenḓa HL apart to prevent language contamination.

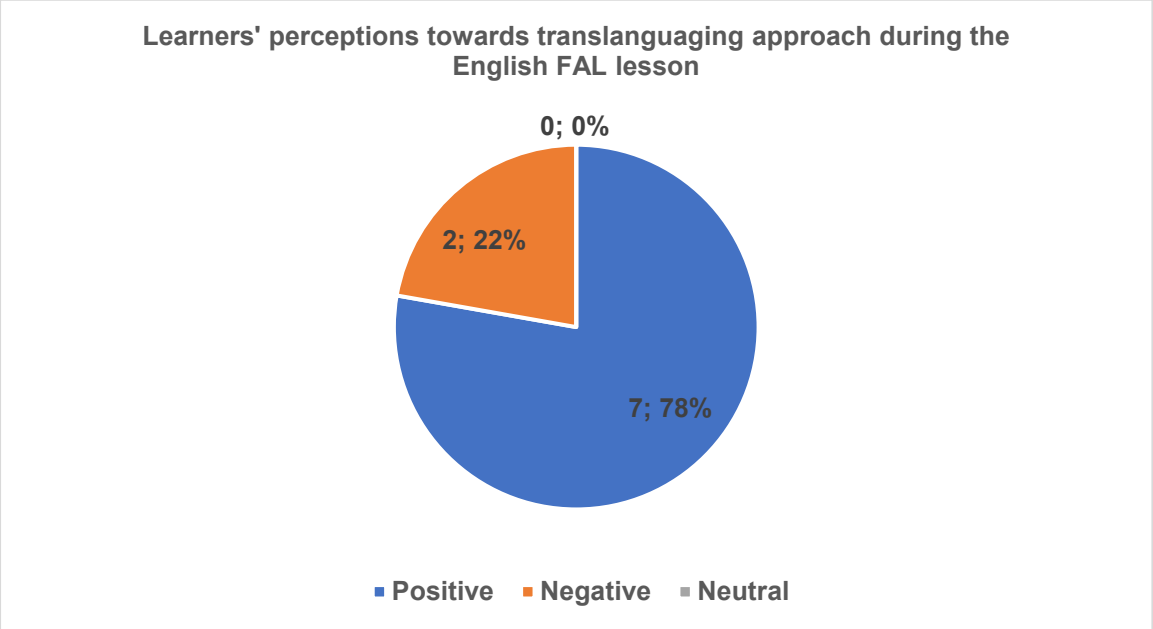

Figure 4.18: Learners' perceptions towards the translanguaging approach

10. On the question regarding teachers' recommendations for their learners to be taught in both English and Tshivenḓa HL in other content subjects, Figure 4.19 below

reveals that 6 (67%) teachers recommended the alternation of Tshivenḓa HL and English while 3 (33%) teachers disapproved the approach. Teachers in favour of the alternation of languages reported that the approach yielded positive contributions towards learners such as better understanding of the lesson content, improving learners' vocabulary in both English and Tshivenḓa HL and creating a relaxed environment in which learners can express themselves in any language of their choice. A study conducted by Lou and Wu (2024) among Chinese English Medium Instruction classrooms affirms that that using the Chinese L1 to teach business concepts lowers students' anxiety and fosters a supportive environment for participation.

In contrast with the above-mentioned responses, Grade 7 teachers who were in favour of the monolingual approach to teach other content subjects reported that translanguaging is not preferred because it could influence learners to rely on learning in the home language which might pose a challenge for them when expected to respond to English assessment questions. Translanguaging might cause the lack of interest to master English, subsequently this could lead to students' poor performance in the English FAL. Furthermore, these teachers believed that alternation of languages in one lesson could result in the HL dominating English, and this implies that these two languages should be kept separate. The aforementioned comments are mostly based on the purist ideology that promotes the policy on separation of languages with the intention to provide maximum exposure to English. Notably, the monolingual approach is still deeply ingrained among these Grade 7 teachers and contributes to the elimination of the HL use in their classrooms.

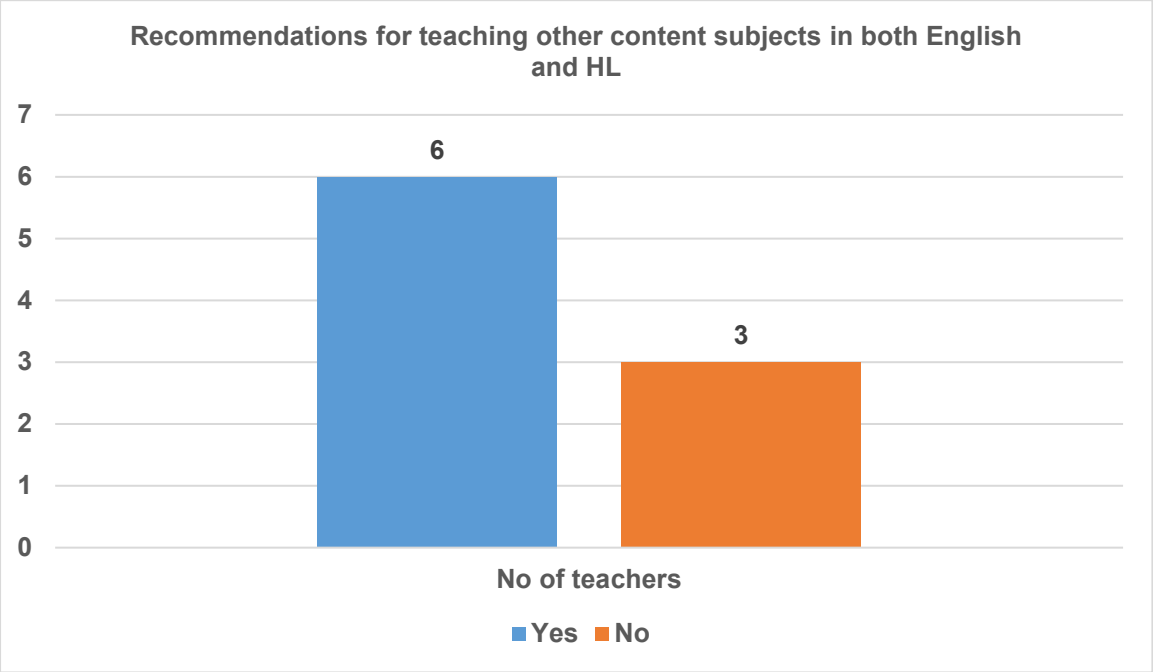

Figure 4.19: Recommendations for teaching content subjects in English and Tshivenḓa HL

11. On the question regarding any benefits of using translanguaging in your teaching of English FAL, Figure 4.20 below shows that 6 (67%) teachers indicated "yes" while 3 (33%) teachers indicated "no." Sixty-seven percent (67%) of the teachers cited the following benefits of the translanguaging pedagogy during English FAL lessons: translanguaging ensured that all learners understood the lesson content and were able to recall what was taught, and their EFAL vocabulary was increased because the HL was used as the point of departure in the learning of new or difficult words and it was easy to relate to L2 content. Finally, learners learnt in a positive environment, and they could be actively involved during the lesson.

These responses imply that the incorporation of learners' HL has benefitted learners in terms of cognitive and affective gains (Khojan 2022; Santoso 2019). In these classrooms, teachers provided learners with an opportunity to draw on their HL to benefit them. Therefore, learners' HL is not perceived as hindrance to L2 learning, but a resource, a resource intended to enhance the understanding of lesson content. To support the benefits of translanguaging, Charamba (2020) and Teng and Fang (2022) conducted different studies among students from their Departments of English and the results affirmed positive perceptions of the translanguaging pedagogy. In other words,

if translanguaging is appropriately implemented in the L2 classrooms, it can provide learners with cognitive and affective gains.

On the other hand, 3 (33%) teachers rejected the use of both Tshivenḓa HL and English in their classrooms and could not recognise any benefit of this approach. These teachers reported that translanguaging is not appropriate for learners who are in the process of acquiring and developing the L2. In addition, it was mentioned that English should be the LoLT so that learners improve their proficiency in the target language. The comments above support the implementation of the monolingual approach in L2 classrooms to provide maximum exposure to English since Grade 7 learners were in the transition period, that is, moving from Tshivenḓa to English as LoLT. The teachers' belief is that learners should be fully immersed in a pure L2 context to improve English proficiency and academic performance.

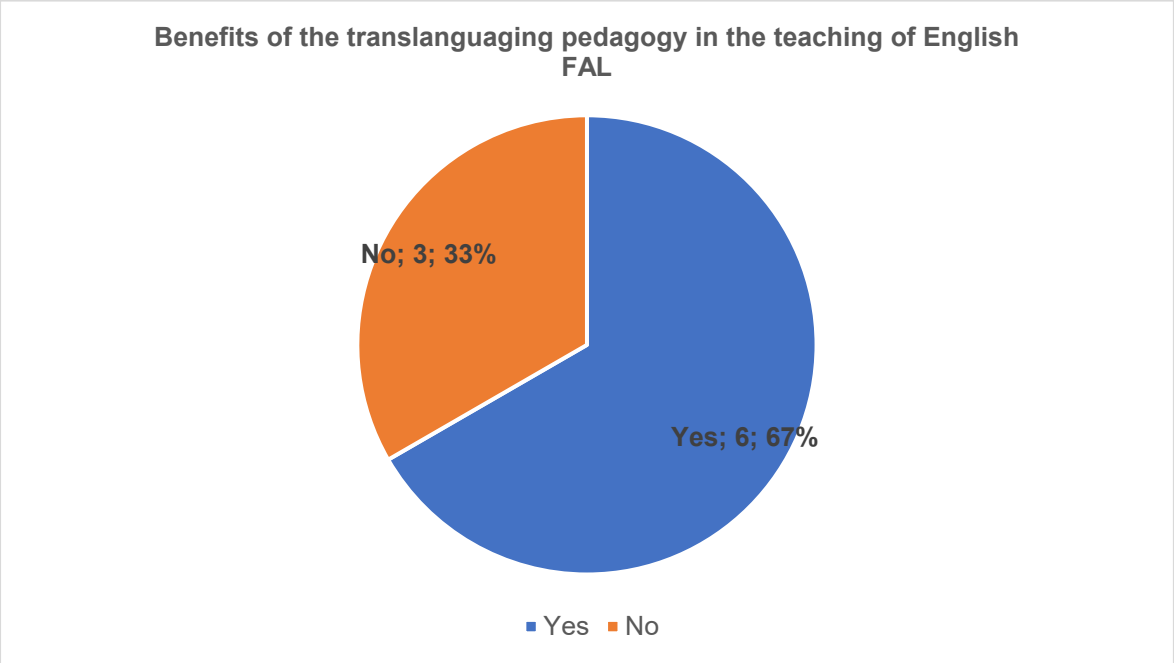

Figure 4.20: Benefits of the translanguaging pedagogy in the teaching of English FAL

12. On the question of teachers allowing their learners to interact with them in their HL during English FAL lessons, Figure 4.21 below shows that 6 (67%) teachers indicated "yes" while 3 (33%) teachers replied "no". Sixty-seven percent (67%) of these Grade 7 teachers cited the following reasons for allowing learners to interact with them in their HL; it provided learners with an opportunity to express their ideas, discuss lesson content, and ask or respond to questions in the language they are familiar with.

Furthermore, these findings indicate that Grade 7 teachers acknowledged learners' HL and its pedagogical benefits such as scaffolding and assisting with comprehension of the lesson content. In summary, the inclusion of the HL is not considered as a hindrance to learning English FAL but instead functions as a springboard from which these Grade 7 learners can expedite the acquisition and development of English FAL (see chapter 2 section 2.10.4).

Conversely, 3 (33%) teachers who replied "no", were in favour of the English approach emphasised English as the LoLT to provide learners with the opportunity to use English in the teaching and learning context to avoid over-reliance on the HL (Liu, Deng, Wimpenny 2020) and so be demotivated to develop the target language. It can be concluded that the pro-monolingualism Grade 7 teachers believe that the output of English is dependent on the complete immersion of learners in the target language. This suggests that these teachers are not yet aware of the interdependence of languages, as illustrated by the interdependence hypothesis (chapter 2 section 2.11.4). This hypothesis asserts that academic concepts and linguistic abilities transferred from L1 to L2 are the means of acquiring English (Cummins 1979). Furthermore, Makalela (2015) supports the principle of the interdependence of languages through the Ubuntu translanguaging framework which posits that languages support one another and are necessary for bi/multilingual speaker.

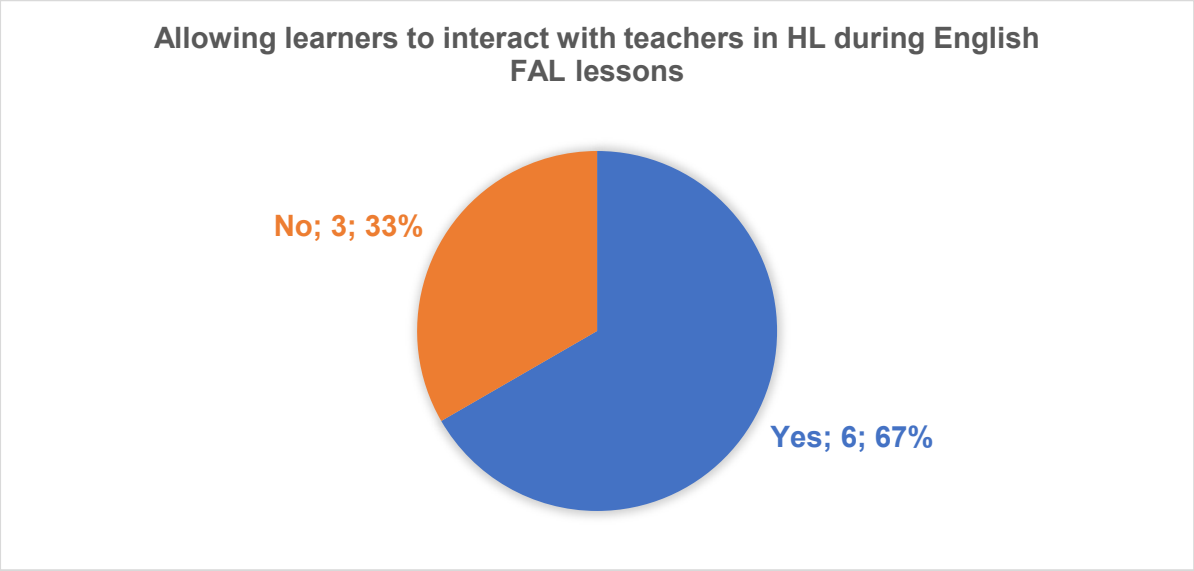

Figure 4.21: Allowing learners to interact with teachers in the Tshivenḓa HL during English FAL lessons

In summing up the findings above, section 4.5 (quantitative data analysis) presents two distinct views from both Grade 7 teachers and learners regarding the utilisation of the translanguaging approach during English FAL lessons. Firstly, the majority of Grade 7 teachers and learners have a positive outlook on the translanguaging pedagogy in the teaching and learning of English FAL. The flexibility and alternation of both Tshivenḓa HL and English are permissible to scaffold learning and accelerate the learning of English among Grade 7 learners. Secondly, it also revealed that some of the Grade 7 teachers and learners objected to the use of the translanguaging approach to promote the use of an English-only approach. These participants' belief is that to achieve the acceleration of L2 acquisition, it should be through maximum exposure to the L2 and the separation of languages, that is, Tshivenḓa HL and English. These findings are supported by the percentages and frequency distribution presented in figures 4.1 to 4.20 (see chapter 4 section 4.6).

4.7 Conclusion

This chapter analysed qualitative and quantitative data collected for this study to examine Grade 7 teachers' and learners' perceptions towards the use of translanguaging as a strategy to teach and learn English FAL among Tshivenḓa Grade 7 learners. First, the biographical data of the participants in the study were tabled to provide more information about them. Second, detailed data collected through classroom observation schedules, semi-structured interviews, and focus groups were presented and analysed to formulate themes according to which an overview of the content was collated. The following four themes were derived during data analysis, namely: the effectiveness of translanguaging, positive and negative perceptions of the translanguaging pedagogy, the effects of allowing the use of the translanguaging approach during English FAL lessons, and the purposes of the translanguaging approach in the teaching and learning of English FAL lessons.

The analysed data revealed that the majority of Grade 7 learners found the use of Tshivenḓa HL beneficial to their learning of English FAL. Furthermore, the majority of Grade 7 English FAL teachers concurred with this finding, and they cited the cognitive and affective gains of the translanguaging pedagogy.

Chapter 5 below provides a summary of the study and its key findings; it makes recommendations and reaches final conclusions about the study.

CHAPTER 5 : SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter provides a summary of the research findings, makes recommendations, and reaches conclusions on the entire study. This study investigated teachers' and learners' perceptions towards translanguaging pedagogy in the teaching and learning of English FAL among Grade 7 learners from the three sampled primary schools in the Luvuvhu Circuit, in the Vhembe District, Limpopo Province, South Africa. To answer the research questions of the study, the following research aims directed the research:

- To determine the impact of the translanguaging approach in the teaching and learning of English FAL.
- To establish the perceptions of teachers and learners in using translanguaging as a strategy to teach and learn English FAL.
- To determine the extent to which teachers and learners allow the use of the translanguaging approach during the teaching and learning of English FAL.

This chapter provides the findings of the study from the data collected and interpreted by applying qualitative and quantitative methods. These were organised under the sub-headings, namely, findings from classroom observations, semi-structured and focus group interviews, and questionnaires, recommendations, study limitations, contributions of the study to the body of knowledge about language learning, and final concluding remarks.

5.2 Summary and interpretation of the research findings

This paragraph summarises and interprets the study findings from the data collected in the three sampled primary schools. The study findings emanated from classroom observations, semi-structured interviews, and focus group interviews that were qualitatively analysed. Additionally, responses from the questionnaires were quantitatively analysed, also contributed to the study's findings.

5.2.1 Classroom observations

The observation checklist (Annexure D.1) was used during the class visits for the selected Grade 7 classrooms to ascertain the languages used by the teachers and

learners during the English FAL lessons. Six lessons were observed from the beginning until the end of the lesson at the three selected primary schools that were visited on different days. The following classroom observation checklist points provided below summarised findings on how the Grade 7 teachers used Tshivenḓa HL and/or English during the lessons:

*Introducing the new topic/lesson

Mr Phosa, Ms Londolani, Ms Elisabeth, Mr Bheki introduced their lessons using an alternation of English and Tshivenḓa HL. The meaning of each title for the reading comprehension test such as Weighing the elephant, Why Mapule did not go to school, and Thabang's mother, Mama Duduzile was explained in Tshivenḓa HL. Additionally, Mr Bheki alternated between English and Tshivenḓa HL to explain the meaning of the grammar topic nouns. The inclusion of the HL was intended to enhance the understanding of the lesson content. Conversely, Ms Blandina and Mr Pitso introduced their grammar topics, that is, nouns and articles respectively, in English only. The use of the monolingual approach was meant to follow the departmental policy which prescribes that the LoLT in Grade 4 onwards should be in English (DBE 2012).

* Introducing the lesson outcomes

There were no lesson outcomes mentioned during the six lessons observed.

*Teaching lesson content

The lessons that were taught by Mr Phosa, Ms Londolani, Ms Elisabeth, and Mr Bheki followed the translanguaging approach, that is, both English and Tshivenḓa HL were used to explain, narrate, and clarify the lesson content. The incorporation of Tshivenḓa HL in an English FAL lesson is meant for scaffolding purposes, which leverages the comprehension of the lesson content and ultimately brings improvement to learners' performances. In contrast, Ms Blandina and Mr Pitso taught the lesson content in English only. These are teachers in favour of the monolingual approach, and their belief is that the L2 is more easily learnt when English is the sole language allowed in the classroom for teaching and learning.

*The teaching approach used during the lesson

A translanguaging approach was applied in the classrooms of Mr Phosa, Ms Londolani, Ms Elisabeth, and Mr Bheki. Alternation between English and Tshivenḓa HL was allowed by both teachers and learners for various purposes, such as introducing the new lesson topic, teaching the subject matter, explaining the new or difficult words, and asking and responding to questions. As indicated in the previous section, by comparison, a monolingual approach was utilised in Ms Blandina's and Mr Pitso's classrooms to provide maximum exposure of L2 to accelerate acquisition of English FAL.

*Explaining concepts or difficult words

Mr Phosa, Ms Elisabeth, Ms Londolani, and Mr Bheki explained new or difficult words in Tshivenḓa HL to improve their learners' understanding of the subject matter. Conversely, Ms Blandina and Mr Pitso explained new concepts or difficult words in English only. The meanings for the new concepts or difficult words were derived from the glossary section of the prescribed book. This implies that the inclusion of Tshivenḓa HL in these classrooms is not considered a learning resource but a hindrance that delays L2 acquisition.

*Explaining the subject matter when learners do not understand

The lessons presented by Mr Phosa Ms Londolani, Ms Elisabeth, and Mr Bheki prioritised in enhancing learners' understanding of English FAL texts. These teachers allowed the alternation of both English and Tshivenḓa HL to teach the subject matter. Tshivenḓa HL was used explain and clarity any the subject content that challenged learners' understanding. These teachers allowed their learners to draw on their previously acquired language skills rather than being forced to utilise only L2 and follow monolingual practices (Cenoz & Gorter 2022). Regarding Ms Blandina's and Mr Pitso's lessons, emphasis was on teaching the subject content exclusively in English. These pro-English only teachers implemented the separation of languages approach because they believe that English and the HL possess distinct linguistic features that should be kept apart (Jacobson & Faltis 1990; Labo 1957; Selinker 1972).

*Summarising the lesson content

Mr Phosa, Ms Londolani, Ms Elisabeth, and Mr Bheki summarised the reading comprehension passages and the grammar lesson, respectively, in Tshivenḓa HL. In

these classrooms, Tshivenḓa HL was utilised to teach English FAL effectively without hindering learners' understanding of the lesson content. On the contrary, Ms Blandina and Ms Pitso repeatedly summarised their grammar lessons in English only while emphasising the main points of the topic.

*Giving tasks or homework to learners

Mr Phosa, Ms Londolani and Mr Bheki read the instructional words in English and explained them in Tshivenḓa HL for better understanding. After the detailed explanation and clarification of the instructional words, learners understood what was expected and what to do in each activity to be completed. This implies that explaining the new vocabulary to learners in their HL accelerates comprehension and decreases the chances of misunderstandings (Lou & Wu 2024; Nambisani 2014). On the other hand, Ms Blandina and Mr Pitso explained instructional words and any other misunderstandings about the activities to be completed in English only. To provide further clarification, several examples were provided on how to respond to the tasks. All in all, the alternation of English and Tshivenḓa HL is not permissible in these classrooms, in preference of the monolingual approach.

*Conveying informal messages for classroom management

Mr Phosa, Ms Londolani, Ms Elisabeth and Mr Bheki conveyed informal messages to their learners in Tshivenḓa HL. These messages were not related to the subject content but to attract learners' attention, maintain discipline in the classroom, and praise the learners for their good performance. Noteworthy is that all these informal messages were expressed in Tshivenḓa HL to ensure that information is well understood. All informal messages during Ms Blandina and Mr Pitso were announced in English only since the emphasis was to exclude HL in the English FAL classroom.

*Language used by learners to ask questions for clarification and respond to the teachers' questions

Mr Phosa, Ms Elisabeth and Ms Londolani whose teaching approach is translingual, allowed Grade 7 learners to interact with them in Tshivenḓa HL. The purpose for the inclusion of HL during the lessons was to ask questions and respond to the teachers' questions orally. These teachers reported that the use of the HL during the lessons promotes participation and learners could freely ask questions in their Tshivenda HL

to clarify any misunderstood information. In turn, this results in positive attempts to respond to teachers' questions without feelings of anxiety regarding the mandatory use of L2. A translingual approach is implemented to fill in the gap of the LoLT that was introduced in Grade 4 and accelerate improved comprehension of the English content.

Although Mr Bheki prefers the alternation of English and Tshivenḓa HL to teach his lessons, in this instance learners were not afforded such an opportunity. The learners were expected to ask questions and respond to the teacher in English only as it is done in Ms Blandina's and Mr Pitso's classroom. The monolingual approach was applicable in the three classrooms to provide learners with maximum exposure to English only so that acquisition of English FAL is accelerated.

*Language used by learners to discuss subject content in groups and/or interact with others in the classroom

In all the six (6) observed lessons, Tshivenḓa HL was utilised when learners engaged among themselves to discuss the subject matter in the absence of their teachers. The use of Tshivenḓa HL among themselves was instrumental in explaining new or difficult words, clarifying misunderstood subject matter, and explaining tasks to be undertaken. This finding suggests that Tshivenḓa HL remains a valuable learning resource and is an important factor that contributes positively to the teaching and learning of English FAL among the Grade 7 learners. This means discarding away the HL in preference of English can delay the mastering of English FAL among these learners.

The two sub-headings below present findings about the language(s) used by both Grade 7 teachers and learners during the lesson.

*Teachers' use of Tshivenḓa HL and English during the lessons

From the first four lessons observed, the researcher noted that Mr Phosa, Ms Londolani, Mr Bheki and Ms Elisabeth alternated between Tshivenḓa HL and English during their teaching of English FAL lessons. These participants used the two languages for the following purposes:

- To teach and explain the subject matter when learners do not understand.
- To explain new concepts or difficult words.

- To summarise the details of the lesson.
- To explain instructions on how to complete tasks or activities in the classroom.
- To convey informal messages for classroom management.

In summary, the four teachers who allowed the alternation of both Tshivenḓa HL and English in their classroom provided learners with an opportunity to participate actively during the lessons because they were allowed to respond to the teachers' questions in any of the two languages. Hence, they were able to express themselves without fear. Moreover, there was evidence of a deeper understanding of the subject matter as observed from the performance on the tasks completed. The finding was that the translanguaging pedagogy builds confidence and promotes active participation among learners while alleviating feelings of anxiety and fear during the teaching and learning of the English FAL.

Conversely, Ms Blandina and Mr Pitso did not allow the alternation of Tshivenḓa HL and the English language during their lessons. A monolingual approach was emphasised because these teachers believed that this strategy provides learners with the opportunity to practise speaking English while also helping them to increase their vocabulary and learn how to construct sentences. In these lessons, the only way to ensure that learners could grasp the subject matter taught, the two teachers had to simplify the lesson content, provide several examples, and give explanations repeatedly during the lessons.

Interestingly, the researcher observed that the two teachers dominated the conversation during these lessons and the learners were hesitant to ask questions to avoid making mistakes in English. When learners' HL is allowed in the classroom, they feel uncomfortable and therefore participation in the classroom becomes minimal. These teachers opted for this monolingual bias because it is adopted by the South African Ministry of Education and schools are compelled to stipulate English as LoLT in all the subjects except in the case of Tshivenḓa HL.

*Learners' use of Tshivenḓa HL and English during the lessons

It was in Mr Phosa, Ms Londolani, and Ms Elisabeth's classrooms where learners were allowed to interact with teachers either in Tshivenḓa HL or English during the English FAL lessons when responding to questions. These interactions promoted active

participation in the classrooms and prompted learners to actively interact among themselves in Tshivenḓa HL without fear of committing English grammar errors as they assisted one another in activities or tasks given by their teachers. The researcher noted that the alternation of Tshivenḓa HL and English in those classrooms resulted in a better understanding of the subject matter and improved learners' academic performance in terms of tests and classroom activities.

On the contrary, Mr Bheki, Ms Blandina and Mr Pitso discouraged learners from using their HL during the lesson. Learners were compelled to interact with the teachers and among themselves in English only. Surprisingly, learners interacted with one another in their HL in the absence of the teacher. Tshivenḓa HL was used to explain new or difficult words and to clarify information concerning the subject matter or tasks to be undertaken when not well understood. This finding signifies that Tshivenḓa HL remains a learning resource and an important factor that contributes positively to the teaching and learning of English FAL among the Grade 7 learners.

5.2.2 Findings from the semi-structured interviews, and focus group interviews

This section discussed findings from the qualitative data analysed thematically and quantitative data analysed according to frequency distributions. Below are the findings related to the themes of the study derived from thematically analysed qualitative data, that is, classroom observations, semi-structured and focus group interviews.

**Themes derived from classroom observations, semi-structured and focus group interviews*

Theme 1: The effectiveness of translanguaging in the learning of English FAL

Theme 1 presents two strands of Grade 7 teachers' and learners' views about the effectiveness of the translanguaging approach when learning English FAL. The majority of Grade 7 teachers and learners reported that the alternation of Tshivenḓa HL and English is an effective approach because it could assist to learn two languages simultaneously, increase learners' vocabulary, provide a better explanation of the lesson content, difficult or new words, and improve their understanding of lesson content. Conversely, the translanguaging benefits were discarded in favour of the English-only approach by some Grade 7 teachers and learners. They raised concerns

about mixing Tshivenḓa HL and English as an inappropriate strategy because the two languages possess different linguistic features, therefore, the inclusion of L1 during English lessons could lead to confusion and dependence on the HL. These participants foregrounded a complete immersion in the L2 to acquire and develop the target language. The aforementioned views support the purism ideology that highlights the separation of languages.

Theme 2: Positive and negative perceptions of the translanguaging pedagogy

The analysed data from classroom observations, semi-structured interviews and focus group interviews revealed that the majority of Grade 7 teachers learners hold positive attitudes towards the translanguaging pedagogy. These participants reported that the translanguaging approach provided a better understanding of lesson content, ability to recall what was learnt, and an explanation of certain information that may have been misunderstood. The alternation of Tshivenḓa HL and English was reported to contribute positively towards improving Grade 7 learners' academic performance. In other words, Tshivenḓa HL served as a strong form of learning scaffolding used by L2 learners among themselves to enhance comprehension of English in the process of being acquired.

On the other hand, some Grade 7 teachers and learners refuted the benefits of the translanguaging approach cited above. They advocated for the monolingual approach for teaching and learning English FAL for the following reasons: the translanguaging strategy disturbs and delays L2 acquisition and its development among Grade 7 learners. Utilising English as the LoLT in English FAL classrooms was an appropriate process that promoted better proficiency in the target language. This implies that these Grade 7 teachers and learners hold negative perceptions towards the translanguaging pedagogy during the teaching and learning of English FAL.

Theme 3: Allowing the use of the translanguaging pedagogy by both teachers and learners in the English FAL classroom

Theme 3 reported that the majority of Grade 7 teachers and learners allowed the use of both Tshivenḓa HL and English during the teaching and learning English FAL. The majority of the Grade 7 teachers utilised Tshivenḓa HL for various purposes such as teaching the subject matter, clarifying or explaining the meaning of difficult concepts or information, giving instructions for tasks or activities and maintaining discipline in

the classroom. Notably when Grade 7 teachers use their Tshivenḓa HL, it was well received by the Grade 7 learners because it assisted and was supportive in their learning of English FAL and so contributed to their positive perceptions of the translanguaging pedagogy. Likewise, learners were allowed to alternate English with Tshivenḓa HL to ask questions for clarification purposes, respond to the teacher's questions, and interact with fellow learners in their groups. The majority of Grade 7 teachers and learners perceived the strategy positively because it is associated with comprehension and its affective benefits. In other words, Tshivenḓa HL is used to explain the subject content to enhance learners' understanding. During the teaching and learning process, learners develop an interest in what is taught while gaining a better understanding of the subject matter. This practice is also believed to alleviate learners' language anxiety and provides a sense of security.

Some Grade 7 teachers and learners, however, believed in the monolingual approach and disapproved of the alternation between English and Tshivenḓa HL in their English FAL lessons. These participants affirmed that the English only approach is an appropriate and effective strategy for learning English FAL. The translanguaging approach is not approved by these participants for the following reasons: HL and English should be kept separate because of their different linguistic features, the alternation of HL and English languages was believed to cause confusion when applied in one lesson, and the acceleration of L2 acquisition and development was possible when there was maximum exposure to the target language. It is evident that in these classrooms strict separation of languages was prioritised during the teaching and learning of English FAL to maximise acquisition of the target language (L2). The idea highlighted here is that the utilisation of the HL in an L2 classroom is a practice that minimises L2 learners' optimal exposure to English.

Theme 4: Purposes of translanguaging in the English FAL classroom

The majority of Grade 7 teachers and learners with a positive attitude towards the translanguaging pedagogy acknowledge the benefits of this strategy. As reported in theme 3 above, Grade 7 teachers incorporated Tshivenḓa HL in the English FAL classrooms for teaching and enhancing the subject matter, explaining the meaning of difficult concepts or information, giving instructions for tasks or activities, prompting learners to ask questions, building learners' confidence and maintaining discipline in

the classroom. Furthermore, Grade 7 learners who preferred the translanguaging pedagogy used the HL to ask and respond to questions and discuss subject matter or activities assigned to them in pairs or groups.

It is of utmost importance to indicate here that allowing Grade 7 learners to tap into their linguistic repertoires for the aforementioned purposes provides them with cognitive and affective benefits. In this regard, it can be affirmed that translanguaging assisted with better L2 acquisition and improved academic performance among the participants of this study.

In conclusion, the findings of this study indicate that translanguaging is a significant teaching approach that positively contributes to the academic improvement of Grade 7 learners in the teaching and learning of English FAL. This implies that the Tshivenḓa HL cannot be ignored or rejected in the English FAL teaching and learning of these Grade 7 learners because it may deprive them of their full linguistic repertoires which could serve to improve their understanding and performance during the teaching and the learning of English FAL. Additionally, the findings of this study seem to indicate that the monolingual approach among Grade 7 learners in the context of this study may not necessarily be the appropriate approach to help them acquire and develop English. The translanguaging approach may be found to be the better strategy for teaching and learning English FAL, particularly in rural areas such as the Vhembe District, Limpopo Province where Tshivenḓa HL is the most prevalent language spoken in the area.

In addition to the themes discussed above, the section below explains findings from classroom observations, semi-structured and focus group interviews.

**Findings derived from classroom observations, semi-structured and focus group interviews*

Data collected through classroom observations, semi-structured and focus group interviews were analysed to determine the findings of the study. The findings are discussed in terms of the study objectives:

1. To determine the impact of the translanguaging approach in the teaching and learning of English FAL

The study revealed two diverse views held by Grade 7 teachers and learners when they reflected on the impact of the translanguaging pedagogy during the teaching and learning of English FAL. First, the majority of the participants alluded to the fact that translanguaging is an effective strategy in the teaching and learning of English FAL. Tshivenḓa HL is regarded as a learning resource in the English FAL classrooms, utilised for teaching subject matter, explanation of L2 subject content, instructions, and new words that are difficult for learners to understand. On the other hand, Grade 7 learners used Tshivenḓa HL to ask and respond to teachers' questions and discuss learning content and activities in pairs or groups. This creates a non-threatening environment where learners' anxiety is reduced (Wahyudi 2023), and they can interact freely with their teachers. Therefore, the translanguaging pedagogy is considered an approach with a positive impact on the teaching and learning of English FAL among seventh graders.

Second, some Grade 7 teachers and learners refuted the effectiveness of the translanguaging approach in the teaching and learning of English FAL. These participants preferred the English-only approach for the acquisition and development of English FAL among the seventh graders. The emphasis was on the cognitive process of the acquisition of English FAL which is believed to be effective when the input and output are entirely in English (Cook 2001; Romanowski 2020). This view reflects a purist ideology that foregrounds isolation and compartmentalisation of languages because of their distinct linguistic features. (Labo 1957; Selinker 1972; Jacobson & Faltis 1990). This reveals that these Grade 7 teachers and learners viewed translanguaging as an approach that has a negative impact on the teaching and learning of English FAL, and thus it is not accepted in their classrooms as a positive pedagogy.

2. Perceptions of teachers and learners in using translanguaging as a strategy to teach and learn English FAL

The findings of the study revealed two distinct views, namely positive and negative perceptions of the translanguaging approach among Grade 7 teachers and learners. The majority of the participants showed a preference for the supplementary use of Tshivenḓa HL during their English FAL lessons, whereas others preferred the use of

English-only as the LoLT to maximise learners' exposure to English FAL that helps learners become better acquainted with the L2.

Grade 7 teachers with a positive attitude towards the translanguaging pedagogy reported that this approach provides cognitive and affective benefits to their learners. Likewise, the majority of Grade 7 learners with positive attitudes towards translanguaging affirmed the cognitive and affective benefits cited by their teachers. For instance, they declared that translanguaging provides a better understanding of lesson content, the ability to recall what was learnt, and clarification and explanation of the information that may have been misunderstood. Notably, Grade 7 learners acknowledged the pedagogical value of Tshivenḓa HL when learning English FAL.

Despite the key benefits of translanguaging cited above, some Grade 7 teachers and learners in favour of the monolingual approach expressed negative views of the use of Tshivenḓa HL in the English FAL lessons. They believe that the incorporation of Tshivenḓa HL should not be permissible during English FAL lessons because it delays and deprives them of mastering English (Brown 1994; Krashen 1981) while also disrupting the normal teaching of English FAL. These Grade 7 teachers and learners promoted the use of an English-only approach in their classrooms to accelerate L2 proficiency as they view Tshivenḓa HL and English FAL as languages that possess diverse linguistic features and, therefore, could not be mixed during the teaching and learning process (Jacobson & Faltis 1990; Shohamy 2006).

The findings above signify that perceptions of the translanguaging pedagogy are still viewed differently by participants in this study. The majority of Grade 7 teachers and learners recognised the instrumental value of using both Tshivenḓa HL and English to scaffold subject content that benefits learners. On the other hand, some Grade 7 teachers and learners still hold the view that incorporating Tshivenḓa HL during English FAL lessons disrupts the proper acquisition and mastery of English.

3. The extent to which teachers and learners allow the use of the translanguaging approach during the teaching and learning of English FAL.

The majority of Grade 7 teachers and learners with positive attitudes towards the translanguaging pedagogy acknowledged the supportive role and benefits of Tshivenḓa HL in the teaching and learning of English FAL among Grade 7 learners.

Grade 7 teachers indicated that translanguaging was used in their classrooms to: enhance learners' understanding of the subject matter, build learners' confidence, explain new or difficult words, prompt learners to ask questions during the lessons, provide different examples, from the known to the unknown, recall the subject matter and ultimately this led to improved academic performance. Moreover, they mentioned that using Tshivenḓa HL during their English FAL lessons, provided Grade 7 learners with an opportunity to ask questions and respond to teachers' questions, as well as to discuss subject matter or activities in pairs or groups. This signifies that Grade 7 teachers and learners regard Tshivenḓa HL as an important cognitive tool for teaching and learning English FAL. The incorporation of Tshivenḓa HL during English FAL lessons accelerates understanding of the L2 learning content and subsequently can lead to the improvement of learners' performance.

In conclusion, the findings of the study indicate the varied perceptions towards the translanguaging pedagogy in the teaching and learning of English FAL. These may be either positive or negative. The findings of the qualitative data analysis revealed that the majority of the Grade 7 English FAL teachers and learners have positive attitudes towards the translanguaging pedagogy in the teaching and learning of English FAL, while some of the Grade 7 teachers and learners expressed a negative view towards the inclusion of both English and Tshivenda HL in the teaching and learning of L2. These participants preferred a monolingual approach while emphasising the need for the isolation of Tshivenḓa HL and English because of their distinct linguistic features.

5.2.3 Findings derived from questionnaires

The section below presents findings from the questionnaires administered to Grade 7 teachers and learners. Data collected were analysed according to a descriptive analysis to provide findings in frequencies and percentages. The findings are briefly discussed according to the study objectives.

1. To determine the impact of the translanguaging approach in the teaching and learning of English FAL

Seventy-one percent of the Grade 7 learners responded “yes” to the effectiveness of using both English and HL during your English FAL lessons, while 25% of them responded “no”. Learners who were interested in the implementation of the translanguaging pedagogy affirmed that when the HL was incorporated during English FAL 2 lessons it bolstered their understanding of the L2 content and created a positive environment for active participation. Consequently, such a strategy was regarded as effective because it improved their academic performance. In contrast, learners who indicated “no” could not see the effectiveness of the translanguaging pedagogy. In their view, the monolingual approach was effective because it offered complete immersion in the target language for L2 acquisition and development.

In the same vein, 67% of the Grade teachers indicated “yes”, while 33% of them indicated “no” regarding the effectiveness of translanguaging pedagogy. To emphasise the effectiveness of the strategy, these teachers indicated that their learners achieved both cognitive and affective gains as mentioned above. That is, learners understood the lesson content, and possessed the ability to recall what was taught. Finally, the inclusion of the HL during the English FAL lesson created a relaxed environment where learners could engage freely with their teachers. However, 33% of these Grade 7 teachers negated the effectiveness of language alternation in one lesson in favour of the monolingual approach. The implementation of the monolingual approach in L2 classrooms was meant to provide maximum exposure to English. These teachers believed that learners should be fully immersed in a pure L2 context to improve English proficiency and academic performance.

2. To identify the perceptions of teachers and learners in using translanguaging as a strategy to teach and learn English FAL.

This study aim elucidated two differentiated strands on the preference of translanguaging pedagogy for teaching and learning English FAL. This means positive and negative perceptions were expressed by Grade 7 teachers and learners. Seventy-one percent of the learners reported a preference for the translanguaging pedagogy, while 29% disapproved of the strategy and were inclined to promote and apply the English-only approach. Grade 7 learners who preferred the translanguaging approach found it helpful and significant because they could learn both HL and English

simultaneously in one lesson, receive explanations of difficult words and lesson content, as well as recall what was learnt. These participants hold positive attitudes towards the translanguaging pedagogy because it benefitted them to understand the subject matter. Conversely, 29% of the Grade 7 learners hold negative views towards the translanguaging pedagogy in preference of the English-only approach. These learners reported that the inclusion of the HL during the English FAL lesson is considered a strategy that hindered and caused delays in L2 acquisition and development.

Similarly, Grade 7 teachers' perspectives of the translanguaging pedagogy also reflected both positive and negative views. Sixty-seven percent of the teachers hold positive perceptions towards translanguaging in the teaching and learning of English FAL, while 33% of them perceive this approach negatively. Teachers who perceived the translanguaging pedagogy positively advocated for the use of both Tshivenḓa HL and English in the teaching and learning of English FAL because learners could learn and understand better in their mother tongue. Translanguaging is considered an approach that enhances and deepens learners' understanding of the subject matter. Furthermore, the HL is used to clarify some complex concepts that are new or difficult for learners. In other words, the translanguaging pedagogy is accepted because it is associated with cognitive benefits for L2 acquisition.

On the other hand, Grade 7 teachers with negative perceptions of the translanguaging pedagogy mentioned that the use of the HL in L2 classrooms demotivated learners to master English as LoLT and reduced their English vocabulary. These teachers believed that L2 acquisition and development could be accelerated through greater exposure to English without incorporating the HL. This notion supports the language separation ideology, which contradicts the Interdependence hypothesis (1979), which asserts that the acquisition of the L2 is achieved through the knowledge, academic concepts, and linguistic skills transferred from L1 to L2.

3. To determine the extent to which teachers and learners allow the use of the translanguaging approach during the teaching and learning of English FAL

The findings of the study reported the extent to which Grade 7 teachers and learners allow the use of the translanguaging pedagogy in the form of purposes. Grade 7

learners indicated that 29% of the teachers incorporated Tshivenḓa HL during English FAL lessons for teaching content, 25% of the teachers used HL to explain difficult words, 24% of the teachers used HL to summarise lesson content, and 22% of the teachers used HL to provide examples. The fundamental aim of allowing the alternation of languages was to accelerate comprehension of the lesson content so that learners' performance is improved.

Regarding Grade 7 teachers and the extent to which they allowed their learners to use their HL during English FAL lessons, 67% of these teachers indicated that they allowed such a strategy, while 33% of them disapproved it. Grade 7 teachers who hold positive perceptions of the translanguaging pedagogy allowed their learners to use their Tshivenḓa HL for purposes such as the ability to express their ideas, discuss lesson content, and ask or respond to teachers' questions. In summary, the inclusion of the HL during English FAL lessons to the majority of the teachers sampled was not considered a hindrance to English FAL learning but as a strategy that could expedite L2 acquisition and development.

Conversely, 33% of the teachers with a preference for the English-only approach emphasised that English should be the LoLT to provide learners with an opportunity to use English in the L2 classrooms to avoid over-reliance on the HL since it could demotivate the acquisition and development of the target language. It can be concluded that Grade 7 teachers believed that the output of English depends on the complete immersion of learners in the target language. On the whole, these teachers foregrounded the policy on language isolation, that is, Tshivenḓa HL and English should be kept separate to avoid language contamination, which contradicts the notion of the interdependence of languages preferred by the majority of Grade 7 teachers and learners.

These Grade 7 teachers believed that for better acquisition and maximum exposure to the English language, Grade 7 learners should be taught in English only. Unfortunately, the preference for the English monolingual approach may make the majority of learners feel rejected and less likely to participate actively during the lessons. Overall, the translanguaging pedagogy, although not yet generally accepted,

may be found to be a preferred strategy to teach and learn English, particularly among the participants in this study.

In summary, the quantitative and qualitative data analysis revealed similar findings as illustrated in the previous sections above. The majority of Grade 7 teachers and learners are in favour of the translanguaging pedagogy to accelerate understanding of English FAL content, while some Grade 7 teachers and learners reject this approach in favour of the monolingual strategy which emphasise immersion in L2. In other words, positive and negative attitudes towards translanguaging approach are elucidated from the participants of this study.

5.3 Recommendations

Several studies are currently being conducted about the benefits of the learners' full linguistic repertoire to be used to draw on during the learning and teaching of English as a second or third language among bi/multilingual speakers. As a result, monolingual and multilingual teaching approaches remain a constant debate in L2 teaching and learning contexts. Similarly, this study presents two varied perspectives of Grade 7 teachers and learners based on their preference of either a monolingual or bilingual teaching approach. The findings of this study highlight that the majority of Grade 7 teachers and learners have positive attitudes towards the use of the translanguaging approach in the teaching and learning of English FAL because they observe the cognitive and affective gains associated with the use of Tshivenḓa HL.

Despite all the benefits associated with the translanguaging approach, some participants still insist on and advocate the teaching of English FAL in English only. In other words, there is still a preference for a monolingual approach because of the reasons related to the language separation approach, that is, two languages with distinct linguistic systems should not be mixed to avoid cross-contamination. Moreover, it is believed that for the effective acquisition of English, there should be maximum exposure to this language among Grade 7 learners. Despite such critique, this present study presents the following recommendations:

- Flexible use of learners' HL should be allowed and encouraged for use by both teachers and learners during the English and content subject lessons to enhance learners' understanding of the subject matter so that their performance

is improved. Teachers with a HL different from their learners, should allow learners to translate specific concepts, instructions or content to their peers. By so doing it promotes peer-to-peer support to learn L2.

- Learners, teachers and pre-service teachers, parents as well as curriculum advisors should be made aware of the benefits of the translanguaging pedagogy in the L2 classrooms. Discussions should be held with these stakeholders during trainings, workshops and conferences to raise awareness about the importance of learners' HL as a learning and teaching resource.
- A call for a positive attitude towards the translanguaging pedagogy among teachers and learners while aiming to discard pre-held beliefs related to the "monolingual bias" idea, that is, one language can dominate and suppress other languages (Makalela 2015b).
- Teachers and pre-service teachers, learners as well as curriculum advisors should be introduced to various strategies on how and when learners' HL can be effectively used in the teaching and learning of English among bi/multilingual learners.
- The Language in Education Policy (LiEP) of South Africa should put into practice a multilingual approach by encouraging schools to use more than one language during the teaching and learning of English as an additional language and other content subjects.
- The teaching and learning materials for both teachers and learners should be redesigned to suit the needs of the community and include glossary information in additional languages and content textbooks. The local languages which learners use for their daily communication should be used to explain the meaning of these difficult or new words.
- Lastly, schools should be encouraged to draft a language policy that emphasises the abandonment of the monolingual strategy and rather embrace and implement the use of more than one or two languages during the teaching and learning of additional languages and content subjects.

If the translanguaging strategy is widely accepted and effectively used, and widely researched, its pedagogical benefits will be recognised; and hence the use of the HL in L2 classrooms will come to be considered as a valuable resource for teaching and

learning. This may in turn lead learners and teachers discarding pre-held beliefs about a monolingual approach to teaching and learning, that is, that two languages of distinct language systems cannot be mixed and that it does not result in cross-contamination. For instance, some participants in Chapter 4 of this study argued that English must be taught in English-only and should not be mixed with Tshivenḓa HL for learners to be provided with maximum exposure to this additional or foreign language. Monolingual biased teachers and learners need to understand that in classrooms where the learners' HL is not the language of instruction, using two or more languages in one lesson does not cause confusion". Two languages can complement each other as advocated by the "Ubuntu translanguaging" framework (Makalela 2015a). The Ubuntu translanguaging framework (Makalela 2015a) asserts that languages complement each other and are all-important in the teaching and learning of a bi/multilingual learner, that is, "*you are because I am*."

5.4 Limitations of the study

The researcher used a limited number of participants living in the Vhembe District, Limpopo Province to collect data for this study to determine their perceptions towards translanguaging pedagogy in the teaching and learning of English FAL. The participants were selected from 3 schools that fall under quintile 1 and schools in other quintiles, such as, quintiles 2 to 5, were not included in this study, which created a limitation. A sample of 90 learners and 9 teachers from these 3 schools was a relatively small sample size for a quantitative methodology and therefore cannot be generalised to all teachers and learners in all the districts and nine provinces of South Africa. The rationale to use such a limited number of participants was because a large-scale sample would require additional time, and this may affect the daily activities planned by the schools. However, had the researcher opted to use a large-scale sample from different provinces over a longer period, the findings of the study could have been generalised to some extent.

Another limitation of the study was the limited time spent in the schools. This was intended to avoid prolonged sessions that might cause a disruption of the schools' daily activities and cause boredom or research fatigue in the participants. The researcher spent almost three weeks in these schools while collecting data. The

researcher's initial plan was to observe at least 9 English FAL lessons, however, the number was limited to 6 lessons because of the district departmental workshops and meetings which teachers had to attend.

5.5 Contributions of this study to the body of knowledge

It was mandatory to conduct this study on the translanguaging pedagogy among Grade 7 teachers and learners because this concept is still new and not widely researched. Therefore, this study's findings will serve to fill this void. As this study aimed at exploring Grade 7 teachers' and learners' perceptions towards the translanguaging pedagogy in the teaching and learning of English FAL, it challenges the notion of language separation while emphasising how flexible and dynamic language use is. This study can also improve current approaches, making them more successful, efficient, or accessible to a variety of educators. In so doing, negative attitudes towards translanguage pedagogy are dispelled among Grade 7 teachers and learners whose preference is language separation, which emphasises L2 competency and acquisition of the standard rules through the English-only approach.

By utilising bi/multilingual learners' linguistic resources and encouraging linguistic flexibility, translanguaging strategies can help multilingual learners succeed academically. For instance, this study revealed that the majority of the Grade 7 learners with positive perceptions towards the use of the translanguaging approach in the teaching and learning of English FAL pointed out that their HL contributed positively in terms of cognitive and affective factors towards the teaching and learning of English FAL. The enhanced performance by English Grade 7 learners seems to suggest that this can be attributed to learners being allowed to use their full linguistic repertoires.

Chapter 1 of this study states that Grade 4 learners always encounter problems in their academic performance when they are faced with a situation where they must switch from Tshivenḓa HL to the English as LoLT. When a monolingual approach from Grade 4 becomes the norm for teaching English lessons and other content subjects, Grade 7 learners' full linguistic repertoire is discarded and thus they are deprived of learning effectively because the lack of comprehension becomes a critical issue. Therefore, this study suggests that the translanguaging pedagogy, as opposed to teaching with a monolingual bias, is an effective strategy to provide a supportive role

in the teaching and learning of English FAL among Grade 7 Tshivenḓa learners by allowing learners to use their full linguistic repertoires.

Furthermore, drawing from the findings, this study presents a teaching model in figure 5.1 below to illustrate how teachers and learners can utilise the HL to teach and learn English FAL in the L2 classroom. This model hopes to be a practical contribution to language teaching methodologies.

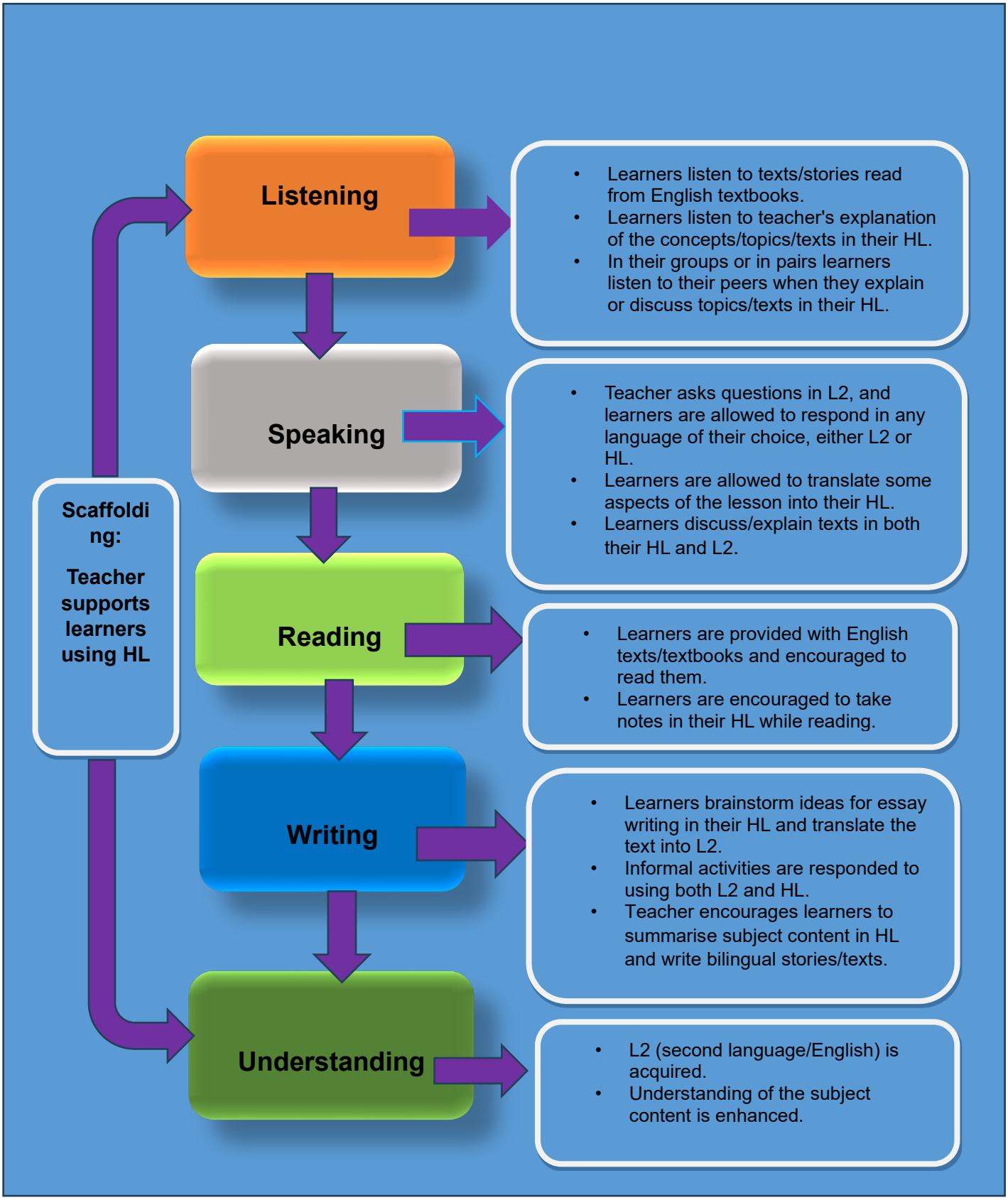

Figure 5.1: A teaching model-alternation of HL and L2

Figure 5.1 above illustrates a teaching model that shows how the HL and the L2 can be effectively alternated during English FAL lessons to acquire the four literacy skills. In this teaching model, the teacher creates and provides numerous opportunities for learners to utilise their HL to accelerate language learning and comprehend the lesson content. The activities in each of the four literacy skills are discussed below.

First, the listening skill: learners listen to a variety of English texts read and explained by the teacher in the learners' HL. In groups or pairs, learners listen to their peers when a discussion of the texts is conducted in either the HL or the L2.

Second, the speaking skill: learners are expected to discuss the subject content or translate some aspects of the lesson into their HL to enhance their understanding. They are also allowed to respond to oral questions about the lesson content or tasks, either in their HL or L2.

Third, the reading skill: the teacher encourages learners to read either English or HL texts for vocabulary enrichment. Learners are permitted to take notes or make an annotation in their HL from an L2 text to improve their understanding.

Fourth the writing skill phase: learners brainstorm ideas in their HL, translate written text into L2, and summarise the subject content. Furthermore, they answer questions in either HL or L2, while also encouraged to write multilingual texts or stories.

Finally, the understanding (comprehension) phase is the product of the teaching and learning process that is attained by learners through continuous scaffolding by teachers and creating spaces for learners to use their HL. This teaching model shows how the teacher provides continuous support using learners' HL to understand activities in all four literacy skills. When learners understand what is taught, acquisition of the L2 is attained, and it can be utilised independently.

It is evident that all four literacy skills that are involved in this teaching model neither of the two languages, that is, the HL nor the L2 are completely separated from one another during the teaching and learning process. Here, the emphasis is on language alternation to allow learners to draw on their full linguistic repertoires to make meaning, shape experiences, and gain understanding through the use of two or more languages (Gonzalez et al 2015).

This teaching model (Figure 5.1) is an approach that promotes and supports the bilingual pedagogy which advocates language alternation. In this context, these two languages, the HL and the L2 are viewed as systems that belong together in contrast with the language separation strategy (Makalela 2015). Likewise, CBM (Hornberger 1989) argues against educational policies and practices which promote the compartmentalisation, isolation and decontextualisation of languages. This sense of interconnectedness is based on the African value of a system of Ubuntu which declares that: *I am because you are, you are because we are* (Makalela 2015). Drawing on the Ubuntu translanguaging model (Makalela 2015), languages are entities characterised by interdependence and incompleteness, no language system is complete on its own. Similarly, Cummins (2007) also argues for the interdependence of languages by asserting that language competence is an interconnected system in which the different languages of a learner interact with each other to form what he calls a Common Underlying Proficiency (CUP). As the term interdependence refers to working together or helping each other, this means that languages need one another to assist in their development. This is a feature applied in the recommended model. To be specific, in the teaching model above (Figure 5.1), if learners are to develop literacy in L2, their HL is needed to assist in the teaching and learning process.

Makalela (2015; 2016) asserts that the bi/multilingual speaker uses languages as an interconnected network of systems for meaning making and making sense of their identity. Noteworthy is that during the teaching and learning process in the teaching model above, the teacher provides support to learners by encouraging and allowing them to utilise their HL or pre-existing linguistic knowledge as a learning resource. Thus, the learners' HL functions as a scaffold to gain understanding and boost their ability to recall what was learnt (by association – learners connect what they know in their HL to what they are learning in the L2). According to this viewpoint, it can be concluded that languages in the bi/multilingual learners' minds are interconnected into multi-competence or a dynamic system (Cook 2007; Herdina & Jessner 2002) and as such cannot be separated from one another during the teaching and learning process, but rather be included in the L2 classroom as a learning resource. For instance, the teaching model (Figure 5.1) illustrates this strategy by suggesting the activities in the speaking skill where learners are allowed to use both HL and L2. All in all, it remains the teacher's sole responsibility to provide learners with opportunities to draw on their

entire linguistic repertoires and experiences from previous languages learnt to make meaning and help them to transfer the learning strategies to a different language learning environment.

5.6 Concluding remarks

This present study investigated Grade 7 teachers' and learners' perceptions towards the translanguaging approach in the teaching and learning of English FAL. Using classroom observations, focus group and semi-structured interviews, as well as close-ended questionnaires, the mixed method analysis of the study revealed the participants' mixed reactions concerning their perceptions of the translanguaging pedagogy. Firstly, the majority of Grade 7 teachers and learners have a positive outlook on the translanguaging pedagogy in teaching and learning English FAL. Alternation and flexible use of languages in these classrooms are allowed on the basis that Tshivenḓa HL is meant to support and accelerate the acquisition and learning of the English language. In other words, these participants believed that the stronger language, in this case, Tshivenḓa HL is utilised to strengthen the weaker language, that is, the L2 (Romanowski 2020). This makes it appropriate for scaffolded teaching. Secondly, the study revealed that some of the Grade 7 teachers and learners felt that the benefits of the translanguaging approach were outweighed by the benefits of the monolingual approach - a product of traditionally held beliefs. These participants assert that English as a foreign or additional language is only acquired and accelerated through maximum exposure. Although the strict language isolation belief is still widely accepted and utilised, it is imperative to raise awareness of the cognitive and affective benefits of the translanguaging pedagogy in second language classrooms to value the funds of knowledge learners bring to their classrooms for learning purposes. What is noteworthy in this study is that there is a willingness among these participants who are in favour of the translanguaging to utilise this pedagogy, even in future, for the teaching and learning of the second or additional language and the content subjects. Therefore, there is a need for further research among bi/multilingual speakers to validate the findings reported in this study.

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ANNEXURE A: APPROVAL FROM THE UNIVERSITY

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: tukiso.sewapa@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE

ETHICS CLEARANCE CERTIFICATE

MEETING: 04 December 2023

PROJECT NUMBER: TREC/1753/2023: PG

PROJECT:

Title:	Teachers' and Learners' perceptions Towards Translanguaging Pedagogy in English First Additional Language among Grade 7 Tshivenḓa Learners in Vhembe District, Limpopo Province, South Africa
Researcher:	MM Ralushai
Supervisor:	Prof BXS Ntombela
Co-Supervisor/s:	Dr JR Rammala
School:	Languages and Communication
Degree:	PhD in English Studies

PROF D MAPOSA
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

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

Note:

i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.

ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.

iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

ANNEXURE B: LETTER OF SEEKING CONSENT FROM LIMPOPO DEPARTMENT OF EDUCATION

1410 Fossil Street
Westview Security Estate
Andeon X6
Pretoria West
0183

The Head of Department
Limpopo Provincial Department of Education
Private Bag x9489
Polokwane
0700

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH

I, the undersigned student, hereby request permission to conduct research on a study entitled: 'Perceptions of teachers and learners towards translanguaging pedagogy in English First Additional Language among Grade 7 Tshivenḓa learners.'
I have enrolled for PhD at the Faculty of Humanities, University of Limpopo, and intend to submit this research for study purpose. I have selected the following schools to participate in this research study: Maṋiini, Jim Tshivhonelo and Mvuḓi Primary Schools. The participants of the study will be requested to respond to questionnaires, interviews and focus group interviews after engagement in translanguaging lessons.

I look forward to hearing from you at your earliest convenience.

Yours faithfully
MMRalushai
Ralushai M.M

ANNEXURE C: LETTER OF APPROVAL- LIMPOPO DEPARTMENT OF EDUCATION

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Ref: 2/2/2 Enq: Mabogo MG Tel No: 015 290 9365 E-mail:MabogoMG@edu.limpopo.gov.za

Ralushai MM
Private Bag x1106
Sovenga
0727

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.

The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"PERCEPTIONS OF TEACHERS AND LEARNERS TOWARDS TRANSLANGUAGING ENGLISH FIRST ADDITIONAL LANGUAGE AMONG GRADE 7 TSHIVENDA LEARNERS."**

2. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the schools concerned.

3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: RALUSHAI MM

CONFIDENTIAL

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Open Rubric

ANNEXURE D: DATA COLLECTION INSTRUMENT

The item listed below were observed during the class visit to ascertain the language(s) used by learners and teachers during the English FAL lessons.

ANNEXURE D.1. OBSERVATION CHECKLIST

NO	Observation item	Comments
Language used by the teacher during interactions with learners in the classroom		
1.	Introducing the new lesson/topic	
2.	Introducing lesson outcomes	
3.	Teaching of the lesson content	
4.	Teaching approach used during the lesson	
5.	Explaining new concepts/difficult words	
6.	Explaining the subject matter when learners do not understand	
7.	Summarising the lessons	
8.	Giving tasks/ homework	

9.	Conveying informal messages for classroom management	
Language used by learners during interactions with the teacher in the classroom		
10.	Asking teachers questions	
10.	Answering teachers' questions	
12.	Discussing subject content in groups and interacting with others in the class	

ANNEXURE D.1.1: A SUMMARY OF FINDINGS OF THE OBSERVATION SCHEDULE

School	**A**
Teacher's Pseudonym	**Mr Phosa**
Lesson No	**1**
Topic	**Weighing an elephant**

Language used by the teacher during interaction with learners in the classroom.

1. **Introducing the new lesson/topic:**

The topic of the lesson was on reading comprehension test, entitled, *Weighing an elephant*. Mr Phosa alternated between Tshivenḓa HL and English FAL to introduce the topic and briefly explain its meaning. For instance, Mr Phosa explained the meaning of the title story in Tshivenda HL: [*vhoiwe, heyi ṱhoho ya tshiṱori tshe ra tshi vhala i amba nga ha u kala vhuleme ha nḓou. Hone ni vhona u nga zwi a konadzea u kala nḓou naa?*]

English translation: *Hey learners, the title of the story we read is about weighing an elephant. Do you think it is possible to weigh an elephant?*

Mr Phosa: *[Ni vhona u nga zwi a konadzea u kala nḓou naa?]* English translation: *Do you think it is possible to weigh an elephant?*

Learner response 1: [*Ee, zwi a konadzea arali… huna mutshini muhulwane wa u kala.]*

English translation: *Yes, I think it is possible to weigh it if… you have a big machine].*

Learner 2 response: *[Sir, haai…nṋe ndi vhona uri zwi nga si konadzee, hafhu nḓou yo hulesa, yoo!]*

English translation: *Sir, no… I think it is not possible to weigh an elephant because it is very big, hey!*

2. Introducing lesson outcomes:

There were no lesson outcomes mentioned during the lesson.

3. Teaching of the lesson content:

The teacher read the comprehension text interchangeably with the learners. English FAL and Tshivenḓa HL alternated to explain or narrate the details of the story.

Mr Phosa: *[Musi ri khou vhala tshiṱori hetshi… ni tea u tevhelela ndunzhe-ndunzhe ya mafhungo. Ndi khou amba nga ha mathomo, mutumbu na magumo a mafhungo. Imani..mmh…ndi ni ṋee tsumbo,… kha mathomo hafha ri sedza uri mafhungo o itea ngafhi na hone lini? Kha mutumbu, ri sedza mafhungo nga vhuḓalo, for example, phambano ye ya vha hone uri zwi sa konadzee u kala nḓou na zwińwe vho. Tsha u fhedzisela, ndi tsha uri magumo a tshiṱori a ḓisa thasululo ya phambano ye ya vha hone. So, zwińwe zwa ndeme zwine na tea u zwi ḓivha ndi vhavumbezwa kana characters in the story. Vhavumbedzwa vha ita uri tshiṱori tshi vhe na zwine tsha amba zwone na uri tshi pfesesee…thii].*

English translation: *As we read this story… you should follow the plot. I am speaking about the introduction, the body and conclusion. Okay…mmh…let me give you an example, in the introduction, you look for setting. In the body, you look for the detailed information, for example, the conflict that caused the elephant not to be weighed. Finally, the conclusion will provide a resolution of the conflict in the story. So, other important things to consider are characters in the story. Characters provide meaning and better understanding of the story…okay!*

4. Teaching approach used during the lesson

A translanguaging approach was fully applied throughout the lesson.

5. Explaining new concepts/difficult words

The teacher used both English and Tshivenḓa HL to explain the meaning of difficult words such as *weigh, elephant*, *weight*, and *scale.* Mr Phosa explained the words in Tshivenḓa HL as follows: the word scale *[ndi tshikalo tshi no shumiswa u kala vhuleme ha tshithu],* meaning an instrument used to determine the weight of something; weigh *[ndi u kala vhuleme ha tshithu],* to put something on a scale to determine its weight, elephant *[ndi phukha ya ḓaka i ḽaho maṱari na mahatsi nahone yo hula u fhira vhunzhi ha zwipuka zwa ḓaka],* it is a wild animal, herbivore and the biggest of all other wild animals.

6. Explaining the subject matter when learners do not understand

The teacher switched to Tshivenḓa HL to explain and clarify misunderstood subject matter.

Mr Phosa: [Vhagudiswa, ni tea u pfesesa uri ha vha vhathu vha Thembalethu a vho ngo kundelwa u kala tshileme tsha nḓou nga u kundwa tshikalo. Thaidzo yo vha ya u sa pfesesana kha u ita zwithu. Muńwe na muńwe o ṱoḓa uri hu pfiwe ene kana muhumbulo wawe. I zwo zwo ḓo ita uri vhathu vha kwate…thii… vha thoma u ṱuwa nga muthihi nga muthihi… ni khou vhona musi].

Learners: Ee! Ri khou zwi pfa!

English translation: *learners, you should understand that people from Thembalethu couldn't weigh the elephant because they didn't have a scale. The challenge was not agreeing with one another on what should be done. Everyone wanted to be listened to. That led them to be angry… okay…and started to leave…do you understand?*
Learners: *Yes! We understand!*

7. Summarising the lesson:

The summary of the lesson was explained in Tshivenḓa HL, and it was also used for emphasising important points of the story.

Mr Phosa: *[I ri ni ndi fhe summary ya tshiṱori, thii! Kale-kaleni kha ḽińwe shango, vhadzulapo vha kusi kwa Thembalethu vho ḓo langana uri wane tshileme tsha nḓou nga u tou i kala. Ha vha vhathu vho ḓo thoma u hanedzana nga ha uri vha nga kalisa hani tshileme tsha nḓou ngauri yo hulesa. Khanedzano i yo yo itisa uri vha si kone u kala nḓou ngauri vha balelwa u swikelela u pfana. I zwo zwo ita uri vha fhedze vha sa ḓivhi uri tshileme tsha nḓou ndi tshi nga fhani].*

English translation: *Let me give a summary of the story, okay! Once upon a time, in another country, Thembalethu villagers decided to weigh the elephant. A debate started on how they could weigh an elephant because it was very big. This debate led to a disagreement among themselves, and they could not weigh the elephant to determine its weight.*

Mr Phosa: *Ni khou zwi pfesesa musi?*

English translation: *Do you understand?*

Learners: *Yaa! Zwi khou pfala, sir!*

Learners*: Yes, we understand, sir!*

8. Giving tasks/ homework:

A class activity was given, and instructions were read in English, while Tshivenḓa HL was used to explain instructional words such as *fill in, name, select,* and *explain* and provide guidance on how to approach the activity and the date for the submission of the books to the teachers.

Mr Phosa*: [Heḽaa! Uri ni kone u fhindula heyi activity, maipfi are afho nṱha a amba zwi tevhelaho… fill in', zwi amba u ḓadzisa, 'name' ndi u ṋea, 'select', zwi amba u nanga kana nangani, ḽa u fhedzisela ipfi, ndi 'explain', ḽi amba u ṱalutshedza. Phindulo ine na ḓo i ṅwala, kha i talelwe, a thi ri!].*

English translation*: Hey! To answer this activity, the words mentioned above mean the following: fill in, means, add missing information, name, is give information, select, means, choose, the last word, explain, means, mentioning detailed information. The answer to be written should be underlined, do you understand?*

Learners: *[Zwi khou pfala!].*

English translation: *Yes, it's understandable!*

9. Conveying informal messages for classroom management:

The message about good conduct during the lesson was conveyed in Tshivenda HL: Mr Phosa: [*Ndi khou lavhelela uri hu ḓo vha na vhuḓifari havhuḓi sa vhu nga ri na vhaeni. Ndi kholwa uri zwo pfala].*

English translation: *I expect good behaviour from all of you because we have a visitor. I hope this is clear.*

Learners: *[Zwo pfala, teacher!].*

English translation: *Well-understand, teacher!*

Mr Phosa: *[Zwa uri mini?].*

English translation: What did you understand?

Learners*: [Hu na vhaeni… ro tea u ḓifara zwavhuḓi].*

English translation: *There are visitors…we must behave well.*

Language used by learners during interactions with the teacher in the classroom

10. Asking teachers questions

Questions were asked in Tshivenda HL regarding the subject matter. For instance:

Learner's question: *[Sir, kha nḓou na ḽi a ḽikovhe ḽihulu-hulu, mara ndi tshi fhio tshine tsha vha tshi hulwane?]*

English translation: *Sir, which one is bigger between an elephant and a whale?*

Mr Phosa*: Khovhe heyo khulu-khulu ipfi ndi khovhe-ya-vhimbi. U ya nga ha nḓivho yanga, Khovhe ya vhimbi, heyo whale… ndi khulwanesa kha nḓou.*

English translation: *The biggest fish is called a whale. In my view, a whale… is bigger than an elephant.*

11. Answering teachers' questions

There was an alternation between English FAL and Tshivenda HL.

Mr Phosa: *[Ni vhona u nga zwi a konadzea u kala nḓou naa?]*

English translation: *Do you think it is possible to weigh an elephant?*

Learner response 1: *[Ee, zwi a konadzea arali huna mutshini muhulwane wa u kala].*

English translation: Yes, I think it is possible to weigh it if you have a big machine.

Learner 2 response: *[Sir, haai…nṋe ndi vhona uri zwi nga si konadzee, hafhu nḓou yo hulesa, yoo!].*

English translation: *Sir, no… I think it is not possible to weigh an elephant because it is very big, hey!*

12. Discussing subject content in groups and/or interacting with others in the class:

Tshivenda HL was used for discussion and interaction. For instance:

Learner asks: *[Mara vhoiwe, ni vhona nḓou i khulwane kha ḽikovhe li ya ḽihu-hulu ḽa lwanzheni naa?].*

English translation: *Hey, do you think an elephant is bigger than a whale?*

Learner response 1: *[Mmh… nṋe a thi na vhuṱanzi, ngoho. Heḽo ḽikovhe na u ḽi vhona a thi athu ḽi vhona].*

English translation: *Mmh… I am not sure. I haven't seen a whale.* Learner response 2: *[Ndou you hulesa. A huna na tshipuka na tshithihi tshi no lingana na tsho, ita nu hangwa!].* English translation: *An elephant is very big. There's no wild animal that can be compared to it, forget about it!*

ANNEXURE D.1.2: A SUMMARY OF FINDINGS OF THE OBSERVATION SCHEDULE

School	**A**
Teacher Pseudonym	**Ms Blandina**
Lesson No	**2**
Topic	**Nouns**

Language used by the teacher during interaction with learners in the classroom.

1. **Introducing the new lesson/topic**

The topic of the lesson was about *nouns*. English was used to introduce the topic and define its meaning.

Ms Blandina: *Today's lesson is about nouns. I hope you know what nouns are! They can be in the form of concrete or abstract. For example, a concrete is an object that can be touched or seen, such as a door… okay! Abstract things are things…you cannot see or touch them, you know! You can't touch love, hunger, and many more…. You'll provide more examples as we continue with our lesson.*

2. **Introducing lesson outcomes**

There were no lesson outcomes mentioned during the classroom.

3. **Teaching of the lesson content**

The teacher used English to explain, narrate and clarify the details of nouns.

Ms Blandina*: Like I mentioned before, there are two main types of nouns. They can be concrete or abstract. Remember, I gave few examples before. Now, let's give examples of nouns.*

Learner response 1*: window.*

Learner response 2*: chair*

Learner response 3*: table.*

Learner response 4*: pen and books.*

Ms Blandina*: All these examples can be touched and seen, okay. Now, give examples of abstract nouns. Read the meaning of the term 'abstract' first, then you'll be able to give correct examples.*

Learner response 1: *sky*

Ms Blandina*: Your answer is wrong! Anyone to give the correct answer? Hmm… it seems like you are struggling to find correct examples for abstract nouns. Let me explain this again…*

4. **Teaching approach used during the lesson**

A monolingual approach was used. English was used as LoLT.

5. **Explaining new concepts/difficult words**

English was used to explain the meaning of difficult words such as nouns, concrete and abstract nouns, common and proper nouns.

Ms Blandina*: Nouns are words that represent something that is concrete or abstract. Right, let me explain these two terms, I mean concrete and abstract nouns. Anything that's concrete can be touched, felt, or be seen. Some of these things can be found in our school. For example, trees, car, gate, house, stones, and many more. Now, with abstract nouns, we mean things that are untouchable. As mentioned before, you can't see or touch love, hunger, anger and so forth. For more examples and definition of the terms, please refer to the glossary section from your textbook. You can also consult your dictionary to improve your understanding about the two concepts.*

6. **Explaining the subject matter when learners do not understand**

The teacher used English to explain and clarify misunderstood subject matter.

Ms Blandina: *I can see the abstract noun term is difficult for you. Let me explain again…okay! With abstract nouns think about things that are untouchable and cannot be seen by your naked eyes and are related to your emotions or feelings. Here's a question, what do you feel when someone loves you, or makes you happy or angry. If someone loves you…, you feel love, if you are happy…, you feel happiness, if you are angry, then… you feel anger inside you, right. So…, love, happiness, anger, are examples of abstract nouns.*

7. **Summarising the lesson**

The summary of the lesson was explained in English while emphasising the important points of the topic.

Ms Blandina*: As we come to the end of this class, I want to give you a summary of the important information of the lesson. The first thing, you should know is that we have two main types of nouns, I hope you still remember them well. By the way…hmm, they are concrete and abstract nouns. With your abstract nouns, remember that they can't be touched, or they are untouchable. To know them better, think about feelings as I taught you, okay. The second one, I mean… the concrete one, this term simply refers to anything you can touch and see like your textbook, bag, table and many more. Because examples of abstract nouns are difficult for you, please refer to your glossary or dictionary.*

8. **Giving tasks/ homework**

Instructional words were explained in English and an example was provided on how to respond to the question.

Ms Blandina: *In the activity I want you to complete, you are expected to write examples of nouns under the appropriate category. For instance, the word 'courage' falls under abstract category while the word 'dog' falls under concrete category. Remember…mmh…courage is untouchable, and dog is tangible, you can touch and hold the dog. That courage, is abstract because no eyes can see it! Is that clear?*

Learners: Yes, ma'm!

9. **Conveying informal messages for classroom management**

An informal message informing the learners about the purpose of the researcher's visit was conveyed in English.

Ms Blandina: *Today we have a visitor from our village…, okay! He came to do some research for his university's studies. I expect good behaviour from all of you during the lesson. Please, let us welcome our visitor and clap hands for him!*

Language used by learners during interactions with the teacher in the classroom

10. Asking teachers questions

Learners did not ask questions.

11. Answering teachers' questions

Learners respond in English to any of the teacher's questions.

Ms Blandina: Someone mentioned that the word 'sky' is an abstract noun. Is the answer correct?

Learner response 1*: We can't touch the sky, that's why it is called an abstract noun.*

Ms Blandina: *Can you see the sky, class?*

Learner response 2*: Sir, we can see it, but we can't touch it's very far away.*

Ms Blandina*: Now classify the word!*

Learner response 3*: Sky is a concrete noun.*

Ms Blandina: *Your answer is correct!*

12. Discussing subject content in groups and/or interacting with others in the class

Learners interact among themselves in Tshivenda HL to ask questions among themselves.

Learner asks: *[Afha kha heyi activity ri khou tea u ita mini?].*

English translation*: What are we expected to do in this activity?*

Learner response: *[Ni khou fhindula activity kha bugu ya classwork…mbudziso dza hone dzi kha heyi page].*

English translation: *You must write answers for this activity in your classwork book…questions are on this page.*

ANNEXURE D.1.3: A SUMMARY OF FINDINGS OF THE OBSERVATION SCHEDULE

School	**A**
Teacher Pseudonym	**Ms Londolani**
Lesson No	**3**
Topic	**Why Mapule did not go to school?**

Language used by the teacher during interaction with learners in the classroom.

1. **Introducing the new lesson/topic**

The lesson was about the reading comprehension test, entitled, *Why Mapule did not go to school*? Ms Londolani introduced her lesson in English and used Tshivenḓa HL to explain the meaning of the topic. In her explanation she said:

Ms Londolani: *[Ṋamusi ri khou ya u vhala tholokanyo-nḓivho. Ṭhoho ya hone i amba uri, ndi nga mini Mapule a songo swika tshikoloni].*

English translation: *Today, we'll read a comprehension passage. The title is about Why Mapule did not come to school?*

2. **Introducing lesson outcomes**

There were no lesson outcomes mentioned during the classroom.

3. **Teaching of the lesson content**

There was an alternation of English FAL and Tshivenḓa HL to enhance learners' understanding of the comprehension passage.

Ms Londolani: *[He tshi tshiṱori tshi khou amba nga ha Mapule we a balelwa u ya tshikoloni].*

English translation: *This story is about Mapule who didn't go to school.*

She explained the body as follows:

Ms Londolani*: [Mapule o fhisa nnḓu ya hawe ngauri o vha a khou vhasa mulilo. O vha a tshi khou ṱoḓa u dudedza maḓi a u ṱamba a sa athu u ya tshikoloni. I ḽo ḓuvha mutsho wo vha u wa u rothola. Mapule ndi muthu wa u sa pfa naho mme awe vho ri a songo vhasa mulilo vha siho].*

English translation: *Mapule burnt her house because she started a fire. She wanted to warm water to bath before going to school. That day the weather was cold. Mapule is a stubborn girl although her mother forbids her from making a fire when she is not at home.*

4. Teaching approach used during the lesson

A translanguaging approach was applied throughout the lesson. There was an alternation of Tshivenda HL and English.

5. Explaining new concepts/difficult words

Tshivenḓa HL was used to explain the meaning of new words: fire, hut, neighbour, school uniform.

Ms Londolani: *[Ṱhalutshedzo ya maipfi maswa ndi heyi…Fire-ndi mulilo, hut-ndi nnḓu yo fulelwaho nga mahatsi kana nnḓu ya ṱhanga ya hatsi, neighbour- muhura/mudzula-tsini, school uniform- ndi zwiambaro zwine vhana vha tshikolo vha ambara musi vha tshi ya tshikoloni. Ndi kholwa uri zwo pfala zwavhuḓi!*

English translation: *Here is the explanation of new words…Fire-is mulilo, hut-is a thatched roof house, neighbour is person who lives next your house, school uniform-are clothes that learners wear when attending school. I hope you understood!*

Learners: [Ee! Zwi khou pfa zwavhuḓi!].

English translation: Yes! It was well understood!

6. Explaining the subject matter when learners do not understand

The teacher switched to Tshivenḓa HL to explain and clarify subject matter not understood.

Ms Londolani: *[Heyi passage ye ra vhala, i khou amba nga ha Mapule we a kundelwa u ya tshikoloni. Ipfi 'absent' ḽi amba uri sa vha hone tshikoloni kana u lova. Zwe zwa itea ndi zwauri Mapule, o funga mulilo we wa fhedza wo fhisa nnḓu ya hawe. I zwi zwo itiswa nga uri she was stubborn- o vha a si pfi….].*

English translation: *This comprehension passage we read is about Mapule who could not come to school. The word 'absent' means not attending school. What happened was that Mapule started fire that burnt her house. This was caused by her stubbornness…*

7. Summarising the lesson

The summary of the lesson was explained in Tshivenḓa HL to emphasise important points of the story.

Ms Londolani: *[He tshi tshitori tshi khou amba nga ha Mapule we a balelwa u ya tshikoloni. Mapule o fhisa nnḓu ya hawe ngauri o vha a khou vhasa mulilo. O vha a tshi khou ṱoḓa u dudedza maḓi a u ṱamba a sa athu u ya tshikoloni…a thi ri. I ḽo ḓuvha mutsho wo vha u*

wa u rothola. Mapula ndi muthu wa u sa pfa naho mme awe vho ri a songo vhasa mulilo vha siho. Vhahura vhawe vho thusa u dzima mulilo muhulu we wa vha u hone. Hone nn̓du yo swa yo̓the na zwiamabaro zwa tshikolo. Ndi nga zwo a songo ya tshikoloni].

English translation: *This story is about Mapule who did not go to school. Mapule burnt her house because she started a fire. She wanted to warm water to bath before going to school…okay! That day the weather was cold. Mapule is a stubborn girl although her mother forbids her from making fire when she is not at home. Her neighbours helped her to extinguish the big fire that was there. The whole house was burnt down. That's why she could not go to school.*

8. Giving tasks/ homework

The teacher explained instructions for the class activity in Tshivenda HL.

Ms Londolani: *[Kha ri pfane hafha, sa i zwi ro fhedza u vhala hetshi tshi̓tori, ni d̓o tea u fhindula mbudziso dzi re kha textbook ya̓nu. Kha heyi activity ni khou tea u ita zwi tevhelaho, underline-zwi amba u talela ipfi, tick-ndi u raithisa, cross-ndi u rongisa, complete-ndi u fhedzisa. Ndi kholwa uri zwo pfala zwavhu̓di musi…].*

English translation: Listen here, now that you have completed reading the comprehension passage, you should answer the questions in your textbook. In this activity you are expected to do the following: underline means [u talela ipfi], tick is [raithisa], cross means [rongisa], and complete means [fhedzisa].

9. Conveying informal messages for classroom management

An announcement about cleaning the classroom was conveyed in Tshivenda HL as follows:

Ms Londolani: *[Ri sa a thu ṭuwa, vhoiwe vhasidzana vha tshigwada tsha vhuvhili, ni songo hangwa u ṭuwa no swiela].*

English translation: *Before you leave, girls who belong to group two must not forget to clean the classroom.*

In another instance Ms Londolani reprimanded a student who was not paying attention during the lesson.

Ms Londolani: *[he l̓a mu̓thannga, sedzani ngeno ni litshe u ita phosho!].*

English translation: Hey young man, look here and do not make a noise!

Language used by learners during interactions with the teacher in the classroom

10. Asking teachers questions

Tshivenda HL was used to ask content-related questions.

Learner question 1: *[Ndi nga mini Mapule a songo farwa ngauri o fhisa nnḓu hawe?]*

English translation: *Why was Mapule not arrested for burning her hut?*

Learner question 2*: Khotsi a Mapule vha ngafhi?*

English translation*: Where's Mapule's father?*

11. Answering teachers' questions

Learners used Tshivenḓa HL to answer the teacher's question.

Ms Londolani: *Do you think the police arrested Mapule?*

Learner's response 1: *[Nṋe ndi vhona uri Mapule a nga si farwe ngauri ndi muṱuku. Vhana vhaṱuku a vho ngo tendelwa u ya dzhele]*

English translation: *I think Mapule cannot be arrested because she is still young. Young children are not allowed to go to jail.*

Learner's response 2: *[Mapule ha ngo farwa ngauri ha ngo tou ita nga khole uri nnḓu i swe].*

English translation: *Mapule was not arrested because she did not intentionally burn the house.*

12. Discussing subject content in groups and/or interacting with others in the class

Learners used Tshivenḓa HL to interact among themselves.

Learner question 1: *[Hu pfi ri khou tea u ṅwala heyi activity hayani naa? Ndi homework yashu?].*

English translation: *Are we expected to write this activity at home? Is it our homework?*

Learner response: *[Yaa, ndi homework yashu…mara kha ri tou vhudzisa vhaṅwe].*

English translation: *Yes, it's our home…but we can also ask others.*

ANNEXURE D. 1.4: A SUMMARY OF FINDINGS OF THE OBSERVATION SCHEDULE

School	**B**
Teacher's pseudonym	**Ms Elisabeth**

Lesson No	4
Topic	Thabangs' mother, Mama Duduzile

Language used by the teacher during interaction with learners in the classroom.

1. Introducing the new lesson/topic

Ms Elisabeth introduced her lesson on a story entitled *Thabang's mother, Mama Duduzile*. As she facilitated her lesson, she alternated between the Tshivenḓa HL and English to explain some concepts and clarify information from the passage. Ms Elisabeth explained the title as follows: *[vhagudiswa, tholokanyo-nḓivho kana tshiṱori tsha ṋamusi tshi khou amba nga ha mme a Thabang, vha ne vha vhidzwa nga u pfi mama Duduzile].*

English translation: *Learners, today's comprehension passage or story is about Thabang's mother, Mama Duduzile.*

2. Introducing lesson outcomes

There were no lesson outcomes mentioned during the classroom.

3. Teaching of the lesson content

Ms Elisabeth read the comprehension text interchangeably with the learners. English FAL and Tshivenḓa HL were used to explain, narrate and clarify the details of the story.

Ms Elisabeth: *[Vhagudiswa! Ndi khou tea u ni pfukisa kha zwińwe hafha… mama Duduzile a zwi khou amba uri ndi mme a Duduzile… Hai wee! zwi tou amba uri ndi vho mme Duduzile. Iyi ndi nḓila ya u sumbedza ṱhonifho kha muthu muhulwane thii!].*

English translation: *Learners! You should understand something here…mama Duduzile doesn't mean Duduzile's mother…No! it means mom Duduzile. This is a way to show respect to an elderly person, hey!!!.*

4. Teaching approach used during the lesson

A translanguaging approach was fully applied during the lesson through the alternation of the two languages, that is, English FAL and Tshivenḓa HL.

5. Explaining new concepts/difficult words

The teacher used Tshivenḓa HL to explain the meanings of difficult words such as illness, daughter, relatives, eldest, and village. In her explanations she said:

Ms Elisabeth: *[Hafha ri na maipfi ane ra tea u a ḓivha uri amba mini nga Tshivenḓa uri ri do kona u pfesesa heyi tholokanyo-nḓivho. Tsumbo, ipfi illness, ḽi amba vhulwadze,*

daughter, ndi ńwana wa musidzana kana ńwananyana, relatives, ndi mashaka, eldest, ndi ńwana muhulwane kha vhoṱhe, village, ndi kusi].

English translation: *Here we have words of which we must know the meanings in Tshivenḓa HL to understand the reading comprehension test. For example, the word illness means [vhulwadze], daughter is [ńwana wa musidzana or ńwananyana], relatives, is [mashaka], eldest, is [ńwana muhulwane kha vhoṱhe], and village, is [kusi].*

6. Explaining the subject matter when learners do not understand

The teacher switched to Tshivenḓa HL to explain and clarify misunderstood subject matter.

Ms Elisabeth: *[Ṱhoho ya passage kana tshiṱori hetshi i khou amba nga ha mme a Thabang, vha ne vha pfi vho mama Duduzile. Thabang na mme awe vho vha vha tshi dzula kha ḽa Ha-Mothapo, kana ndi nga ri Mothapo Village. Vhagudiswa vha nga, village ndi kusi kune kwa wanala kha shango… u fana na henefha hu ne na bva kana ra dzula hone hu pfi ndi kusi. Hoyu Thabang, mme awe…vho Duduzile vho vha vha tshi mu funa nga maanḓa ngauri ndi ńwana muhulwane kha vhana vha vho. I mean…hmm…he was the eldest child in the family…. ndi kholwa uri ni khou pfesesa].*

English translation: *The title of the comprehension passage or the story is about Thabang's mother, mama Duduzile. Thabang and his mother lived at Ha-Mothapo, or I can say Mothapo village. My learners, village is a small section situated within a rural settlement…like this area where you live. Thabang's mother, mama Duduzile loved him so much because he was the eldest of her children, I mean…hmm… he was the eldest child in the family… I hope you understand me.*

7. Summarising the lesson

The summary of the lesson was explained in English and Tshivenḓa HL while the HL was also used for emphasising important points of the story.

Ms Elisabeth: *[Zwino, nga u pfufhifhadza… hetshi tshiṱori tshi ri vhudza nga ha mme a Thabang, vha ne vha vhidzwa nga dzina ḽa mama Duduzile. Thabang o vha e ńwana we a funwa zwinzhi nga mme awe ngauri ndi ene muhulwane. Ṅwana wa vhuvhili wa vho mme Duduzile, ndi wa musidzana ane dzina ḽawe ndi Zandile. Mmh…. nga murahu…nyana so… ha miṅwaha mivhili musi Thabang o thoma u shuma, mama Duduzile vho mbo ḓi lwala… lwa tshifhinga tshiṱuku vhukuma. Mme a Thabang vha fhedza vho lovha…. eish! Mama Moloi ndi vhone vhe vha ṱhogomela Zandile na khaladzi awe*

musi Thabang a mushumoni. Vhana vha mama Duduzile vho livhuwa zwinzhi vho mama Moloi vhe vha vha tikedza na u vha ṱhogomela musi vha tshi khou aluwa… fhedzi tshiṱori hetshi tshi na mafhungo a vhaisaho mbilu. Eish!..ni zwi pfisa hani?].

English translation*: Now, in summary…this story is about Thabang's mother, and her name is mama Duduzile. Thabang was dearly loved by her mother as an eldest child. The second born to mama Duduzile, was her daughter called Zandile. Mmh…after a short while…two years when Thabang started working, mama Duduzile got ill…for a very short period. Thabang's mother passed away…eish! Mama Moloi took care of Zandile and her younger brother when Thabang was at work. Mama Duduzile's children were so thankful to mama Moloi for the support and care when they grew up…but this story has such sad news. Eish… how do you feel?*

Learner response 1*: Hmm…zwi a vhavha ngauri u sa vha na mubebi wau, a si zwavhuḓi.*

English translation: *Hmm…it's painful to be without your parent, it's not good.*

8. Giving tasks/ homework

The instructions for the homework were read in English, Tshivenḓa HL.

Ms Elisabeth: *[Hezwi, ni tshi ya u ṅwala heyi homework, thii… ni songo kopolola mbudziso. Hu khou ṱodea phindulo fhedzi…]*

English translation: *When you write this homework, neh…don't rewrite the questions. Only answers are required…*

9. Conveying informal messages for classroom management

The following message was conveyed in Tshivenda HL:

Ms Elisabeth: *[Musi heyi lesson i tshi swika mafheloni, bugu dza u ṅwalela dzoṱhe dzi tea u kuvhanganyiwa dza fhiwa class prefect. Ndi khou tea u dzi lavhelesa na u dzi saina].*

English translation: *At the end of the lesson, all writing books should be submitted to the class prefect. I should check and sign them.*

Language used by learners during interactions with the teacher in the classroom

10. Asking teachers questions

Tshivenḓa HL was used to ask questions about the content.

Learner's question: *[Khotsia Thabang vha ngafhi?]*

English translation: *[Where is Thabang's father]*

Ms Elisabeth: *Ri nga si zwi ḓivhe ngauri tshiṱori a tshi ambi tshithu ngazwo. Fhedzi ri nga tou humbulela sa vha vhavhali vha tshiṱori]*

English translation*: We don't know anything about this because it was not mentioned in the story. But we can assume it as readers of the story.*

11. Answering teachers' questions

Learners respond to teachers' questions in Tshivenda HL.

Ms Elisabeth*: Why is mama Moloi taking care of Thabang and his siblings?*

Learners' response 1: *[Ndi ngauri Mama Duduzile vho lovha]*

English translation*: Mama Duduzile has passed way.*

Learner's response 2: *[Thabang u vha a si ho hayani…, so Zandile a nga si kone u sala na vhana hu sina muthu muhulwane].*

English translation: *Thabang is not always at home, so Zandile cannot take care of her siblings.*

12. Discussing subject content in groups and/or interacting with others in the class

In their HL, learners discuss the advantages and disadvantages of being taken care of by a relative or neighbour when a child is an orphan.

Ms Elisabeth: *What do you think are the advantages and disadvantages of being taken care of by a relative or neighbour when a child is an orphan?*

Learner 1 response: *[Ee! Nn̓e ndi vhona uri zwi a ṱ̓odea ngauri ndi muṱ̓uku, vhathu vha mashaka vha tea u nṱ̓hogomela. A zwi simple uri nn̓e ndo tou rali, ndi sale ndi ndoṱ̓he hayani ha hashu].*

English translation: *Yes! It's necessary because I'm still young, my relatives should take care of me. It's not easy for me to be left alone in the house.*

Learner 2 response: *[Musi wo sala na vhańwe vhathu vha si vha haṇ̓u, vha ruma iwe u woṱ̓he, …vhańwe vha nga si u n̓ee na zwithu zwine wa zwi ṱ̓oḍ̓a].*

English translation: *If you are taken care of by other people (neighbours or relatives), you'll be the one to be sent for errands…some (people) will not give you things you want.*

Learner 3 response*: [U ya nga nn̓e, ndi funa u sa dzula na mashaka, mara arali nda iswa kha orphanage, ndi nga ṱ̓hogomelwa khwine].*

English translation: *In my opinion, I like to be with my relatives, but if I am taken to the orphanage, I'll be taken care of much better.*

Learner 4 response: *Ma'am, nn̓e ndi ima na fhungo l̓a u londotiwa nga masocial worker. Ndi shavha u tambudziwa].*

English translation: *Ma'am, I agree with the suggestion of being taken care of by social workers. I do not want to be ill-treated.*

Ms Elisabeth: *[Ri khou livhuwa mihumbulo yaṋu noṱhe. A huna muhumbulo wo khekheaho].*

English translation: *We thank you for your ideas all of you. There's no right or wrong idea.*

ANNEXURE D.1.5: A SUMMARY OF FINDINGS OF THE OBSERVATION SCHEDULE

School	**C**
Teacher pseudonym	**Mr Bheki**
Lesson	**5**
Topic	**Nouns**

Language used by the teacher during interaction with learners in the classroom.

1. **Introducing the new lesson/topic**

Mr Bheki introduced his grammar lesson about *Nouns.* He switched to Tshivenḓa HL realising that the kind of silence that followed indicated a lack of understanding of the subject matter. Mr Bheki uttered the following: *[ndi khou zwi vhona uri vhaṅwe a ni khou* pfa] meaning "*I can see that some of you do not understand what I'm teaching".*

As a result, he opted to explain the subject content in Tshivenḓa HL.

In today's lesson, *[ri ḓo guda nga ha madzina, ndi amba "nouns" nga Luisimane. Ri ḓo amba nga ha tshaka mbili khulwane dza madzina, tsumbo, "concrete" na "abstract nouns". Concrete, ndi tshithu tshi ne tsha farea, ngeno "abstract'' hu tshithu tshi ne wa nga si tshi fare nga tshanḓa].*

English interpretation: *We'll talk about two main types of nouns, for example, concrete and abstract nouns. Concrete is something that is tangible while abstract is untouchable.*

2. **Introducing lesson outcomes**

There were no lesson outcomes mentioned during the classroom.

3. **Teaching of the lesson content**

Tshivenḓa HL was used to explain, narrate and clarify the topic about nouns.

Mr Bheki: *[Madzina a na tshaka mbili khulwane…a thi ri! Tsumbo, huna dzina line ḽa pfi 'abstract noun'- heḽi ndi dzina ḽine la vha tshithu tshi sa farei nga zwanḓa, u fana na lufuno, dakalo na dzinwe tsumbo. Luńwe lushaska lwa dzina ndi, concrete noun. Heḽi ndi dzina ḽine ḽa nga amba tshithu tshine farea. Ri nga ṋea tsumbo dzitevhelaho, mmh…nnḓu, bugu, muthu, bola, tombo- hedzi tsumbo u nga dzi fara wa dovha wa dzi vhona].*

English translation: *There are two types of nouns…okay! For example, there is an abstract noun—this noun refers to something that is untouchable by hands, like love, happiness, and so forth. Another type of noun is concrete noun. This noun is about a thing you can touch and see! Let's give the following examples: Mmh…house, book, ball, stone-these are examples you touch and see.*

4. **Teaching approach used during the lesson**

A translanguaging approach. There was an alternation of English and Tshivenḓa HL.

5. **Explaining new concepts/difficult words**

Tshivenda HL was used to explain the meaning of difficult words such as nouns, concrete and abstract nouns.

Mr Bheki: *[Hezwi ndi tshi khou amba nga ha 'noun', ndi amba nga ha dzina. Zwithu zwi fanaho na nnḓu, bugu, muthu, bola, vengo, dakalo, na zwińwe-vho…hedzi ndi tsumbo dza madzina. Zwino haya madzina ana tshaka mbili- ya u thoma ndi 'concrete noun', zwi ambaho tshithu tshi ne tsha farea nga tshanḓa, tsumbo, bugu kana muthu…ya vhuvhili ndi 'abstract noun' zwine zwa vha zwithu zwine u nga si zwi fare nga tshanḓa, okay! Vengo na dakalo a zwi farei].*

English translation: *When I am talking about noun, I am talking about [dzina] - things like a house, book, person, ball, jealousy, happiness and so forth… these are examples of nouns. There are two types of nouns:*

Firstly, a concrete noun means a thing that can be touched by hand, for example, a book or person…secondly, an abstract noun is a thing that is untouchable, okay! Jealousy and happiness can't be touched.

6. **Explaining the subject matter when learners do not understand**

Mr Bheki explained the subject matter in Tshivenda HL to enhance learners' understanding.

Mr Bheki: *[Madzina ana tshaka mbili khulwane. Tsumbo, huna dzina ḽine ḽa pfi 'abstract noun'- heḽi ndi dzina ḽine ḽa vha tshithu tshi sa farei nga zwanḓa kana u tshi vhona, u fana na lufuno, dakalo, vivho na dzinwe tsumbo. Luńwe lushaska lwa dzina ndi, concrete noun.*

Heḽi ndi dzina ḽine ḽa nga amba tshithu tshi ne farea kana u vhonala. Ri nga ṋea tsumbo dzitevhelaho, nnḓu, bugu, muthu, bola, tombo- hezwi ndi zwithu zwine wa nga zwi fara wa dovha wa zwi vhona. Ri roṱhe shu?].

English translation: *There are two main types of nouns. For example, there is an abstract noun—this noun refers to something you cannot touch or see, for example, love, happiness, jealousy and so forth. Another type of nouns is concrete noun. This noun refers to something that is tangible. For example, house, book, person, ball, stone-these are things you can touch and see. Are we together?*

Learners*: [Ee! Fhedzi hezwo zwino pfi abstract noun, hai…a zwi pfesesei].*

English translation: *Yes! But that one called abstract noun, hey… can't be easily understood.*

7. Summarising the lesson

The summary of the lesson was explained in Tshivenda HL to emphasise the important points of the story.

Mr Bheki: *[Kha heyi lesson ya ṋamusi…no guda zwitevhelaho, a thi ri. No guda nga ha tshaka mbili dza madzina, okay. Ya u thoma ndi dzina la zwithu zwino farea, tsumbo, nnḓu, bola, na zwiṅwe-vho. Hafhu, hu na madzina a zwithu zwine u nga si zwi fare nga tshanḓa. Mmh… tsumbo ndi hedzi, vivho, lufuno, mulalo, na dzinwe tsumbo-vho]*

English translation: *Today's lesson…you learnt about the following, okay. You learnt about two main types of nouns, okay. The first type is concrete nouns, for example, house, ball and so forth. Again, there's abstract noun. Mmh…for example, jealousy, love, peace and so forth.*

8. Giving tasks/ homework

The following instructional words for the class activity were explained in Tshivenḓa HL, namely, identify, name, choose, and classify.

Mr Bheki: *[Hezwi ni tshi ḓo ṅwala hoyu mushumo, ni khou tea u ita zwitevhelaho… identify ndi u ṱalusa, name…ndi uri ṋeani, choose-ndi u nanga, classify-ndi u vhea zwithu kana tshithu fhethu hugede …kana kha kilasi…kana kha tshigwada hune zwa wela hone].*

English translation: *While you write this activity, you should do the following…identify means [u ṱalusa], name means [ṋeani] choose means [u nanga], classify means to put thing or things in a particular place…or in a class or in a group where it belongs.*

9. Conveying informal message for classroom management

The message was conveyed in Tshivenda HL as follows:

Mr Bheki: [Hedzo fomo dze na fhiwa nga mueni washu, ni songo hangwa u vhuya na dzo matshelo. Zwi khou pfala, musi?].

English translation: *These forms you received from our visitor should be brought back tomorrow. Do you understand, okay?*

Learners: *Eee, sir!*

English translation: *Yes, sir!*

Language used by learners during interactions with the teacher in the classroom

10. Asking teachers questions

Learners did not ask the teacher questions related to the content.

11. Answering teachers' questions

Learners responded to questions in English only as per the teacher's instruction.

Mr Bheki: *I would like that you list any nouns you know and thereafter will classify them according to their category. Please raise your hands!*

Learner response 1*: Cup, shoes, and ruler.*

Learner response 2*: Cow and peace.*

Learner response 3*: Hatred and bag.*

Mr Bheki: *Now let me give you two more examples: jealousy and death. Now classify these nouns under concrete and abstract.*

Learner response 4*: Hatred, death, peace are examples of abstract nouns.*

Teacher: *Why are they abstract nouns?*

Learner response 5: *Because we can't see them.*

Mr Bheki: *Alright! What about the other words?*

Learner response 6: *Cup, shoes, ruler, cow, bag and ruler are concrete nouns. Hmm…jealousy is an abstract noun.*

Mr Bheki: *Yes! You are correct.*

12. Discussing subject content in groups and/or interacting with others in the class

There was no discussion of the content and interaction by learners during the lesson.

ANNEXURE D.1.6: A SUMMARY OF FINDINGS OF THE OBSERVATION SCHEDULE

School	**C**
Teacher pseudonym	**Mr Pitso**
Lesson	**6**
Topic	**Articles**

1. Introducing the new lesson/topic

The lesson was about *articles.* English was used to introduce the topic and briefly explain the meaning of an article and its different types.

Mr Pitso: *Alright, today's lesson is about articles. What are articles or what do we refer to when we say articles? These are words that function like adjectives, they tell more information about a noun…like what adjectives do. The most commonly used words in English are articles: 'the', 'a', and 'an'. We'll learn more information about them as we continue with the lesson.*

2. Introducing lesson outcomes

There were no lesson outcomes mentioned during the classroom.

3. Teaching lesson content

Mr Pitso used English to explain about and clarify articles. This also included how to use articles in a sentence.

Mr Pitso*: Now that you know the meaning of an article or articles, you should know the main types of articles and their examples. An article can either be a definite or indefinite article. Let's read the meaning of each term from the textbook. A definite article (the) is placed before a noun that is known. For example, <u>the white car</u> belongs to my English teacher. By using the article 'the'… it means that the car is known by the speaker. Okay, indefinite articles…hmm, 'a' and 'an' are used before a noun that is general or unknown. An indefinite article can be used as follows: <u>a white car</u> has parked on the driveway. Now, the use of the indefinite article 'a' means that this white car is identified as a general thing or unknown to the speaker.*

4. Teaching approach used during the lesson

A monolingual approach was used. English was used as LoLT.

5. Explaining new concepts/difficult words:

English was used to define articles and explain the meanings of definite and indefinite articles. The glossary section from the textbook was also used to check the meaning of concepts.

Mr Pitso: *I have noted a few words that are not familiar to you, and I should explain them. Let's start with the word 'definite'…this one refers to something that you know, and you are sure about, hey! I mean…things you have previously come across or know them. Then, the word 'indefinite' is something that is unfamiliar to you and not previously seen, you know. Please go and read more information from your glossary section and dictionary so that you get a better understanding.*

6. Explaining the subject matter when learners do not understand

The teacher used English to explain and clarify misunderstood subject matter.

Mr Pitso*: When using the articles, 'a' or 'an' you should take note of the this… first thing to know is that these articles are indefinite. You'll remember that indefinite article is used for things that are unknown or general to the speaker. Now, how then do you choose the correct article? The article 'a' is used before a noun which begins with alphabets, for example, 'b, d, f, g, h, j', and so forth. This means nouns such as 'donkey', farmer, giant, hill…should be used with the article 'a'. Then, we'll have, a donkey, a farmer, a giant, and a hill. Now, let's see how to use the 'an' article. This one is used before a noun which begins with a vowel. Think about nouns like 'owl', 'oyster', 'umbrella', 'army', 'image'…and many others. This means that you'll have this, okay… an owl, an oyster, an umbrella, an army… I hope this is clear!*

Learners: Yes! We understand now!

7. Summarising the lesson

The summary of the lesson was explained in English while emphasising the important points of the topic.

Mr Pitso: *In this lesson, what is important is to know are the definitions or meanings of define and indefinite articles. Also think about whether your noun begins with a vowel or an alphabet. Right! But one thing I have to emphasise is this…hmm, nouns that begin the*

alphabet 'h' as in hour, honour, heir... are used with the article 'an'. Why is this done so? Because the alphabet is not pronounced, or we can say it's silent as you speak the word.

8. Giving tasks/ homework

Instructional words were explained in English on how to complete the activity from the textbook.

Mr Pitso*: I am giving you an activity to write now! It's on the next page, here I expect you to rewrite the sentence for each question and underline the correct answer from articles given. Make sure that your numbering is also correct.*

9. Conveying informal messages for classroom management

English was used to convey the message about the completion of the activity.

Mr Pitso: Listen to this announcement all of you! I'll not allow anyone to leave this class for break before you have completed marking and writing corrections for this activity. I hope this is clear to all of you, okay!

Learners: *Yes sir!*

Language used by learners during interactions with the teacher in the classroom

10. Asking teachers questions

There were no questions asked by learners during the lesson.

11. Answering teachers' questions

Learners responded to questions in English only.

Mr Pitso: *Are finished writing the activity?*

Learner response 1*: We are still writing, teacher!*

Mr Pitso: *Okay! Is the activity difficult?*

Learner response 2*: It is not, teacher…but sometimes you cannot choose the correct answer.*

Learner response 3*: That question for number 'd' is confusing us.*

Mr Pitso: *What confuses you?*

Learner response 4: *To choose between 'the' or 'a',…eish!*

Mr Pitso: Write any answer of your choice and we'll do corrections in the class.

12. Discussing subject content in groups and/or interacting with others in the class

Tshivenda HL was used to discuss information between learners.

Learner 1: *[Inwi, ndi khou humbela red pheni ya u koreka! Ni mphe ni tshi fhedza, thii!]*

English translation: *You, lend me your red pen for marking! Give me when you are done, please!*

Learner 2: [Yaa, ndi khou fhedza zwino-zwino…a thi nga lengi].

English translation: Yes, I am finishing now…I won't delay.

ANNEXURE D.2: QUESTIONNAIRE FOR LEARNERS

Please answer the following questions honestly and completely as it will assist in the success of the study.

A. BIOGRAPHICAL DETAILS

1. In which province do you live?

2. In which town/ village do you live?

3. What is your age? Circle the category reflecting your age.

A. 11-12 years B. 13-15 Years.

B. LANGUAGE USAGE.

1. Which language do you regard as your home/ first language? Choose the correct answer by circling from the options provided.

A. Tshivenḓa B. Sepedi C. Setswana D. Xitsonga E. English F. Afrikaans

G. IsiXhosa H. IsiZulu I. SiSwati J. IsiNdebele K. South Sotho.

2. What is the main language used at school by teachers for communication?

3. How do you rate your English proficiency? Choose the correct answer by circling from the options provided. A. Very good. B. Good. C. Fair D. Poor

4. How do you cope with the subject matter when it is taught in English only? Choose the correct answer by circling from the options provided.

A. Very good. B. Good. C. Fair D. Poor

5. Which language(s) is/are you able to use for reading, writing and speaking purposes? Choose your answer by circling from the options provided.

A. Tshivenḓa B. Sepedi C. Setswana D. Xitsonga E. English F. Afrikaans

G. IsiXhosa H. IsiZulu I. SiSwati J. IsiNdebele K. South Sotho.

6. Are you allowed to use more than one language during your lessons? If yes, which languages are you allowed to use during your lessons?

7. Are teachers allowed to use both English and your Home Language during your lessons? If yes, which languages are they allowed to use during your lessons?

8. What is/are purpose(s) for the use of both English and Tshivenḓa HL during English FAL lessons by your teachers?

9. Do you think it is convenient to be taught in two languages, both English and your Home Language in the same lesson? Choose the correct answer by circling from the options provided. A. Yes B. No

10. Do you prefer to be taught using translanguaging (English and Tshivenḓa HL) pedagogy during EFAL lessons? Choose the correct answer by circling from the options provided. A. Yes B. No

11. Can you recommend that you be taught in both English and your Home Language in other content subjects? Choose the correct answer by circling from the options provided. A. Yes B. No.

End of the questionnaire. Thank you.

TRANSLATED VERSION FOR THE ABOVE QUESTIONNAIRE

ANNEXURE D.2: MBUDZISO DZA VHAGUDISWA

Ndi humbela uri ni fhindule mbudziso dzi tevhelaho nga u fulufhedzea nahone dzo fhelela uri dzi ḓo kona u thusa kha u khunyelela ha ṱhodisiso.

A. ZWIDODOMBEDZWA ZWA VHUṄE.

1. Ni dzula kha vunḓu ḽi fhio?
2. Ni dzula kha ḓorobo kana muvhundu waṉu u ifhio?
3. Ni na miṅwaha mi ngana? Tingeledzani hune miṅwaha yaṉu ya wela hone

A. Miṅwaha ya 11-12 B. Miṅwaha ya 13-15

B. KUSHUMISELE KWA LUAMBO

1. Ndi luambo lufhio lune na lu dzhia sa luambo lwa ḓamuni kana lwa u thoma? Nangani phindulo yo teaho nga u tingeledza kha dze na ṉewa.

A. Tshivenḓa B. Sepedi C. Setswana D. Xitsonga E. English F. Afrikaans

G. IsiXhosa H. IsiZulu I. SiSwati J. IsiNdebele K. South Sotho.

2. Ndi luambo lufhio lune lwa shumiseswa nga vhadededzi kha u davhidzana tshikoloni?
3. Ni kala hani vhukoni haṉu ha u shumisa luambo lwa Luisimane (English)? Nangani phindulo yo teaho nga u tingeledza kha dzo ṉewaho. A. U konesa B. U kona C. Zwi khwiṉe D. U sa kona
4. Ni kona hani u imedzana na nyimelo ya u funzwa thero kana ngudo nga luambo lwa Luisimane (English) fhedzi? Nangani phindulo yo teaho nga u tingeledza kha dze na ṉewa. A. Zwavhuḓi nga maanḓa B. Zwavhuḓi C. Zwi khwiṉe D. U sa kona
5. Ndi luambo kana nyambo dzifhio dzine na kona u dzi shumisa kha u vhala, u ṅwala na u amba? Nangani phindulo yo teaho nga u tingeledza kha dze na ṉewa.

A. Tshivenḓa B. Sepedi C. Setswana D. Xitsonga E. English F. Afrikaans

G. IsiXhosa H. IsiZulu I. SiSwati J. IsiNdebele. K. South Sotho.

6. No tendelwa naa u shumisa nyambo dzi no fhira nthihi nga tshifhinga tsha ngudo dzaṉu? Arali phindulo hu ee, ndi nyambo dzifhio dzine na tendelwa u dzi shumisa nga tshifhinga tsha ngudo?

7. Vhadededzi vho tendelwa naa u shumisa Luisimane (English) na luambo lwaṋu lwa ḓamuni nga tshifhinga tsha ngudo? Arali phindulo hu ee, ndi nyambo dzifhio dzine vha tendelwa u dzi shumisa nga tshifhinga tsha ngudo?
8. Vhadededzi vha shumisa hani Luisimane (English) na luambo lwaṋu ḓamuni (Tshivenḓa) nga tshifhinga tsha ngudo?
9. Ni vhona zwi tshi konadzea naa u funzwa nga nyambo mbili, Luisimane (English) na luambo lwa ḓamuni (Tshiveḓa) kha ngudo nthihi? Nangani phindulo yo teaho nga u tingeledza kha dze na ṋewa. A. Ee B. Hai
10. Ni a zwi takalela naa u guda na u funzwa luambo lwa Luisimane lwa u thoma lwa u engedzedza (English FAL) na luambo lwa ḓamuni?
11. Ni nga khwaṱhisedza naa uri ni funzwe nga Luisimane (English) na luambo lwa lwaṋu lwa ḓamuni dzinwe dza dzithero naa? A. Ee B. Hai

Magumo a dzimbudziso. Ri a livhuwa

ANNEXURE D.3: QUESTIONNAIRE FOR TEACHERS

Please answer the following questions honestly and completely as it will assist in the success of the study.

A. BIOGRAPHICAL DETAILS

1. In which province do you live?
2. In which town or village do you live?
3. What is your age? Circle the category that reflects your age.

A. 21-35 years B. 36-45 years C.46-55 years D. 56-60 years

4. What is your highest qualification? Circle the correct option.

A. Diploma B. National Diploma C. Degree D. Honours' Degree E. Masters' Degree and above

5. What is your teaching experience? Circle the relevant option.

A. 1-10 years B. 11-20 years C. 21-30 D. 31 and above

B. LANGUAGE USAGE

1. Which language do you regard as your home/ first language?
2. Which language is mostly used at school by teachers?
3. How do you rate your learners' English proficiency? Choose the correct answer.

A. Very good B. Good C. Fair D. Poor

4. Which language(s) do you use in your teaching for all of your subjects except the Tshivenḓa Home Language? Provide a reason for your answer.
5. Do you teach English FAL language using both English and Tshivenḓa Home Language? Choose the correct answer by circling from the options provided.

A. Yes B. No. Provide a reason for your answer.

6. Is translanguaging an appropriate strategy for the teaching of English FAL? Choose the correct answer by circling from the options provided. A. Yes B. No. Provide a reason for your answer.
7. Is it convenient to teach in two languages, both English and the learners' Home Language in the same lesson? Circle the correct answer from the options provided.

A. Yes B. No. Provide a reason for your answer in question.

8. What are your fellow teachers' attitudes towards learners who interact with them using Tshivenḓa Home Language during an English FAL lesson?

Choose the correct answer by circling from the options provided. A. Positive B. Negative C. Neutral. Provide a reason for your answer.

9. What are your learners' perceptions towards the translanguaging approach (the use of both English and Tshivenḓa Home Language) when used in the teaching of English FAL? Choose the correct answer by circling from the options provided. A. Positive B. Negative C. Neutral. Provide a reason for your answer.

10. Can you recommend that your learners be taught in both English and Tshivenḓa Home Language in other content subjects? Circle the correct answer by circling from the options provided. A. Yes B. No. Provide a reason for your answer.

11. Are there any benefits of using both English and learner's Home Language (translanguaging) in your teaching? Circle the correct answer by circling from the options provided. A. Yes B. No. Give a reason for your answer.

12. Do you allow learners to interact with you in their Home Language during your lesson? A. Yes B. NO. If yes, for what purpose(s) do you allow them to use their Home Language?

End of the questionnaire. Thank you.

ANNEXURE D.4: INTERVIEW QUESTIONS FOR TEACHERS

Please answer the questions as honestly as you can. Our interview will be recorded so that it will be transcribed later. Kindly note that the information collected will be treated with confidentiality and anonymity.

1. In which language do you feel most comfortable in your teaching? Provide a reason for your answer.
2. How do you rate your learners' English proficiency? Choose the correct answer below.

A. Very good. B. Good. C. Fair D. Poor

3. How do your learners cope with English as a language of learning and teaching (LoLT)?
4. What are your learners' perceptions towards the translanguaging approach (the use of both English and Tshivenḓa Home Language) when used in the teaching of English FAL?
5. Do you use more than one language (translanguaging) during your English lessons? Give reasons for your answer.
6. If your answer is yes in question 5, for what purpose do you use more than one language in your English FAL lessons?
7. Do you think using more than one language (translanguaging) in one lesson is effective in the teaching and learning of English FAL? Provide a reason for your answer.
8. Do you allow your learners to ask questions in their Home Language during English FAL lessons? Provide a reason for your answer.
9. Should the use of more than one language (translanguaging) be allowed in English FAL lessons? Explain please.
10. If your answer is yes in question 9, to what extent should learners' Home Language be used in the teaching and learning of English FAL?
11. What is your opinion about teaching your learners English FAL without using their Home Language?
12. Does the use of both English and learners' Home Language in the teaching and learning of English FAL have any improvement on academic performance? Answer Yes or No and motivate your answer.

End of the interview. Thank you.

ANNEXURE D.5: INTERVIEW GUIDE FOR LEARNERS

Please answer the questions as honestly as you can. Our interview will be recorded so that it will be transcribed later. Kindly note that the information collected will be treated with confidentiality and anonymity.

1. In which language do you feel most comfortable to be taught?
2. How do you rate your English proficiency? Choose the correct option.

A. Very good. B. Good. C. Fair D. Poor

3. How many languages are used during a lesson in your classroom?
4. How do you cope with the English FAL subject matter when it is taught in English only?
5. Are teachers allowed to use more than one language (translanguaging) during the lessons? If yes, which languages are they allowed to use?
6. What is your opinion of using your Home Language and English at the same time in a lesson?
7. What are your perceptions towards teachers who use the translanguaging approach (use of more than one language) in the teaching of English FAL?
8. Are you allowed to use more than one language during your lessons? If yes, which languages are you allowed to use?
9. To what extent are you allowed to use more than one language during your lessons?
10. In your opinion, do you think the use of your Home Language and English in class help you to understand the subject matter better?

End of the interview. Thank you.

TRANSLATED VERSION FOR INTERVIEW GUIDE

ANNEXURE D.5: MBUDZISO DZA NYAMBEDZANA DZA VHAGUDISWA.

Ni khou humbelwa uri ni fhindule mbudziso dzitevhelaho nga u fulufhedzea. Nyambedzano yashu i ḓo rekhodiwa u itela uri i ḓo kona u ṅwalwa fhasi nga murahu. Ḓivhani zwauri mafhungo ane a ḓo kuvhanganyiwa a ḓo farwa lwa tshiphiri nahone madzina aṋu ha nga ḓo bulwa.

1. Ndi luambo lufhio lune na pfa ni tshi funa u funzwa nga lwo?
2. Ni kala hani vhukoni ha u shumisa luambo lwa Luisimane (English)? Nangani phindulo yone kha dze na fhiwa.

A.U kona nga maanḓa B. U kona C. Zwi khwine D. U sa kona

3. Ndi nyambo nngana dzine dza shumiswa nga tshifhinga tsha ngundo kilasini yaṋu?
4. Ni kona hani u imedzana na nyimelo ya u funzwa thero ya Luisimane lwa u thoma lwa u engedzedza (English FAL) nga Luisimane (English) fhedzi?
5. Vhadededzi vho tendelwa naa u shumisa nyambo dzi no fhira nthihi nga tshifhinga tsha dzingudo? Arali phindulo yaṋu i ee! ndi nyambo dzifhio dzine vha tendelwa u dzi shumisa nga tshifhinga tsha dzingudo?
6. Muhumbulo waṋu ndi ufhio kha u shumiswa ha luambo lwa ḓamuni na Luisimane (Tshivenḓa) nga tshifhinga tshithihi tsha ngudo?
7. Mavhonele aṋu ndi afhio kha vhadededzi vhane vha shumisa nyambo dzi no fhira nthihi kha u funza Luisimane lwa u thoma lwa u engedza (English FAL)?
8. Ni a tendelwa naa u shumisa nyambo dzi no fhira nthihi nga tshifhinga tsha dzingudo dzaṋu? Arali phindulo hu ee, ndi nyambo dzifhio dzine na tendelwa u dzi shumisa nga tshifhinga tsha dzingudo?
9. Dovhani ni ṱalutshedze uri ndi u swikelela vhungafhani hune na tendelelwa u shumisa nyambo mbili kilasini.
10. U ya nga muhumbulo waṋu, ni vhona u nga zwi a ni thusa naa u pfesesa thero kana ngudo khwine musi hu khou shumiswa luambo lwaṋu lwa ḓamuni (Tshivenda) na Luisimane (English) kilasini?

Magumo a nyambedzano. Ri a livhuwa.

ANNEXURE E: CONSENT FORMS

ANNEXURE E.1: TEACHERS' CONSENT FORMS

Dear Participants

You are invited to participate in a research study entitled "Teachers' and learners' perceptions towards translanguaging pedagogy in English First Additional Language among Grade 7 Tshivenḓa learners in Vhembe District, Limpopo Province, South Africa." The purpose of the research study is to collect data from you for the fulfilment of a PhD degree.

You will be asked to complete a questionnaire and to participate in an interview which is related to the purpose of the study. If you agree, the interview will be recorded.

There are no known or foreseeable risks and discomforts in this research, and in the event of risks or discomforts, they will be minimised through the application of necessary measures. Furthermore, any information obtained for this study which is linked to your name will be disclosed only with your permission. Your decision whether or not to participate in this study will not affect your employment. Also note that there is no payment for participating in the study.

After reading this form and you decide to participate in this study, please be informed that your participation is voluntary. You also have the right to withdraw from the study or discontinue participating at any time without any penalty.

Please sign this consent form if you agree to participate in the study.

I …… hereby confirm that I understand the purpose of the study and I am willing to participate in this research project. By signing below, I agree that I am well informed about the objectives of this study. I have been afforded adequate time to ask questions about the research. Thus, I agree, out of my own free will, to participate in this study.

Signature participant: _____ Date: _____

Signature researcher: _____ Date: _____

ANNEXURE E.2: PARENTAL CONSENT FORM FOR THE PARTICIPATION OF MINORS

Dear Parent/Guardian

Your child is invited to participate in a research study entitled "Teachers' and learners' perceptions towards translanguaging pedagogy in English First Additional Language among Grade 7 Tshivenḓa learners in Vhembe District, Limpopo Province, South Africa." The purpose of the research study is to collect data from learners for the fulfilment of a PhD degree. If you allow your child to participate, he/she will be involved in completing a questionnaire and participating in a focus group interview.

There are no known or foreseeable risks and discomforts in this research, and in the event of risks or discomforts, they will be minimised through the application of necessary measures. Furthermore, any information obtained for this study which is linked to your child's name will be disclosed only with your permission.

Your child's participation in the study is entirely voluntary and you can refuse that he/she participates or withdraw your child from the study any time without any penalty. Your decision to participate will, in no way, affect your child's term mark. There is no payment for participating in the study.

Your signature below indicates that you have read the information provided above and have decided to allow your child to participate in the study.

If you have any questions about this study or if any problems arise, please send me (Moses Ralushai, researcher) an email at mosesralushai@yahoo.com. You may also contact the supervisors: Prof BX Ntombela at berrington.ntombela@ul.ac.za and Dr JR Rammala at johannes.rammala@ul.ac.za .

Please fill in your details below and send the consent form back to the school.

I _____, parent or legal guardian of _____ in Grade 7 hereby give consent for my child to participate in the study mentioned above.

Signature of parent or legal guardian: _____ Date: _____

Signature of researcher: _____ Date: _____

ANNEXURE E.2: TRANSLATED VERSION OF PARENT'S CONSENT FORM

Kha mubebi kana muunḓi

Ṅwana wavho u khou rambiwa u dzhenelela kha ṱhuḓuluso dza ngudo ine ṱhoho ya hone ndi: "Mavhonele a vhadededzi na vhagudiswa kha u shumiswa ha nyambo mbili kha ngudo ya Luisimane lwa u engedzedza kha vhagudiswa vha Vhavenḓa vha gireidi ya 7." Zwidodombedzwa zwa ṱhuḓuluso dza iyi ngudo ndi u ṱoḓa u kuvhanganya nḓivho ntswa kha vhana hu u itela u swikelela ṱhoḓea dza digirii ya PhD. Arali vha tshi ḓo tendela ṅwana wavho u dzhenelela kha ṱhuḓuluso dza ngudo iyi, u ḓo tea u fhindula mbudziso dza u ṅwala na nyambedzano.

Kha heyi ṱhuḓuluso, a huna khombo kana u sa farea zwavhuḓi zwo lavhelelwaho, arali zwi nga vha hone, maga o teaho a ḓo tevhelwa u zwi fhungudza. Zwidodombedzwa zwoṱhe zwo kuvhanganywaho kha mugudiswa a zwi nga ḓo anḓadziwa nga nnḓa ya thendelo yavho.

U dzhenelela ha ṅwana wavho kha ngudo iyi a huna u kombetshedzwa khaho na hone ṅwana o tendelwa u sa dzhenelela na u ḓibivisa tshifhinga tshiṅwe na tshiṅwe hu si na nḓatiso kha zwo. Tsheyo ya u dzhenelela kha ṱhuḓuluso dza ngudo iyi a dzi nga ḓo kwama maraga dza ṅwana dza kotara. A huna mbadelo kha u fhindula mbudziso dza ṱhuḓuluso dza ngudo iyi.

Tsaino yavho hafho fhasi i sumbedza uri vho vhala zwidodombedzwa zwoṱhe zwo bulwaho afho nṱha nahone vha khou tendela ṅwana wavho uri a dzhenelele kha ṱhoḓuluso dza ngudo iyi.

Arali huna mbudziso kana thaidzo zwi tshi kwama ṱhoḓuluso dza ngudo iyi, vha nga rumela nne (Vho Moses Ralushai-muṱoḓulusi) kha mosesralushai@yahoo.com. Vha nga kona u dovha hafhu vha kwama Prof BX Ntombela kha berrington.ntombela@ul.ac.za (mugudisi) kana Dr JR Rammala (mugudisi) kha johannes.rammala@ul.ac.za .

Vha khou humbelwa uri vha ḓadze zwidodombedzwa afho fhasi vha rumele fomo tshikoloni.

Nṅe _____, mubebi/muunḓi wa _____ (dzina ḽa ṅwana) wa gireidi ya 7 ndi ṉea thendelo uri ṅwana wanga a dzhenelele kha ṯhoḓuluso ya ngudo yo bulwaho afho nṯha.

Tsaino ya mubebi/muunḓi: _____ Datumu: _____

Tsaino ya muṯoḓulusi: _____Datumu: _____

ANNEXURE F: TRANSCRIPT-TEACHERS' INTERVIEWS

1. In which language do you feel most comfortable in your teaching?
Mr Phosa: *I am more comfortable in teaching in my mother tongue.* Ms Dumisile*: English. They are going to answer questions in English.* Mr Pitso*: English. So that learners learn English.* Ms Elisabeth*: I can say Home Language (Tshivenḓa), reason being that home language is my mother tongue language.* Ms Blandina*: It's English. The reason is that it will help the learners to perform better, and it is the medium of instruction.* Mr Bheki*: It's English. I think it is better for them to learn in English, because at the end of the day they are going to write in English only… they are not allowed to write in their mother tongue language.* Mr Pitso*: Tshivenḓa. It's my mother tongue.*
2. How do you rate your learners' English proficiency? Choose the correct answer below. A. Very good. B. Good. C. Fair D. Poor
Mr Phosa: *It is fair. We as government schools start English in grade 4.* Ms Blandina*: Good.* Mr Bheki: *Hmm… I think I can say they are good. If you are teaching them in English, when you ask them questions, to show that they understand, they will answer you, maybe they'll raise their hands. Hmm… for me it's good. But nowadays, most of the learners are very young…uhmm, sometimes to understand them is difficult…they are struggling. Remember at home they don't use English, they use English, so it takes time to understand this language.* *Mr Pitso: Good.* Ms Dumisile*: They are fair.* Ms Elisabeth: *Actually, they are good.*
3. How do your learners cope with English as a language of learning and teaching (LoLT)?

Mr Phosa: *If you stick very much in English without explaining in the mother tongue, uhmm…you can find that only few learners understand what is happening in the classroom-teaching strictly in English, hey, it becomes a problem.*

Ms Blandina*: They cope well. I train them, each group I meet, I inform them English is only to be used as medium of instruction so that they participate when they meet other people of other languages. If they do not understand, I used gestures for them to understand. Some may not understand but I do follow up and speak to them in their mother tongue so that they understand.*

Mr Bheki*: They sometimes struggle.*

Mr Pitso*: Actually, with regard to teaching language, especially English, as their First Additional language…with brilliant learners it is easy for them to grasp some of the subject matter…so the average ones are there (cope fairly) with regard to below average they are less (cope less) in terms of comparison. But I can say that most of my learners cope well in English.*

Ms Dumisile: *I can say…most of them are struggling because they do not understand the content, but there are few that are clever enough in such a way that they can cope.*

Ms Elisabeth: *They experience some difficulties, but they enjoy it (English) because they want to learn the language.*

4. What are your learners' perceptions towards the translanguaging approach (the use of both English and Tshivenḓa Home Language) when used in the teaching of English FAL?

Mr Phosa*: These kids are interested in learning English; I cannot say they are not. The fact of the matter is that they want to understand what is happening…, that is why we translanguage…we use both English and Tshivenḓa. It's very much interesting more especially when we are doing things like reading a story. You cannot teach in Tshivenḓa, but you need to can explain them the keywords what they mean. For instance, when you explain that somebody is brave… you explain that [ndi muthu a sa ofhi].*

Ms Blandina: They enjoy speaking in English and I want them to make noise in English, they try to speak although they are not fluent and confident. Some of them have

preference to be taught in two languages, while some prefer English and even some come to visit me in the staff room know that they have to speak in English.

Mr Bheki: *I think what I can see or what I can say is this that they become happy when you explain, maybe you were reading a comprehension test, sometimes you explain their language…their mother tongue, they become more excited, showing that they are understand more what they were taught.*

Mr Pitso*: As learners, they prefer to use both languages (Tshivenḓa and English), but myself as an English teacher, I prefer to teach them English FAL using English only so that I can build their vocabulary. I think the reason why learners prefer to use two languages (Tshivenḓa and English) is, those who fall under average they are unable to grasp some words in English. In other words, their vocabulary is a little bit below.*

Ms Dumisile*: Uhmm! They are happy. Sometimes… it will look like a play. When they learn English, which is not their language, they enjoy. In other words, they show you that they like to learn more, even though it seems difficult to them, but they love it.*

Ms Elisabeth: *They are positive. And I sometimes codeswitch to help those who are struggling (to understand). I use Tshivenḓa to explain so that they have a better understanding of the subject matter. When they struggle to understand what is taught… it's then they prefer to be taught in Tshivenḓa and English.*

5. Do you use more than one language (translanguaging) during your English lessons? Give reasons for your answer.

Mr Phosa*: Yes. As indicated above... well, we want them to understand what we are teaching… I mean the subject matter. These learners …their first language is Tshivenḓa of which they understand and grab the concepts easier when we teach them than in other language (English). When we teach in other language, it needs more explanation, even though you try to explain, you find that what you have taught 60% or 80% is lost.*

Ms Blandina: *No. As I am an English teacher, I teach in English so that learners are able to answer learners with a different language.*

Mr Bheki: *Yes, I do. The purpose is to make them understand more because, like I said they are still struggling to understand. If you just go on and on using English, you'll end up having learners who do not understand anything.*

Mr Pitso*: No. The reason is that for a learner to grasp or to learn a language he/she must be taught in that particular language they are using.*

Ms Dumisile*: Yeah! I use it for best results, because if I dwell much in English there are those who are much far behind in such a way, they can get nothing when coming to writing.*

Ms Elisabeth: *Yes, when I teach English FAL, I use English, but if I see that some of my learners cannot understand what I am saying, I can I codeswitch to their mother tongue. This improve their understanding of what is being taught.*

6. If your answer is yes in question 5, for what purpose do you use more than one language in your English FAL lessons?

Mr Phosa*: The issue is that I want these learners to grab the subject matter easily. We must swim on the same boat. If you just start bombasting terminology... using this terminology… I mean using bombastic words, they have started learning English three years back. This is a transitional stage, and we need to go with them step by step.*

Mr Bheki*: The purpose is to make them understand more-as they struggle to understand English.*

Ms Dumisile: The purpose is to help those (learners) struggling to understand what is being taught, because learners' performance is not the same.

Ms Elisabeth*: I translanguage…to help those (learners) struggling to understand what is being taught.*

7. Do you think using more than one language (translanguaging) in one lesson is effective in the teaching and learning of English FAL? Provide a reason for your answer.

Mr Phosa*: Yes. The reason is … the issue is that you can't just go to the class and start talking English, the main thing is that the learners must understand what they are learning.*

Ms Blandina: *Yes, by the end of the day learners will have heard the subject matter and the word in both English and Tshivenḓa to use in future…hmm…but for me it's ineffective. English is English and must be taught in English!*

Mr Bheki: *It is effective, it is good. It makes them to understand more, like when reading a comprehension and explain with their home language, but when they answer, they have to use English, but they will recall some of the things I have explained.*

Mr Pitso: *No, the thing of the matter is…uhmm, if I can mix the two languages at the same time, I am not doing justice to my learners, because I'll be lowering their vocabulary. So, If I am teaching them English, I prefer to use English and I am teaching Tshivenḓa, I prefer to use Tshivenḓa.*

Ms Dumisile*: Yes, it is effective.*
Ms Elisabeth*: Yes. To some of the learners who are struggling (not coping well). I explain to them the subject matter in the home language for a better understanding.*
Mr Wiseman: *It's effective, hey! I use learners' mother tongue language to clarify or explain anything. Sometimes it this is takes most of the teaching time, so it needs some patience.*

8. Do you allow your learners to ask questions in their Home Language during English FAL lessons? Provide a reason for your answer.

Mr Phosa*: Uhmm…Sometimes we allow them, reason being that we encourage them to attempt speaking in English although they are not fluent in the language… but there are clarity seeking question. For example, a learner can ask, teacher, [ndi mini porcupine nga Tshivenḓa?] meaning, what is a porcupine in Tshivenḓa? You grow with them, but in the second term you gradually move from the use of mother tongue. In the first term, Tshivenḓa is used to boast their confidence.*

Ms Blandina: *During English period I allow them to use English to ask question and those struggling, they mix the two languages, and I can help them say it in English.*

Mr Bheki*: Most of the time I do not like them to ask question in their home language, because, eh… they won't learn, they have to make mistakes, they have to ask if they want to go out of the classroom or to report maybe bullying someone or other learners in the classroom, they have report in English so that they can get used to it (English).*

Mr Pitso: *No. Mixing two languages in one lesson confuses learners' understanding of English FAL. These two languages, Tshivenḓa and English are different from one another and there's a possibility of one language dominating another during the learning and teaching process.*

Ms Dumisile: *Yes, I allow them. If I do not, some will remain with their questions, and they will not understand. But if you allow them, it means whatever they have they will voice it out.*

Ms Elisabeth*: Sometimes…I allow them so that when they ask in their home language they understand, and they can know what is happening in the text.*

9. Should the use of more than one language (translanguaging) be allowed in English FAL lessons? Explain please?

Mr Phosa: Yes, we need deeper understanding from the kids, they must know what they are doing because application (of knowledge) is important. They must know that this is past tense… past tense [ndi zwithu zwo fhiraho] meaning, things that happened in the past. We need to familiarise the kids with the environment. I mean using English and Tshivenḓa. As they grow up (enhance understanding) you find yourself using very little of Tshivenḓa.

Ms Blandina: *No. It should not be allowed. English is English. For me I'll be robbing the kids.*

Mr Bheki: *I will say yes. Uhmm…more especially in rural areas here where we are, most of these learners come from poor background…homes, so at home, they use home language until they come to school. They only hear English when they are come to school/ crèche. Most of the time, they play using the home language.*

Mr Phosa*: No. I do not mix two languages.*

Ms Dumisile*: I think so. It should be allowed. Uhmm! … I think it will have a benefit to learners as we are saying that when they come to school… they only have mother tongue. This language (English) they are learning, they started learning it when they come to school.*

Ms Elisabeth*: Uhm! I think we can for learners who are struggling (to understand) because if we use their home language and English at the same time… don't forget that they*

(learners) think in their home language, sometimes they translate their home language to EFAL. We use English and home language when they don't understand something from the content, but if they understand, we use English only.

10. If your answer is yes in question 9, to what extent should learners' Home Language be used in the teaching and learning of English FAL?

Mr Phosa: To explain the subject matter. For example, learners must understand what a negative form is. They must know that [zwi amba u hanedza] that is negating.

Mr Bheki: *As I have said, I don't like them to use their home language, hmm… I am the only one to use the home language trying to explain to them, but for them (learners), I don't allow them.*

Ms Dumisile*: I allow learners to use their home language when they want ask questions about what they don't understand from the content (subject matter). Sometimes they use it to answer questions and discuss activities like projects in their groups.*

Ms Elisabeth: *When they have to ask questions during the lesson, sometimes to answer questions. If I give them activities to discuss activities in pairs or in groups, I allow them to use their home language… it helps them to understand what they are talking about.*

11. What is your opinion about teaching your learners English FAL without using their Home Language?

Mr Phosa: *Yeah… my perception is you will be teaching but very few percentages, we have got more than hundred kids, out of these hundred kids you will be teaching 20 kids. If you stick to English some of them will understand, but very few will understand.*

Ms Blandina: *It helps them with expression when meeting people of other languages, they are able express themselves if they are trained well in English. I advise them to listen to stories, knowing how to pronounce words. Using English and Tshivenḓa, well, I feel it is robbing learners although in lower grades I get tempted to use mother tongue.*
Mr Bheki*: It is good, but like I said…they come from Tshivenḓa background.*
Mr Phosa*: By using English FAL only, it is easy for learners to communicate and have some sort of debate in English. Those who are shy are provided an opportunity to learn and use English in the classroom.*

Ms Dumisile: *I think it is bad because most of the learners will keep quiet whereas they are not understanding and there are rules… I mean progress policies that will allow them to proceed to the next grade or level. That means that at the end of the day they will go to secondary school without having understood the content.*

Ms Elisabeth*: I think it is good, but I use facial expression…gesturers and concrete objects they know in their home language so that they can understand better what I am teaching. In my opinion, it is good to use English only when they (learners) are young so that they (learners) learn to communicate.*

12. Does the use of both English and learners' Home Language in the teaching and learning of English FAL have any improvement on academic performance? Answer Yes or No and motivate your answer.

Mr Phosa: *Yes, you find that they apply what they have learnt. You will find that they are struggling here and there, but when times goes on, they become confident and understand the subject matter and improve their academic performance.*

Ms Blandina: *I think it is, especially for other subjects (content) because they are full of different terminologies where the teacher concerned has to use mother tongue. In English, if learners do not understand the meaning of the word in dictionary, it is then I translate into Tshivenḓa, and this brings some academic improvement.*

Mr Bheki*: If I am teaching NS or Tech and I am using English, they will understand, but the use of home language will make them to understand more…*

Mr Pitso: *No. when you immediately try to mix the languages, it's obvious that there will be one language to dominate the other one. What I am saying is, if you are trying to teach English and also use Tshivenḓa at the same time, it's obvious that Tshivenḓa is going to dominate English because it (Tshivenḓa) is learners' mother tongue. In my opinion, I don't think there will be much academic improvement.*

Ms Elisabeth*: Yes, there is an improvement when two languages are used. It depends on learners; some perform very well when both home language and English are used to teach a particular subject matter.*

Ms Dumisile*: Yes, exactly. It works better for the improvement of their academic performance.*

ANNEXURE G: LEARNERS' FOCUS GROUP INTERVIEWS

Learners' focus group interview responses: School A	
TSHIVENḒA VERSION	**ENGLISH TRANSLATED VERSION**
1.1 Ndi luambo lufhio lune na pfa ni tshi funa u funzwa nga lwo? Mugudiswa 1: English Mugudiswa 2: Ndi ṱoḓa u funzwa nga English Mugudiswa 8: Kha nṋe, ndi English Muṱoḓulusi: Huna iṅwe phindulo nga nnḓa ha English? Vhagudiswa vhoṱhe: Hai!	**1.1 In which language do you feel most comfortable to be taught?** Learner 1: English. Learner 5: I want to be taught in English. Learner 8: For me, it's English. Researcher: Is there any other answer, except English? All: No!
1.2 Ni kala hani vhukoni ha u shumisa luambo lwa Luisimane (English)? Nangani phindulo yone kha dze na fhiwa. Muṱoḓulusi: A.U kona nga maanḓa B. U kona C. Zwi khwine D. U sa kona Mugudiswa 10: Kha nṋe, ndi u kona nga maanḓa. Mugudiswa 2: Ndi a kona nga maanḓa. Muṱoḓulusi: Ni amba uri maraga dzaṉu dza English dzi nṱha naa? Mugudiswa 10: Ee, muhulwane! Mugudiswa 3: Ndi khwine kha nṋe. Mugudiswa 4: Vhukoni hanga ha English ndi havhuḓi.	**1.2 How do you rate your English proficiency? Choose the correct option.** Researcher: A. Very good. B. Good. C. Fair D. Poor Learner 10: For me, it's very good. Learner 2: Very good. Researcher: Do you mean that your marks are high in English? Learner 10: Yes, sir! Learner 3: It's fair for me. Learner 4: My English proficiency is good. Learner 5: I am doing well in English tests. So, my proficiency is good. Learner 6: For me, I think it's fair.

Mugudiswa 5: Nn̓e ndi khou kona kha dzithesithe dza English. Ngauralo, vhukoni hanga ndi havhud̓i. Mugudiswa 6: Kha nn̓e, ndi vhona u nga zwi khwine.	
1.3 Ndi nyambo nngana dzine dza shumiswa nga tshifhinga tsha ngundo kilasini yan̓u? Mugudiswa 7: Ndi nyambo mbili Mut̓od̓ulusi: Ndi nyambo dzifhio? Mugudiswa 7: Tshiven̓da na English Mugudiswa 9: Ndi nyambo mbili fhedzi. Tshiven̓da na English. Mugudiswa 1: Ri funzwa nga nyambo mbili fhedzi. Ndi Tshiven̓da na English. Mugudiswa 2: Vhańwe vha vhadededzi vha shumisa luambo luthihi fhedzi, sa English. Mut̓od̓ulusi: Ndi thero dzifhio kana ifhio ine na funzwa nga English fhedzi? Mugudiswa 2: Nga tshifhinga tsha ngudo dza English FAL, mudededzi washu u funza nga English fhedzi.	**1.3 How many languages are used during a lesson in your classroom?** Learner 7: Two languages Researcher: What are these languages Learner 7: Tshivenda and English Learner 9: They are only two. Tshivenda and English Learner 1: We are taught in two languages. Tshivenda and English Learner 2: Some teachers use only one langauge, such as English. Researcher: Which subject(s) is/are taught in English only? Learner 2: During English FAL lessons, our teacher always teaches in English only.
1.4 Ni kona hani u imedzana na nyimelo ya u funzwa thero ya Luisimane lwa u thoma lwa u engedzedza (English FAL) nga Luisimane (English) fhedzi? Mugudiswa 3: Ndi a kona zwavhudi. Mugudiswa 4: Ndi a kona u pfesesa ngudo zwavhudi musi mudededzi a tshi khou funza nga English fhedzi.	**1.4 How do you cope with the English FAL subject matter when it is taught in English only?** Learner 3: I cope well. Learner 4.I understand the subject matter well when the teacher teaches in English only. Learner 9: I do not have any problem when I am taught in English. Learner 5: I cope well.

Mugudiswa 9: A thi na thaidzo musi ndi khou funzwa nga English. Mugudiswa 5: Ndi a kona zwavhudi. Muṱoḓulusi: Huna ińwe phindulo naa? Mugudiswa 6: Ee! Zwińwe zwifhinga ndi a konḓelwa musi English i khou shumiswa sa luambo lwa u funza nga lwo. Muṱoḓulusi: Ni vhona uri hu nga itwa mini u ni thusa uri ni pfesese thero? Mugudiswa 6: Ndi vhona u nga vhadededzi vha fanela u ṱalutshedza ngudo nga Tshivenda u itela u khwinisa kupfesesele.	Researcher: Is there a different answer? Learner 6: Yes, sometimes I struggle when English is used as medium of instruction. Researcher: What do you think can be done to help you understand the subject matter? Learner 6: I think teachers should also explain the subject matter in Tshivenda to improve understanding of the lesson content.
1.5 Vhadededzi vho tendelwa naa u shumisa nyambo dzi no fhira nthihi nga tshifhinga tsha dzingudo? Arali phindulo yaṋu i ee! ndi nyambo dzifhio dzine vha tendelwa u dzi shumisa nga tshifhinga tsha dzingudo? Mugudiswa 4: Ee! English na Tshivenḓa Mugudiswa 1: Ee! English na Tshivenda…zwińwe zwifhinga vhańwe vhadededzi vha ṱoḓa u funza nga English fhedzi. Mugudiswa 2: Ee… nṋe ndi vhona u nga vho tendelwa ngauri vhańwe vhadededzi vha funza nga English vha ṱalutshedza nga luambo lwashu lwa ḓamuni.	**1.5 Are teachers allowed to use more than one language (translanguaging) during the lessons? If yes, which languages are they allowed to use?** Learner 4: Yes. English and Tshivenda. Learner 1: Yes. English and Tshivenda…but sometimes other teachers want to teach in English only. Learner 2: Yes, I think they are allowed because some teachers teach in English and explain in our home langauge. Learner 9: Yes. But our English teacher teaches in English only. Researcher: Do you think it's a good strategy when you are taught in English only. Learner 9: It is not good because some of us have challenges to understand English. It's

Mugudiswa 9: Ee, fhedzi mudededzi washu wa English vha funza nga English fhedzi. Muṱoḓulusi: Ni vhona a maitele a vhuḓi naa musi ni tshi khou funzwa nga English fhedzi? Mugudiswa 9: A si zwavhuḓi ngauri vhaṅwe vhashu vha na thaidzo kha u pfesesa English. Ndi zwavhuḓi u funzwa-vho na nga Tshivenḓa uri ndi kone u humbula zwe nda funzwa zwone.	good to be taught in Tshivenda also so that I can recall what I was taught.
1.6 Muhumbulo waṋu ndi ufhio kha u shumiswa ha luambo lwa ḓamuni na Luisimane (Tshivenḓa) nga tshifhinga tshithihi tsha ngudo? Mugudiswa 2: Ndi zwavhuḓi, ngauri ri a ḓivha na u pfesesa maipfi a Tshivenḓa u fhira a English. Ndi hafho hune ra kona u pfukisela zwine zwa khou ambiwa nga Tshivenḓa u ya kha English. Izwi zwi thusa riṋe u vha na kupfesesele kwa khwine kwa ngudo. Mugudiswa 6: Ndi zwavhudi ngauri rine vhaṅwe ri a konḓelwa u pfesesa English. Mugudiswa 7: Ndi pfesesa Tshivenḓa zwavhuḓi u fhira English nahone ndi ṱoḓa u fhiwa tshifhinga misi yoṱhe tsha u shumisa English nga tshifhinga tsha ngudo.	**1.6 What is your opinion of using your Home Language and English at the same time in a lesson?** Learner 2: It's good because we know and understand Tshivenda words than in English, then we transfer the meaning to English. This helps us to have a better understanding of the subject matter. Learner 6: It's good because some of us have a poor grasp of English. Learner 7: *I understand Tshivenḓa well than English and I need to be given chance to always use English during the lesson.*
1.7 Mavhonele aṋu ndi afhio kha vhadededzi vhane vha shumisa nyambo dzi no fhira nthihi kha u funza	**1.7 What are your perceptions towards teachers who use the translanguaging approach (use of more than one**

Luisimane lwa u thoma lwa u engedza (English FAL)? Mugudiswa 4: Vha khou ita zwavhuḓi. Arali u sa pfesesi zwińwe zwithu nga English, u shumiswa ha Tshivenḓa zwi thusa u pfesesa zwine zwa khou funzwa. Mugudiswa 7: Hai! U shumiswa ha nyambo nga mbili zwi a nnḓaḓisa. Zwi a nkhakhisa u guda English zwavhuḓi. Mugudiswa 1: Hai! U shumiswa ha nyambo nga mbili kha u gudisa zwi khakhisa ku gudele kwavhuḓi kwa English. Mugudiswa 3: Ndi a zwi ṱanganedza zwavhuḓi zwa u shumisa nyambo nga mbili kha ngudo nthihi. Musi ngudo yo ṱalutshedzwa nga Tshivenda ndi kona zwi isa kha English. Mugudiswa 2: Ndi a funa muhumbulo hoyu. Zwi thusa u pfesesa ngudo zwa dovha zwa engedza nḓivho ya maipfi a Tshivenḓa na English. Mugudiswa 4: Huna maipfi ane ra sa a pfesese nga English nahone zwa u shumisa nyambo nga mbili zwi thusa u guda maipfi maswa.	**language) in the teaching of English FAL?** Learner 4: They are doing something good. If you don't understand something well in English, using Tshivenda helps to make a better grasp of what is being taught. Learner 7: *No. It (translanguaging approach) confuses me. It disturbs me to learn English well.* Learner 1: *No. It (translanguaging approach) disturbs the proper learning of English lessons.* Learner 3: I am positive about the use of two languages in the same lesson. When the subject matter is explained in Tshivenda, I transfer it to English. Learner 2: I like this idea. It helps to understand the subject matter while also increasing my vocabulary in Tshivenda and English. Learner 4: *There are words we don't understand in English, and this (translanguaging) helps us to learn new words.*
1.8 Ni a tendelwa naa u shumisa nyambo dzi no fhira nthihi nga tshifhinga tsha dzingudo dzaṋu? Arali phindulo hu ee, ndi nyambo dzifhio dzine na tendelwa u dzi shumisa nga tshifhinga tsha dzingudo?	**1.8 Are you allowed to use more than one language during your lessons? If yes, which languages are you allowed to use?** Learner 6: No, because during English lessons we are not allowed to speak in Tshivenda.

Mugudiswa 6: Hai, ngauri nga tshifhinga tsha ngudo dza English a vha ri tendeli ri tshi amba nga Tshivenḓa. Muṱoḓulusi: Ni a tendelwa u shumisa luambo lwa ḓamuni (Tshivenda) kha dzinwe thero sa NS (Natural Science) naa? Mugudiswa 6: Kha dziṅwe thero dza content, vhadededzi vha a tenda ri tshi amba na vho nga Tshivenḓa kana English. Mugudiswa 9: Mudededzi washu wa English ha anzeli uri tendela u shumisa Tshivenda na English kha ngudo nthihi. U takalela uri ri ambe nae nga English. Mugudiswa 4: Ndi vhona u nga vha ṱoḓa ri tshi guda English na u khwinisa kuambele. Mugudiswa 7: Ee! Ri a tendelwa nga vhaṅwe vha vhadededzi u shumisa English na Tshivenda.	Researcher: Are you allowed to use your home language in other subject like NS (Natural Science)? Learner 6: Yes. With other content subjects, teachers allow us to interact with us in Tshivenda and English. Learner 9: Our English teacher does not always allow us to use both Tshivenda and English in one lesson. She prefers that we speak with her in English. Researcher: What do you think could be the reason behind this? Learner 4: I think they want us to learn English and improve communication skill. Learner 7: Yes. We are allowed by some teachers to use both English and Tshivenda.
1.9 Dovhani ni ṱalutshedze uri ndi u swikelela vhungafhani hune na tendelelwa u shumisa nyambo mbili kilasini. Mugudiswa 10: Ri shumisa luambo lwa ḓamuni lwashu u fhindula mbudziso dza mudededzi nga u tou amba, fhedzi musi ri tshi ṅwala dzithesithe, phindulo dzashu dzi vha nga English fhedzi. Mugudiswa 1: Vhadededzi vha a ri tendela u shumisa Tshivenda musi ri	**1.9 To what extent are you allowed to use more than one language during your lessons?** Learner 11: We use our home language to respond to teacher's questions orally, but when we write tests, our answers must be in English only. Learner 1: Teachers allow us to use Tshivenda when seeking clarity about what is taught. Learner 3: We use home language when discussing activities in groups like homework.

ṱoḓa u pfesesa kha zwine zwa khou funzwa. Mugudiswa 3: Ri shumisa luambo lwa ḓamuni musi ri khou amba nga ha mishumo ine ra ṋewa nga zwigwada u fana na tshuńwa-haya. Tsumbo, ri a ṱalutshedza khonani dzashu uri vha nga fhindula kana u itisa hani mushumo kha zwigwada zwashu. Mugudiswa 6: U vhudzisa kha mudededzi uri tshinwa-haya kana tshinwa-kilasini i khou fanela u fhindulwa hani.	For instance, we explain to our friends how to complete or do an activity in our groups. Learner 6: To ask the teacher questions on how to complete homework or classwork.
1.10 U ya nga muhumbulo waṋu, ni vhona u nga zwi a ni thusa naa u pfesesa thero kana ngudo khwiṋe musi hu khou shumiswa luambo lwaṋu lwa ḓamuni (Tshivenda) na Luisimane (English) kilasini? Mugudiswa 1: Ee, ngauri musi ri tshi shaya u pfesesa mańwe maipfi a English, vhadededzi vha ṱalutshedza nga luambo lwa ḓamuni uri ri kone u pfesesa khwine ngudo. Mugudiswa 2: Ee, zwi a leluwa u pfesesa ngudo musi i khou funzwa nga Tshivenḓa. Mugudiswa 8: Hai! English i fanelwa u funzwa nga English fhedzi. Tshivenḓa tshi fanelwa u funzwa nga Tshivenda. Mugudiswa 10: Ndi zwavhudi ngauri vhadededzi vhashu vha shumisa	**1.10 In your opinion, do you think the use of your Home Language and English in class help you to understand the subject matter better?** Learner 1: Yes, because when we lack an understanding of some English words, teachers can explain in the home language so that we have a better understanding of the subject matter. Learner 2: Yes, it's easier to understand the lesson when it's taught in Tshivenda. Learner 8: *No, English must be taught in English only. Tshivenḓa must be taught in Tshivenḓa.* Learner 10: It is good because our teachers use Tshivenda to explain subject matter that is difficult to us.

Tshivenḓa u ṱalutshedza ngudo ine i ya konḓa u i pfesesa. Mugudiswa 4: Aya ndi maitele avhuḓi ngauri zwo leluwa u pfesesa Tshivenḓa nahone ndi a kona u humbula zwavhudi zwe nda funzwa zwone. Mugudiswa 9: Ee, ndi a kona u humbula zwe nda funzwa nahone ndi a kona u fhindula mbudziso dza mulingo…nga u pfesesa hanga hoṱhe.	Learner 16: This is good strategy because it's easy to understand Tshivenḓa, and I can recall the subject matter well. Learner 9 Yes, *I am able to remember what I was taught, and I can answer the examination questions well with all... my understanding.*

Learners' focus group interview responses- School B	
TSHIVENḒA VERSION	**ENGLISH TRANSLATED VERSION**
1.1. Ndi luambo lufhio lune na pfa ni tshi funa u funzwa nga lwo? Mugudiswa 11: English. Muṱoḓulusi: Ndi ngani ni khou takalela English? Mugudiswa 11: Ndi khou ṱoḓa u guda kushumisele kwone kwa English na u pfesesa khwine luambo. Mugudiswa 12: English. Ndo no vha na u pfesesa havhuḓi ha Tshivenḓa, zwino ndi ṱoḓa u guda English uri ndi i pfesese. Mugudiswa 13: Tshivenḓa tshi takalelwa nga vhunzhi hashu. Muṱoḓulusi: Ndi ngani ni khou amba ngauralo? Mugudiswa 13: Ngauri zwo leluwa u pfesesa musi u khou funzwa nga luambo lwa ḓamuni.	**1.1. In which language do you feel most comfortable to be taught?** Learner 11: English. Researcher: Why do you have preference for English? Learner 11: I want to learn the correct usage of English and gain a better understanding of the language. Learner 12: English. I already have a good grasp of Tshivenda, so I also need to learn the English and understand it. Learner 13: Tshivenda is preferred by most of us. Researcher: Why do you say so? Learner 13: Because it is easy to understand when I am taught in the home language.

Mugudiswa 14: Ndi takalela u funzwa nga luambo lwa ḓamuni…ndi amba Tshivenḓa. Mugudiswa 15: Luambo lwa nga lwa ḓamuni. Zwo leluwa u lu pfesesa u fhira English. Mugudiswa 16: Ndi khwine u funzwa nga Tshivenḓa u fhira English. Ndi a kona u tevhelela zwine mudededzi a khou amba.	Learner 14: I prefer to be taught in the home langauge… I mean Tshivenda. Learner 15: My home language, it's easier to understand Tshivenda than English. Learner 16: It's better to be taught in Tshivenda than in English. I can follow what the teacher is saying.
1.2 Ni kala hani vhukoni ha u shumisa luambo lwa Luisimane (English)? Tingeledzani phindulo yone kha dze na fhiwa. Muṱoḓulusi: A.U kona nga maanḓa B. U kona C. Zwi khwine D. U sa kona Mugudiswa 17: Nṋe ndi kala vhukoni ha English sa havhuḓi. Mugudiswa 18: Kha nṋe zwi khwine. Zwińwe zwifhinga ndi a balelwa u pfesesa English. Mugudiswa 19: Zwi khwine. Mugudiswa 20: Nṋe ndi a kona zwavhudi. Mugudiswa 11: Vhukoni hanga ha English ndi ha khwine. Mugudiswa 12: Ndi kala vhukoni hanga sa ha khwine. Mugudiswa 13: A thi ḓivhi maipfi manzhi a English. A thi koni ulu amba zwavhuḓi. Ndi a shona u amba English… vhukoni hanga vhu khwine.	**1.2 How do you rate your English proficiency? Choose the correct option.** Researcher: A. Very good. B. Good. C. Fair D. Poor Learner 17: Me, I rate my English proficiency as good. Learner 18: For me it's fair. Sometimes I struggle to understand English. Learner 19: Fair Learner 20: It's good for me. Learner 11: My English proficiency is fair. Learner 12: I rate my proficiency as fair. Learner 13: I don't know many English words. I don't speak it (English) well. I'm shy to speak English…my proficiency is fair.

1.3 Ndi nyambo nngana dzine dza shumiswa nga tshifhinga tsha ngundo kilasini yaṋu? Mugudiswa 14: Huna nyambo mbili, dzine ndi Tshivenḓa na English. Mugudiswa 15: Mbili fhedzi dzi a shumiswa. Ndi luambo lwa ḓamuni na English. Mugudiswa 16: Vhadededzi vhashu vha shumisa Tshivenḓa na English. Ndi amba… nyambo mbili fhedzi. Mugudiswa 14: Zwiṅwe zwifhinga ri funzwa nga nyambo mbili… ndi luambo lwa ḓamuni…ee, Tshivenḓa na English. Mugudiswa 16: Ndi nyambo mbili fhedzi, ndi Tshivenḓa na English.	**1.3 How many languages are used during a lesson in your classroom?** Learner 14: There are two languages, that is, Tshivenda and English. Learner 15: Only two languages are used. My home language and English. Learner 16: Our teachers use Tshivenda and English. I mean…two languages only. Learner 14: Sometimes we are taught in two languages…home language…uhmm, Tshivenda and English. Learner 16: Two languages only, they are Tshivenda and English.
1.4 Ni kona hani u imedzana na nyimelo ya u funzwa thero ya Luisimane lwa u thoma lwa u engedzedza (English FAL) nga Luisimane (English) fhedzi? Mugudiswa 18: Ndi a kona zwavhudi. Ndi tou vha na u konḓelwa nyana musi ndi khou guda nga English. Mugudiswa 19: Zwi khwine kha nṋe. Mugudiswa 18: Yaa, ndi khwine kha nṋe. Mugudiswa 19: Ndi a pfesesa musi ndi khou funzwa nga English. Mugudiswa 20: A thi koni u pfesesa zwavhuḓi. Tshiṅwe tshifhinga English i ya nkonḓela. Mugudiswa 11: Zwi khwine. English i na maipfi a no konḓa. A zwo ngo lelulwa.	**1.4 How do you cope with the English FAL subject matter when it is taught in English only?** Learner 18: I cope well. I have fewer challenges when learning English. Learner 19: It's fair for me. Learner 18: Yeah, it's also fair for me. Learner 19: I cope well when I am taught in English. Learner 20: I don't cope well. English is sometimes difficult for me. Learner 11: Fair. English has difficult words. It's not easy, hey! Learner 12: I don't cope well. They (teachers) should explain the subject matter in our home language for a better understanding.

Mugudiswa 12: A thi khou kona zwavhuḓi. Vha (vhadededzi) vha tea u ṱalutshedza thero nga luambo lwa ḓamuni u itela uri vha pfesese. Mugudiswa 13: Nṋe a thi ḓivhi maipfi manzhi a English. A thi koni u amba u lu amba zwavhuḓi…vhukoni hanga vhu khwine.	Learner 13: *I don't know many English words. I don't speak it (English) well…my proficiency is fair.*
1.5 Vhadededzi vho tendelwa naa u shumisa nyambo dzi no fhira nthihi nga tshifhinga tsha dzingudo? Arali phindulo yaṋu i ee! ndi nyambo dzifhio dzine vha tendelwa u dzi shumisa nga tshifhinga tsha dzingudo? Mugudiswa 15: Ee, vha a tendelwa u shumisa English na Tshivenda ngauri vha talutshedza thero nga luambo lwa ḓamuni. Mugudiswa 11: Ee, ndi luambo lwa ḓamuni na English. Mugudiswa 13: Ee, vha kona u ri funza nga Tshivenda na English. Mugudiswa 19: Ee, Tshivenda tshi shumiswa u talutshedza ngudo ya English. Mugudiswa 14: Ee, Tshivenda and English zwi a shumiswa nga tshifhinga tsha ngudo.	**1.5 Are teachers allowed to use more than one language (translanguaging) during the lessons? If yes, which languages are they allowed to use?** Learner 15: Yes, I think they are allowed to use English and Tshivenda because they explain the subject matter in our home language. Learner 11: Yes, it's the home language and English. Learner 13: Yes, they teach us in Tshivenda and English. Learner 19: Yes, Tshivenda is used to explain English subject matter. Learner 14: Yes. Both Tshivenda and English are used during the lessons.
1.6 Muhumbulo waṋu ndi ufhio kha u shumiswa ha luambo lwa ḓamuni na Luisimane (Tshivenḓa) nga tshifhinga tshithihi tsha ngudo? Mugudiswa 15: Ndi zwavhuḓi ngauri a ri koni u pfesesa maipfi oṱhe nga tshifhinga tsha ngudo.	**1.6 What is your opinion of using your Home Language and English at the same time in a lesson?** Learner 15: It is good because we don't understand all the words/concepts during English lessons.

Mugudiswa 14: Ndi a zwi takalela ngauri vhaṅwe vha vhagudiswa a vha pfesesi English zwavhuḓi. Zwo tea uri vhadededzi vha shumise luambo lwa ḓamuni u ṱalutshedza zwine zwa khou funzwa. Mugudiswa 16: A si muhumbulo wavhuḓi. U ṱanganyisa nyambo zwi a ri kanganyisa. Ri ṱoḓa uri ri ṋewe tshifhinga tshinzhi tsha u shumisa English uri ri kone u guda luambo. Mugudiswa 11: Tshivenda tshi shuma uri ri pfesese mbudziso nga lu ambo lune nda lu divha. Zwi nthusa uri ndi si konḓelwe u pfesesa musi ndi tshi ṅwala thesithe kana mulingo ngauri ndi a kona u zwi humbula zwe mudededzi a funza zwone. Mugudiswa 13: Ndi a ṱangenedza muhumbulo hoyu. English i a konḓa u pfesesa kha vhaṅwe vhashu. Zwino u ṱalutshedza ngudo luambo lwa ḓamuni lu ita uri ndi pfesese. Mugudiswa 11: Ndi maitele avhudi kha u guda English ngauri zwi engedza nḓivho ya luambo…ndi vhuyelwa nga maipfi manzhi u bva kha nyambo mbili. Mugudiswa 14: Nga zwiṅwe zwifhinga ri wana zwi tshi konḓa nga maanḓa u funzwa nga English fhedzi. U shumiswa ha Tshivenḓa na English zwi thusa u tandulula thaidzo dza u konḓelwa u pfesesa.	Learner 14: I am happy about it because some learners do not understand English very well. It is necessary for teachers to use home language to explain what they are teaching. Learner 16: It's not a good idea. Mixing languages can confuse some of us. We need an exposure to English so that we can learn it. Learner 11: *Tshivenḓa helps with better understanding when questions are explained in a language I know. It helps me not to struggle when I write tests or examinations because I remember what the teacher told me.* Learner 13: I am positive towards this idea. English is still difficult to understand to some of us. So, explaining the subject matter in my home language always improves my understanding. Learner 11: This is a good strategy for learning English content, because it increases my vocabulary… I gain more words from the two languages. Learner 14: *In some instances, we find it very difficult to understand when taught in English only. The use of both English and Tshivenḓa can be used to solve challenges related to these difficulties.*
1.7 Mavhonele aṋu ndi afhio kha vhadededzi vhane vha shumisa nyambo dzi no fhira nthihi kha u funza Luisimane	**1.7 What are your perceptions towards teachers who use the translanguaging approach (use of more than one**

lwa u thoma lwa u engedza (English FAL)?	**language) in the teaching of English FAL?**
Mugudiswa 16: Ndi zwavhuḓi. Zwińwe zwifhinga ri wana zwi tshi konḓa u pfesesa ngudo arali mudededzi a tshi khou funzwa nga English fhedzi.	Learner 16: It's good. Sometimes we find it difficult to understand the subject matter if the teacher teaches in English only.
Mugudiswa 20: Ndi maitele a si avhuḓi. Zwi ri dzima tshikhala tsha u guda English.	Learner 20: It's not a good strategy. It deprives us the opportunity to be exposed and learn English.
Mugudiswa 17: A thi zwi takaleli zwa u ṱanganyisa Tshivenda na English. Ndi vhona uri hedzi nyambo mbili dzi sa fani. English kha i funzwe nga English.	Learner 17: I am not happy about mixing Tshivenda and English. I think these two languages are different. English must be taught in English.
Mugudiswa 13: Ndi a zwi ṱanganedza zwa u shumisa nyambo nga mbili. Musi ndo pfesesa zwe mudededzi a amba, ndi kona u humbula zwe nda funzwa nda kona u fhindula mbudziso.	Learner 13: I am positive about it (translanguaging). When I understand what the teacher is teaching, I recall most of the lesson content I was taught, and I can respond to the question.
Mugudiswa 11: U funzwa na u guda nga nyambo mbili ndi zwavhudi ngauri vhańwe vhagudiswa vha a konḓelwa u pfesesa ngudo musi hu khou funzwa nga English.	Learner 11: *Translanguaging is good because some learners find it difficult to understand lesson content when they are taught in English.*
Mugudiswa 14: U funzwa na u guda nga nyambo mbili ndi zwavhudi ngauri ri kona u pfesesa maipfi a English a no konḓa musi o ṱalutshedzwa nga luambo lwa ḓamuni…luambo lune nda lu ḓivha. Zwe nda zwi guda zwi bva kha Tshivenda zwa ya English. Zwi thusa vhana (vhagudiswa) u guda nyambo mbili nga tshifhinga tshithihi zwa dovha thusa na u divha maipfi manzhi a nyambo hedzi mbili.	*Learner 14: Translanguaging approach is good because we understand English words when they are explained in our home language, in the language we know. The information I am learning is transferred from Tshivenḓa to English. It helps the children (learners) to learn the two languages at the same time and to know many words of the two languages.*
Mugudiswa 19: U funzwa na u guda nga nyambo mbili ndi zwavhudi ngauri ri kona u	Learner 19*: Translanguaging is good because we can understand words in*

pfesesa maipfi nga Tshivenḓa ra kona u fanyisa uri zwi amba mini nga English.	*Tshivenḓa then we associate the meaning to English.*
1.8 Ni a tendelwa naa u shumisa nyambo dzi no fhira nthihi nga tshifhinga tsha dzingudo dzaṋu? Arali phindulo hu ee, ndi nyambo dzifhio dzine na tendelwa u dzi shumisa nga tshifhinga tsha dzingudo? Mugudiswa 16: Ee, Tshivenḓa na English Muṱoḓodulusi: Ni shumisa nyambo mbili u itela mini? Mugudisi 16: Ho luga…nyambo mbili dzi shumiswa u engedzedza u pfesesa kha zwine zwa khou funzwa. Mugudiswa 17: Ri a tendelwa u shumisa luambo lwa hayani na English nga tshifhinga tsha ngudo dza English. Mugudiswa 19: Ee, ndi Tshivenḓa na English. Mugudiswa 12: Tshivenḓa na English zwi a shumiswa nga tshifhinga tsha ngudo. Mugudiswa 11: Ee, fhedzi nga zwińwe zwifhinga vhadededzi vha ṱoḓa ri tshi amba nga English. Muṱoḓulusi: Zwo luga! Ni vhona hu mbuno ifhio ino ita uri vhadededzi vha takalele English fhedza naa? Mugudiswa 11: Ee, ndi vhona u nga vha khou ṱoḓa uri ri gude na khwinisa English yashu.	**1.8 Are you allowed to use more than one language during your lessons? If yes, which languages are you allowed to use?** Learner 16: Yes, Tshivenda and English. Researcher: For which purpose do you these two languages Learner 16: Okay…the two languages are used to improve the understanding of what the teacher is teaching. Learner 17: We are allowed to use the home language and English during English FAL lessons. Learner 19: Yes. It's Tshivenda and English. Learner 12: Tshivenda and English are used during the lessons. Learner 11: Yes. But sometimes our teachers want us to speak English only. Researcher: Alright! Do you think there is any reason for the preference of English only by these teachers? Learner 11: Yes, I think they want us to learn and improve our English.

1.9 Dovhani ni ṱalutshedze uri ndi u swikelela vhungafhani hune na tendelelwa u shumisa nyambo mbili kilasini. Mugudiswa: Vhadededzi vha ri tendela u shumisa luambo lwa hayani musi ri khou tea u vhudzisa kana u fhindula mbudziso. Musi ri khou amba nga ha mushumo ya tshunwa-haya na u talutshedza vhaṅwe zwine ra khou tea u ita, ndi hafho hune ra shumisa English na Tshivenda. Mugudiswa 13: Ri shumisa Tshivenda musi ri khou ṱoḓa u bviselwa khagala nga ha ngudo kana ndaela ya mushumo une ra khou tea u shuma. Mugudiswa 20: Ndi shumisa luambo lwa ḓamuni u thusa vhaṅwe vhagudiswa musi vha sa pfesesi zwine mudededzi a khou funza zwone. Zwi a leluwa u ṱalutshedza zwithu nga Tshivenḓa.	**1.9 To what extent are you allowed to use more than one language during your lessons?** Learner 16: Teachers allow us to use home language so that we can ask or respond to questions. Learner 12: When we are discussing activities for homework so that we explain to one another what we are expected to do, we can use both English and Tshivenda. Learner 13: We use Tshivenda when we need clarification about the subject matter or instructions regarding activities to be completed. Learner 20: I use my mother tongue language with my friends in the classroom to help my friends when they do not understand what the teacher is teaching. So, we explain to some of our friends what the teacher was saying until they understand. It is simple to explain to my friend in Tshivenḓa.
1.10 U ya nga muhumbulo waṋu, ni vhona u nga zwi a ni thusa naa u pfesesa thero kana ngudo khwiṋe musi hu khou shumiswa luambo lwaṋu lwa ḓamuni (Tshivenda) na Luisimane (English) kilasini? Mugudiswa 15: Ee, zwi a ri thusa ngauri vhaṅwe vhashu a ri pfesesi English. Mugudiswa 20: Ee, musi vha tshi shumisa luambo lwa ḓamuni, zwi engedza u pfesesa kha zwine zwa khou funzwa.	**1.10 In your opinion, do you think the use of your Home Language and English in class help you to understand the subject matter better?** Learner 15: Yes, it is helpful because some of us do not understand English. Learner 20: Yes. When they (teachers) use home language it helps to improve understanding of what I am taught. Learner 17: No! Researcher: Okay. Please provide a reason.

Mugudiswa 17: Hai. Muṱoḓulusi: Zwo luga. Ndi humbela ni ṋee mbuno. Mugudiswa 17: Ndi vhona zwi si zwavhudi u ṱanganyisa nyambo ngauri zwi ita uri ndi ṱoḓe u funzwa nga luambo lwa hayani. Hone-ha, musi Tshivenḓa tshi shumisa u ṱalutshedza, kupfesesele kwanga kwa ngudo ku a engedzea. Mugudiswa 11: Ee, musi mudededzi a tshi ṱalutshedza thero nga Tshivenḓa, zwi a leluwa u humbula zwe wa funzwa zwone. Mugudiswa 19: Ee, zwo leluwa u guda nga luambo lwa ḓamuni ngauri ndi kona u pfesesa vhunzhi ha maipfi ane a khou shumiswa u ṱalutshedza thero.	Learner 17: I don't think it's good to mix languages because I'll always want to learn in my home language. However, when Tshivenda is used to explain the content, my understanding of the lesson is improved. Learner 11: Yes. When the teacher explains the subject matter in Tshivenda, it becomes easier to remember what I was taught. Learner 19: Yes. It's easy to learn in the home language because I have a better understanding of most of the words used to explain the subject matter.

Learners' focus group interview responses- School C	
TSHIVENḒA VERSION	**ENGLISH TRANSLATED VERSION**
1.1 Ndi luambo lufhio lune na pfa ni tshi funa u funzwa nga lwo? Mugudiswa 21: Ndi ṱoḓa u funzwa nga English. Muṱoḓulusi: Ndi ngani English? Mugudisi 21: Ndi a kona u pfesesa English zwavhudi. Mugudisi 22: Ndi pfa ndi wavhuḓi u funzwa nga Tshivenḓa. Muṱoḓulusi: Ndi ngani ni tshi ṱoḓa u funzwa nga luambo lwa ḓamuni. Mugudiswa 23: Zwi thusa vhane vha khou konḓelwa u pfesesa English.	**1.1 In which language do you feel most comfortable to be taught?** Learner 21: I want to be taught in English. Researcher: Why English? Learner 21: I can understand English well. Learner 22: I feel comfortable to be taught in Tshivenda. Researcher: Why do prefer to be taught in in your home language? Learner 23: It helps those (learners) who might be struggling to understand English.

Mugudiswa 24: Ndi ṱoḓa u funzwa nga Tshivenḓa ngauri ndi a pfesesa zwine mudededzi a khou amba zwone. Mugudiswa 25: Ndi takalela Tshivenḓa u fhira English. Muṱoḓulusi: Ndi ngani ni tshi takalela Tshivenḓa. Mugudiswa: A si zwoṱhe zwine nda zwi pfesesa musi ri tshi khou funzwa nga English. Mugudiswa 27: Zwi a leluwa u pfesesa Tshivenḓa.	Learner 24: I want to be taught in Tshivenda because I understand what the teacher is saying. Learner 25: I prefer Tshivenda more than English. Researcher: Why do you prefer Tshivenda? Learner 25: It's not everything I understand when they (teachers) teach us in English. Learner 27: It's easy to understand Tshivenda.
1.2 Ni kala hani vhukoni ha u shumisa luambo lwa Luisimane (English)? Nangani phindulo yone kha dze na fhiwa. Muṱoḓulusi: A. U konesa B. U kona C. Zwi khwine D. U sa kona Mugudiswa 24: Ndi ḓikala zwavhudi. Mugudiswa 26: Hanga ndi khwine. Mugudiswa 27: Zwavhudi Mugudiswa 29: Nṋe vhukoni hanga ndi khwine. Mugudiswa 30: Vhukoni hanga ndi khwine. Mugudiswa 21: Ndi khwine Mugudiswa 24: Ndi khwine.	**1.2 How do you rate your English proficiency? Choose the correct option.** Researcher: A. Very good. B. Good. C. Fair D. Poor Learner 24: I rate myself to be good. Learner 26. Mine is fair. Learner 27: Good. Learner 28: It's fair with me. Learner 29: It's fair. Learner 30: It's fair. Learners 21: It's fair. Learner 24: Fair.
1.3 Ndi nyambo nngana dzine dza shumiswa nga tshifhinga tsha ngundo kilasini yaṋu? Mugudiswa 30: Ri shumisa nyambo mbili. Ndi English na Tshivenḓa. Muṱoḓulusi: Ndi ngani ni tshi khou funzwa nga English na Tshivenḓa.	**1.3 How many languages are used during a lesson in your classroom?** Learner 30: We use two languages. They are English and Tshivenda. Researcher: Why are you taught in English and Tshivenda? Learner 30: Because with subjects like Social Science or Natural Science, the teachers

Mugudiswa 30: Ngauri thero dzi fanaho na Social Science, Natural Science, vhadededzi vha ṱalutshedza maipfi kana mafhungo a songo pfesesiwaho nga Tshivenḓa. Mugudiswa 22: Vhadededzi vha a funza nga Tshivenḓa. Muṱoḓulusi: Ni khou amba uri nga tshifhinga tsha ngudo ya English, vhadededzi vhaṋu vha shumisa Tshivenda u talutshedza thero naa? Mugudiswa 22: Ee, vha ita ngauralo. Mugudiswa 23: Ee, vha ita ngauralo. Mugudiswa 24: Ri a shumisa nyambo mbili, ndi English na Tshivenḓa. Mugudiswa 27: Nyambo mbili…ndi English na Tshivenḓa.	explain some concepts/information not well understood in Tshivenda. Learner 22: Teachers teach in two languages. Researcher: Do you mean that your teachers use Tshivenda to explain the subject matter during English? Learner 22: Yes, they do so! Learner 23: Yes, they do so! Learner 24: We use two languages; they are Tshivenda and English. Learner 27: Two languages.
1.4 Ni kona hani u imedzana na nyimelo ya u funzwa thero ya Luisimane lwa u thoma lwa u engedzedza (English FAL) nga Luisimane (English) fhedzi? Mugudisi 24: Ndi a kona zwavhuḓi. Mugudisi 25: Ee, ndi pfesesa khwine zwine zwa khou funzwa. Mugudiswa 27: Zwińwe zwifhinga ndi a kona zwavhudi, zwińwe zwifhinga a zwo ngo ralo. Zwi a konḓa u pfesesa English. Mugudiswa 26: A thi khou kona zwavhudi. Ndi pfesesa khwine musi zwithu zwo ṱalutshedzwa nga Tshivenda. Mugudiswa 27: English a yo ngo leluwa kha nṋe. A thi khou kona zwavhuḓi.	**1.4 How do you cope with the English FAL subject matter when it is taught in English only?** Learner 24: I cope well. Learner 25: Yeah, I understand fairly what is taught. Learner 27: Sometimes I cope well, sometimes it is not. It's difficult to understand English. Learner 26: I don't cope well. I understand better when things are explained in Tshivenda. Learner 27: English is not easy for me. I am not coping well.

Mugudiswa 25: Ndi a kona zwavhudi musi vhadededzi vha khou funza nga English. Hone-ha huna vhańwe vha ne vha konḓelwa u pfesesa English. Mugudiswa: 28: *U funzwa nga English fhedzi a si zwavhudi ngauri a si ipfi ḽinwe na ḽińwe line ra ḽi pfesesa kha ngudo ya English. Vhańwe vhashu a vha pfesesi English zwavhuḓi, vhadededzi vhashu… zwo tea uri vhadededzi…uhmm… vha shumisa Tshivenda u talutshedza na u dovha* u thusa vhańwe vhana u pfesesa ngudo khwiṋe.	Learner 25: I cope well when teachers are teaching in English, but there are some of us who struggle to understand it. Learner 28: T*eaching in English only is not good because not every word we are able to understand during English lessons. Some of us do not understand English very well, our teachers..., it is necessary for our teachers …uhmm... to use Tshivenḓa to explain and help the children (learners) to understand the subject content much better.*
1.5 Vhadededzi vho tendelwa naa u shumisa nyambo dzi no fhira nthihi nga tshifhinga tsha dzingudo? Arali phindulo yaṋu i ee! ndi nyambo dzifhio dzine vha tendelwa u dzi shumisa nga tshifhinga tsha dzingudo? Mugudiswa 29: Ee! Muṱoḓulusi: Ndi nyambo dzifhio dzine dza shumiswa. Mugudiswa 29: English na Tshivenḓa Mugudiswa 21: Ee, ndi English na Tshivenḓa. Mugudiswa 22: Ee, vha shumisa English na Tshivenḓa. Mugudiswa 30: Ee, ndi English na Tshivenḓa. Mugudiswa 21: Ee, vha funza nga English na Tshivenḓa.	**1.5 Are teachers allowed to use more than one language (translanguaging) during the lessons? If yes, which languages are they allowed to use?** Learner 29: Yes! Researcher: Which languages do they use? Learner 29: English and Tshivenda. Learner 21: Yes, it's English and Tshivenda. Learner 22: Yes, they use English and Tshivenda. Learner 30: Yes, it's English and Tshivenda. Learner 21: Yes. They teach in English and Tshivenda.

1.6 Muhumbulo waṋu ndi ufhio kha u shumiswa ha luambo lwa ḓamuni na Luisimane (Tshivenḓa) nga tshifhinga tshithihi tsha ngudo? Mugudiswa 22: Ndi zwavhudi. Muṱoḓulusi: Ndi ngani? Mugudiswa 22: Zwi thusa vhaṅwe vha ne vha si khou pfesesa thero. Mugudiswa 23: Ndi vhona zwi zwavhuḓi. Zwi thusa vha ne vha vha khou balelwa u pfesesa zwavhuḓi zwine zwa khou funzwa. Mugudiswa 23: Ndi zwavhuḓi. Muṱoḓulusi: Ṋeani mbuno ya phindulo yaṋu. Mugudiswa 23: Zwi thusa riṋe roṱhe kha u kona u dzhenelela nga musi wa ngudo. Mugudiswa 27: Ndi a funa maitele hayo ngauri Tshivenḓa tshi engedza kupfesele kwa ngudo. Mugudiswa 24: Ndi a zwi takalela u funzwa nga Tshivenḓa na English, ngauri a si zwoṱhe zwine nda nga zwi pfesesa ndi tshi khou funzwa nga English fhedzi. Mugudiswa 29: [Nḓivho yanga ya maipfi a English a si yavhuḓi, maṅwe maipfi a thi a ḓivhi…nahone a thi pfesesi musi mudededzi a tshi khou funza…zwi ita uri ndi sa ḓipfe ndi wavhuḓi].	**1.6 What is your opinion of using your Home Language and English at the same time in a lesson?** Learner 22: It is good. Researcher: Why? Learner 22: It helps others who might not have understood the subject matter. Learner 23: I think it's good. It helps some of us who don't understand well what the teacher is teaching English. Learner 23: It is good. Researcher: Provide a reason for your answer. Learner 23: It helps all of us to participate during the lesson. Learner 27: I like the strategy because Tshivenda improves my understanding of the subject matter. Learner 24: I am happy to be taught in Tshivenda and English, because I don't understand most of the lesson content when it's taught in English only. Learner 29: My English vocabulary is not good, some words I don't know them… and I do not understand when the teacher is teaching…makes me feel uncomfortable.
1.7 Mavhonele aṋu ndi afhio kha vhadededzi vhane vha shumisa nyambo dzi no fhira nthihi kha u funza Luisimane lwa u thoma lwa u engedza (English FAL)?	**1.7 What are your perceptions towards teachers who use the translanguaging approach (use of more than one**

Mugudiswa 22: Ndi zwavhudi ngauri ri wana zwi tshi konḓa u pfesesa zwine zwa khou funzwa. Mugudiswa 24: Ndi zwavhuḓi. Muṱoḓulusi: Zwo luga! Ndi ngani ni tshi ralo? Mugudiswa 24: Zwi thusa u kona u pfesesa zwine mudededzi a khou funza. Mugudiswa 26: Ndi zwavhuḓi ngauri English a si luambo lwashu lwa ḓamuni nahone a si vhana vhoṱhe vha ne vha pfesesa thero yo nwalwaho nga English. Mugudiswa 25: Ndi maitele avhudi, Tshivenḓa tshi ri thusa u pfesesa thero nahone ra kone u fhindula mbudziso. Mugudiswa 23: Ndi a zwi takalela u funzwa nga hei nḓila. Ndi pfa ndo vhofholowa u amba na mudededzi nga luambo lune nda lu pfa. Mugudiswa 27: A si zwavhuḓi kha rine. Muṱoḓulusi: Ndi ngani zwi si zwavhuḓi. Mugudiswa 27: Ro no guda zwinzhi kha Tshivenda fhedzi ri khou guda zwiṱuku kha maipfi a English. Zwi nga konḓa zwińwe zwifhinga u ńwala phindulo yone musi u khou fhindula mbudziso.	**language) in the teaching of English FAL?** Learner 22: It good because sometimes it's difficult to understand what is taught. Learner 24: It is good. Research. Okay! Why? Learner 24: It helps to understand what the teacher is teaching. Learner 26: *It is good because English is not our mother tongue and not all learners understand the subject written in English.* Learner 25: It's good strategy. Tshivenda helps us to understand the subject matter, so we'll be able to answer the question. Learner 23: I am happy about this teaching approach. Tshivenda helps to improve our understanding. Learner 27: It's not good for us. Researcher: Why is this not good? Learner 27: We'll learn a lot of Tshivenda and learn less of English words. Sometimes it can be difficult to write correct answer when responding to questions.
1.8 Ni a tendelwa naa u shumisa nyambo dzi no fhira nthihi nga tshifhinga tsha dzingudo dzaṋu? Arali phindulo hu ee, ndi nyambo dzifhio dzine na tendelwa u dzi shumisa nga tshifhinga tsha dzingudo? Mugudiswa 30: Ee, Tshivenda na English. muṱoḓulusi: U itela zwifhio?	**1.8 Are you allowed to use more than one language during your lessons? If yes, which languages are you allowed to use?** Learner 30: Yes, Tshivenda and English. Researcher: For what purpose? Learner 30: To assist those who cannot speak or respond to questions in English.

Mugudiswa 30: U thusa vhane vha si kone kana u fhindula mbudziso nga English. Mugudiswa 28: Zwinwe zwifhinga vha tenda ri tshi amba nga English u itela uri ri wane tshikhala tsha purakatisa luambo. Mugudiswa 26: Ee, ndi Tshivenḓa na English. Ndivho ndi ya uri ri pfe ro vhofholowa nahone ri kone u vhudzisa mbudziso nga Tshivenda. Mugudiswa 24: Ee, ri kona u thusa na vhaṅwe vhagudiswa u amba nga mushumo ine ra khou tea u i ṅwala. Mugudiswa 28: Tshivenda na English. U vhudzisa mbudziso kana u fhindula zwine ra khou vhudziswa. Mugudiswa: [Huna nyambo mbili dzine ra dzi shumisa kilasini…Tshivenḓa na English. Dzi shumiswa kha u ri ri pfesese khwine zwine vhadededzi vha khou funza. Musi mudededzi a tshi khou ṱalutshedza nga Tshivenḓa, zwi a leluwa u pfesesea nahone ndi pfa ndo takala].	Learner 28: Sometimes they allow us to speak in English in order to give us the chance to practise it. Learner 26: Yes, it's Tshivenda and English. The purpose is to make us feel free so that we can ask question in Tshivenḓa. Learner 24: Yes, we can help fellow learners to explain about activities we are expected to write. Learner 28: Tshivenda and English are used. It improves understanding to those who are struggling with English. Learner 25: There are two languages we use during the lessons…Tshivenḓa Home Language and English. They are used to help us understand well what the teachers are teaching. When the teacher explains in Tshivenḓa, it becomes simple to understand and I feel happy.
1.9 Dovhani ni ṱalutshedze uri ndi u swikelela vhungafhani hune na tendelelwa u shumisa nyambo mbili kilasini. Mugudiswa 30: U shumiswa ha luambo lwa ḓamuni na Tshivenḓa zwi khou itelwa u thusa vhaṅwe vha vho rine vhane vha si kone u amba English kana u fhindula mbudziso nga English. Mugudiswa 26: Tshipikwa ndi u ṱalutshedza uri ri pfesese zwine ra khou funzwa.	**1.9 To what extent are you allowed to use more than one language during your lessons?** Learner 30: The use of both home language and Tshivenda is meant to assist some of us who cannot speak or respond to questions in English. Learner 26: The purpose is to explain the lesson content so that we understand it.

Mugudiswa 24: Vhadededzi vha vha ri tendela u shumisa luambo lwa hayani uri ri kone u vhudzisa mbudziso u itela u pfesesa. Mugudiswa 25: Musi ri tshi khou amba nga dzi activities ri vhavhili kana sa tshigwada, mudededzi vha a tenda uri ri shumisa luambo lwa ḓamuni na English uri kone u ṱalutshedzana nga tshashu. Mugudiswa 22: Ndi khou ṋewa tshikhala tsha u guda kana u shumisa nyambo mbili kha ngudo nthihi.	Learner 24: Teachers allow us to use home language so that we can ask questions for clarification. Learner 25: When we are discussing activities in pairs or groups the teacher allows us to use home language and English so that we explain to one another the subject matter. Learner 22*: I am provided with an opportunity to learn or use two languages in one lesson*.
1.10 U ya nga muhumbulo waṋu, ni vhona u nga zwi a ni thusa naa u pfesesa thero kana ngudo khwiṋe musi hu khou shumiswa luambo lwaṋu lwa ḓamuni (Tshivenda) na Luisimane (English) kilasini? Mugudiswa 28: Ee, zwi a nthusa. Muṱoḓulusi: Zwi ni thusa hani? Mugudiswa 28: Ndi kona u pfesesa khwine ngudo ya English. Muṱoḓulusi: Muńwe muhumbulo-vho? Mugudiswa 26: Ee, zwi a thusa nga maanḓa. Ndi kona u wana ṱhalutshedzo ya khwine ya ngudo. Mugudiswa 28: Ee, ndi wana nḓivho ya thero. Mugudiswa 30: Ee, musi mudededzi a tshi shumisa luambo lwanga lwa hayani, zwi a leluwa u pfesesa thero.	**1.10 In your opinion, do you think the use of your Home Language and English in class help you to understand the subject matter better?** Learner 28. Yes, it helps me. Researcher: How does it help you? Learner 28: I have a better understanding of the lesson content that is taught in English. Researcher: Any other opinion? Leaner 26: Yes, it helps a lot. I gain a better explanation of the subject matter. Learner 28: Yes, I get knowledge of the subject matter. Learner 30. Yes, when the teacher uses my home language, it's easy to understand the subject matter.